Australian Government

CPP07 Property Services Training Package

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CPPDSM3004A Assist in marketing properties for sale 1963
CPPDSM3005A Assist with the sale of properties 1972
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CPPDSM3007B Identify risks and opportunities in the property industry 1990
CPPDSM3008A Maintain and protect condition of managed properties 1999
CPPDSM3009A Maintain workplace safety in the property industry 2008
CPPDSM3010B Meet customer needs and expectations in the property industry 2016
CPPDSM3011B Monitor building facilities 2025
CPPDSM3013A Perform and record property management activities and transactions 2034
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CPPFES2006A Prepare for installation and servicing operations 3354
CPPFES2007A Maintain quality of work and promote continuous improvement.....3367
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CPPFES2011A Install portable fire extinguishers and fire blankets.....3380
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CPPFES2021A Inspect, test and maintain fire extinguishers 3403
CPPFES2025A Inspect, test and maintain gaseous fire-suppression systems 3410
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CPPFES2027A Inspect, test and maintain non-gaseous pre-engineered fire-suppression systems 3435
CPPFES2029A Conduct functional tests on fire detection, warning and intercommunication devices 3445
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CPPFES3044A Interpret installation requirements for gaseous fire-suppression systems 3580
CPPFES3045A Install gaseous agent containers and actuators 3588
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CPPHSA4002A Assess household waste generation and management 3634
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CPPPMT3005A Modify environment to manage pests 3749
CPPPMT3006A Apply pesticides to manage pests 3764
CPPPMT3007A Implement pest management plans 3781
CPPPMT3008A Inspect and report on timber pests 3794
CPPPMT3009A Advise clients on pest management options 3808
CPPPMT3010A Control timber pests 3818
CPPPMT3011A Conduct fumigation 3834
CPPPMT3017A Repair and maintain service equipment 3853
CPPPMT3018A Maintain equipment and chemical storage areas 3865
CPPPMT3019A Organise and monitor pest management operations 3880
CPPPMT3026A Select and obtain pest management vehicles, equipment and materials 3893
CPPPMT3029A Plan and schedule pest management operations 3905
CPPPMT3042A Install physical termite barriers 3914

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CPPPMT3043A Prepare and present pest management proposals 3928
CPPSEC1001A Identify and report security risk situations 3941
CPPSEC1002A Apply retail security procedures 3949
CPPSEC1003A Apply security procedures for the responsible service of alcohol 3958
CPPSEC1004A Apply health care security procedures 3968
CPPSEC1005A Apply critical infrastructure protection procedures 3978
CPPSEC1006A Apply x-ray image interpretation procedures 3990
CPPSEC1007A Apply walk through metal detection procedures 4000
CPPSEC1008A Apply hand-held metal detection procedures 4010
CPPSEC1009A Apply Explosive Trace Detection (ETD) procedures 4020
CPPSEC2001A Communicate effectively in the security industry 4030
CPPSEC2002A Follow workplace safety procedures in the security industry 4039
CPPSEC2003B Work effectively in the security industry 4048
CPPSEC2004B Respond to security risk situation 4057
CPPSEC2005A Work as part of a security team 4067
CPPSEC2006B Provide security services to clients 4075
CPPSEC2007A Screen people 4084
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CPPSEC2009A Give evidence in court 4102
CPPSEC2010A Protect safety of persons 4110
CPPSEC2011B Control access to and exit from premises 4119
CPPSEC2012A Monitor and control individual and crowd behaviour 4127
CPPSEC2013A Protect valuables in transit 4136
CPPSEC2014A Operate basic security equipment 4144
CPPSEC2015A Patrol premises 4152
CPPSEC2016A Contribute to investigative activities 4161
CPPSEC2017A Protect self and others using basic defensive techniques 4169
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Modification History

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

Version	Release date	Comments

9		NSSC endorsement for the:
		• addition of 23 new building design units of competency
		• addition of two new CPP07 common units:
		  • CPPCMN8001A Lead the strategic planning process for an enterprise
		  • CPPCMN8002A Identify and develop business opportunities
		• addition of three new building design qualifications:
		  • CPP50911 Diploma of Building Design
		  • CPP80111 Vocational Graduate Certificate in Building Design
		  • CPP80211 Vocational Graduate Diploma of Building Design
		• addition of four new cash-in-transit units of competency:
		  • CPPSEC2027A Load and unload cash in transit in a secured environment
		  • CPPSEC3050A Load and unload cash in transit in an unsecured environment
		  • CPPSEC3051A Implement cash-in-transit security procedures
		  • CPPSEC3052A Inspect and test cash-in-transit security equipment.
		ISC upgrade for the:
		• updating of superseded imported TLI cash-in-transit units in the elective lists of the following CPP07 qualifications:
		  • CPP20211 Certificate II in Security Operations
		  • CPP30411 Certificate III in Security Operations
		• minor additions to the following three security units resulting in a version upgrade, and changes to reference to those units throughout CPP07:
		  • CPPSEC2004B Respond to security risk situation

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Version	Release date	Comments
		• CPPSEC2006B Provide security services to clients • CPPSEC2011B Control access to and exit from premises • corrected updated codes of imported elective units: • TLIB2004A and TLIE2007A, changed elsewhere in CPP07 Version 8 to reflect updated equivalent units, but listed incorrectly with the old codes in CPP20211 Certificate II in Security Operations; the latter unit also cited in security licensing advice in the Assessment Guidelines skill set changes: • three new skill sets added to CPP07: Develop and Implement Environmentally Sustainable Cleaning Programs; Implement Environmentally Sustainable Cleaning Programs and Perform Environmentally Sustainable Cleaning Operations.
8		NSSC endorsement for the: • integration into CPP07 of 12 reviewed PRM04 Asset Maintenance Training Package (now superseded) qualifications: • CPP10211 Certificate I in Cleaning Operations • CPP20411 Certificate II in Waste Management • CPP20511 Certificate II in Fire Protection Inspection and Testing • CPP20611 Certificate II in Cleaning Operations • CPP20711 Certificate II in Carpet Cleaning Operations • CPP30711 Certificate III in Waste Management • CPP30811 Certificate III in Fire Protection Inspection and Testing • CPP30911 Certificate III in Pest Management • CPP31011 Certificate III in Cleaning Operations • CPP31111 Certificate III in Carpet Cleaning Operations • CPP40911 Certificate IV in Waste Management • CPP41011 Certificate IV in Cleaning Management • addition of one new qualification to CPP07: • CPP50811 Diploma of Waste Management • revision of a range of existing PRM units of competency

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Version	Release date	Comments

		• addition of new units of competency contained within the revised PRM qualifications from the cleaning operations, carpet cleaning, fire protection inspection and testing, pest management and waste management sectors.
		
		ISC upgrade for the:
		
		• revision of three common units of competency:
		  • CPPCMN2001B Control and direct traffic
		  • CPPCMN4001B Develop workplace policies and procedures for sustainability
		  • CPPCMN4002B Implement and monitor environmentally sustainable work practices
		• update of version identifier of imported unit HLTFA301C Apply first aid in the following qualifications:
		  • CPP20211 Certificate II in Security Operations
		  • CPP20511 Certificate II in Fire Protection Inspection and Testing
		  • CPP20611 Certificate II in Cleaning Operations
		  • CPP30411 Certificate III in Security Operations
		  • CPP30711 Certificate III in Waste Management
		  • CPP30811 Certificate III in Fire Protection Inspection and Testing
		  • CPP30911 Certificate III in Pest Management
		  • addition of nine new skill sets:
		  • Install and Decommission Fixed Fire Extinguishing Systems
		  • Maintain Bulk Extinguishing Agent Container Warehouses
		  • Maintain Portable Fire Extinguishers
		  • Manage Complex Fumigation Operations
		  • Manage Non-Timber Pests
		  • Manage Timber Pests
		  • Recover, Reclaim, Fill and Recycle Extinguishing Agents
		  • Restore Water-Damaged Carpets
		  • Test and Maintain Fixed Fire Extinguishing Systems.

7	7 April 2011	NQC endorsement for changing the packaging rules in the following qualifications to comply with NQC flexibility

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Version	Release date	Comments
		requirements regarding core and elective balance: • CPP20111 Certificate II in Surveying and Spatial Information Services • CPP30311 Certificate III in Property Services (Operations) • CPP50711 Diploma of Access Consulting. NQC endorsement for amending the packaging rules in the following qualifications to comply with NQC flexibility requirements regarding inclusion of accredited courses: • CPP30111 Certificate III in Surveying and Spatial Information Services • CPP30211 Certificate III in Property Services (Agency) • CPP40211 Certificate IV in Spatial Information Services • CPP40811 Certificate IV in Access Consulting • CPP50211 Diploma of Spatial Information Services • CPP50511 Diploma of Property Services (Asset and Facility Management) • CPP50611 Diploma of Security and Risk Management • CPP60211 Advanced Diploma of Property Services (Asset and Facility Management). NQC endorsement for changing the packaging rules in the following qualifications to meet security licensing harmonisation: • CPP20211 Certificate II in Security Operations • CPP30411 Certificate III in Security Operations. NQC endorsement for six new common units of competency: • CPPCMN4009A Develop team understanding of and commitment to sustainability • CPPCMN4010A Cost and quote sustainable product and service provision • CPPCMN4011A Communicate and market sustainable solutions • CPPCMN4012A Contribute to sustainable solutions throughout a building's life cycle • CPPCMN4013A Operate a sustainable business • CPPCMN5001A Plan for a sustainable business.

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Version	Release date	Comments
		NQC endorsement for adding sustainability content and CPPCMN4009A, CPPCMN4010A, CPPCMN4011A CPPCMN4012A and CPPCMN4013A to Group B specialist elective pool in CPP40611 Certificate IV in Property Services (Operations). NQC endorsement for embedding sustainability content into the following 13 units of competency: • CPPCMN4004B • CPPDSM3006B • CPPDSM3007B • CPPDSM3010B • CPPDSM3011B • CPPDSM3015B • CPPDSM3018B • CPPDSM3019B • CPPDSM4009B • CPPDSM4015B • CPPDSM4048B • CPPSEC2003B • CPPSIS2001B. ISC upgrade for adding CPPCMN5001A to Group A common units in CPP50511 Diploma of Property Services (Asset and Facility Management). ISC upgrade to replace superseded imported units with later versions, resulting in changed units in the packaging rules of CPP20307, CPP30507 and CPP50107. ISC upgrade for removing the following security sector skill sets, which are no longer consistent with the harmonisation of qualifications for licensable occupations: • Perform Retail Security Operations • Perform Cash-in-Transit Operations • Use Firearms and Defensive Tactics • Coordinate Control Room Operations • Manage Dogs for Security Functions.
6	23 November 2010	NQC endorsement for addition of home sustainability assessment sector: • new home sustainability assessment (HSA) qualification CPP41110 Certificate IV in Home Sustainability Assessment

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Version	Release date	Comments
		• nine associated HSA units of competency: • CPPHSA4001A Assess household energy use • CPPHSA4002A Assess household waste generation and management • CPPHSA4003A Assess household water use • CPPHSA4004A Assess thermal performance of existing residences using non-rating tools and techniques • CPPHSA4005A Minimise health, safety and security risks when assessing home sustainability • CPPHSA4006A Manage own work, professional development and ethical behaviour as a home sustainability assessor • CPPHSA4007A Promote the adoption of home sustainability practices by residents • CPPHSA4008A Apply sustainability principles, legislation and information on government programs • CPPHSA4010A Estimate the cost of home sustainability measures • four common units of competency: • CPPCMN3001B Participate in environmentally sustainable work practices • CPPCMN3004A Respond to enquiries and complaints • CPPCMN4004A Facilitate effective client relationships • CPPCMN4008A Read and extract information from plans, drawings and specifications for residential buildings. ISC upgrade for two qualifications revised as a result of the version update of an elective unit (CPPCMN3001B) in both: • CPP30109 Certificate III in Spatial Information Services • CPP40209 Certificate IV in Spatial Information Services. ISC upgrade for two units whose range statements were modified to ensure inclusion of variables relevant to the maritime industry: • CPPSEC2007A Screen people • CPPSEC2008A Screen items.
5.1	27 April 2010	ISC upgrade to replace superseded imported ICT02 units cited in the following CPP07 qualifications, to ensure

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Version	Release date	Comments
		qualifications meet regulatory purposes: • CPP20307 and CPP30507. ISC upgrade to correct the unit title in CPP30507 list of elective units, where unit title for CPPSEC3004A had incorrectly cited the title for CPPSEC3005A (both units now listed as electives).
5	30 March 2009	NQC endorsement for updating superseded imported core units in the following CPP07 qualifications: • CPP30309, CPP40109, CPP40209, CPP40609, CPP50409 and CPP60109. NQC endorsement for replacing CPP30109 qualification core unit FPIFGM147A Read and interpret maps with RIIG005A Read and interpret maps. NQC endorsement for CPP40209 qualification changes: • replacing core unit FPIFGM147A Read and interpret maps with RIIG005A Read and interpret maps • including three additional elective units. NQC endorsement for updating superseded imported unit in the common pool in CPP50509 qualification. ISC upgrade to reflect superseded imported units cited, including revisions, deletions and replacements **in the following CPP07 qualifications:** • CPP20107, CPP30109, CPP30207, CPP30309, CPP40109, CPP40209, CPP40609, CPP50107, CPP50207, CPP50307, CPP50409 and CPP60109. ISC upgrade for inclusion of one additional elective unit in CPP50207 qualification. ISC upgrade for inclusion of 21 skill sets in the spatial information services sector. Units of competency in mapping tables re-grouped according to Training Package of origin.
4	25 September 2008	NQC endorsement for changes to common imported units in CPP60208 qualification. NQC endorsement for changes involving clarification of the packaging rules in CPP40307 qualification. ISC upgrade to reflect superseded imported units cited, including revisions, deletions and replacements • **in the following CPP07 qualifications:**

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Version	Release date	Comments
		• CPP20207, CPP30207, CPP30407, CPP40307, CPP40407, CPP40507, CPP50307 and CPP50708 • **and CPP07 skill set:** • Perform Cash-in-Transit Operations. Minor changes in CPPDSM5004 and CPPDSM6001 unit titles. Typographical errors corrected in all volumes.
3	8 September 2008	Addition of access consulting sector.
2	7 May 2008	Addition of security sector. This version is the first time any of the content of CPP07 is available on NTIS.
1	28 August 2007	Training Package endorsed in August 2007 but content was never released fully on NTIS.

Preliminary Information

Important note to users

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

Check the version number before commencing training or assessment

This Training Package is Version 9 – check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact Construction and Property Services Industry Skills Council at www.cpsisc.com.au to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. A significant change would mean assigning the version identifier ‘Version 2’ to the Training Package.

When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, then it is called Version 1.

Do not confuse the version number with the Training Package’s national code (which remains the same during its period of endorsement).

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Explanation of the review date

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

AQF qualifications in CPP07

Code	Title
CPP10107	Certificate I in Security Operations
CPP10211	Certificate I in Cleaning Operations
CPP20111	Certificate II in Surveying and Spatial Information Services
CPP20211	Certificate II in Security Operations
CPP20307	Certificate II in Technical Security
CPP20411	Certificate II in Waste Management
CPP20511	Certificate II in Fire Protection Inspection and Testing
CPP20611	Certificate II in Cleaning Operations
CPP20711	Certificate II in Carpet Cleaning Operations
CPP30111	Certificate III in Surveying and Spatial Information Services
CPP30211	Certificate III in Property Services (Agency)
CPP30311	Certificate III in Property Services (Operations)
CPP30411	Certificate III in Security Operations
CPP30507	Certificate III in Technical Security
CPP30607	Certificate III in Investigative Services
CPP30711	Certificate III in Waste Management
CPP30811	Certificate III in Fire Protection Inspection and Testing
CPP30911	Certificate III in Pest Management

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Code	Title
CPP31011	Certificate III in Cleaning Operations
CPP31111	Certificate III in Carpet Cleaning Operations
CPP40109	Certificate IV in Surveying
CPP40211	Certificate IV in Spatial Information Services
CPP40307	Certificate IV in Property Services (Real Estate)
CPP40407	Certificate IV in Property Services (Stock and Station Agency)
CPP40507	Certificate IV in Property Services (Business Broking)
CPP40611	Certificate IV in Property Services (Operations)
CPP40707	Certificate IV in Security and Risk Management
CPP40811	Certificate IV in Access Consulting
CPP40911	Certificate IV in Waste Management
CPP41011	Certificate IV in Cleaning Management
CPP41110	Certificate IV in Home Sustainability Assessment
CPP50107	Diploma of Surveying
CPP50211	Diploma of Spatial Information Services
CPP50307	Diploma of Property Services (Agency Management)
CPP50409	Diploma of Property Services (Business Broking)
CPP50511	Diploma of Property Services (Asset and Facility Management)
CPP50611	Diploma of Security and Risk Management
CPP50711	Diploma of Access Consulting
CPP50811	Diploma of Waste Management
CPP50911	Diploma of Building Design
CPP60109	Advanced Diploma of Spatial Information Services
CPP60211	Advanced Diploma of Property Services (Asset and Facility

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Code	Title
	Management)
CPP80111	Vocational Graduate Certificate in Building Design
CPP80211	Vocational Graduate Diploma of Building Design

CPP07 units and their prerequisite unit requirements

Code	Title	Prerequisite unit
CPPACC4001A	Apply disability awareness to assessing access situations	Nil
CPPACC4002A	Apply building control legislation to assess small-scale buildings for access	Nil
CPPACC4003A	Assess construction plans	Nil
CPPACC4004A	Communicate effectively as an access consultant	Nil
CPPACC4005A	Conduct a building access audit	Nil
CPPACC4006A	Conduct a playground access audit	Nil
CPPACC4007A	Conduct a streetscape access audit	Nil
CPPACC4008A	Conduct a transport conveyance and boarding device access audit	Nil
CPPACC4009A	Conduct a transport premises access audit	Nil
CPPACC4010A	Conduct an aged care facility access audit	Nil
CPPACC4011A	Conduct an educational facility access audit	Nil
CPPACC4012A	Conduct an outdoor recreation area access audit	Nil
CPPACC4013A	Contribute effectively to building development teams	Nil
CPPACC4014A	Facilitate the development of Disability Discrimination Act Action Plans	Nil

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CPPACC4015A	Follow site occupational health and safety requirements	Nil
CPPACC4016A	Manage risk	Nil
CPPACC4017A	Prepare access reports	Nil
CPPACC4018A	Prepare, deliver and evaluate public education sessions on access	Nil
CPPACC4019A	Provide access advice on building fitout	Nil
CPPACC4020A	Provide access advice on building renovations	Nil
CPPACC4021A	Provide access advice on the provision of services	Nil
CPPACC4022A	Work effectively as an access consultant	Nil
CPPACC5001A	Assess documentation of building work for access compliance	Nil
CPPACC5002A	Inspect access compliance during the building process	Nil
CPPACC5003A	Apply anthropometric principles to accessible building design and fitout	Nil
CPPACC5004A	Apply building codes and standards to accessible large-scale buildings	Nil
CPPACC5005A	Interpret and apply building control legislation when assessing large-scale buildings for access	Nil
CPPACC5006A	Apply ergonomic principles to accessible building design and fitout	Nil
CPPACC5007A	Apply mechanics of human body functions to accessible building design and fitout	Nil
CPPACC5008A	Assess the construction of existing buildings and new building work required to be accessible	Nil
CPPACC5009A	Evaluate materials for the construction of buildings for access	Nil
CPPACC5010A	Provide access advice on the design of the	Nil

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	built environment	
CPPACC5011A	Prepare a concept design for accessible building work	Nil
CPPACC5012A	Prepare a design brief for accessible building work	Nil
CPPACC5013A	Prepare and administer tender documentation for accessible building work	Nil
CPPACC5014A	Prepare contract documentation for accessible building work	Nil
CPPACC5015A	Prepare specification documentation for accessible building work	Nil
CPPACC5016A	Provide expert access advice on renovations to private dwellings	Nil
CPPACC5017A	Provide expert access advice on building renovations	Nil
CPPACC5018A	Provide expert access advice to a complainant or respondent	Nil
CPPACC5019A	Coordinate the development and implementation of Disability Discrimination Act Action Plans	Nil
CPPACC5020A	Undertake research on access issues	Nil
CPPACC6001A	Participate as an access expert on an Access Panel	Nil
CPPACC6002A	Apply performance-based codes and risk management principles to assessing buildings for access	Nil
CPPACC6003A	Apply unjustifiable hardship principles to Alternative Building Solutions for access	Nil
CPPBDN5001A	Research construction materials and methods for small-scale residential building design projects	Nil
CPPBDN5002A	Research construction materials and methods for small-scale non-residential building design projects	Nil

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CPPBDN5003A	Research compliance requirements for small-scale residential building design projects	Nil
CPPBDN5004A	Research compliance requirements for small-scale non-residential building design projects	Nil
CPPBDN5005A	Recommend sustainability solutions for small-scale building design projects	Nil
CPPBDN5006A	Consult with clients to produce approved small-scale building project design briefs	Nil
CPPBDN5007A	Inspect and analyse sites and produce measured drawings for small-scale building design projects	Nil
CPPBDN5008A	Develop concepts for small-scale building design projects and finalise solutions with clients	Nil
CPPBDN5009A	Produce compliant client-approved designs for small-scale building design projects	Nil
CPPBDN5010A	Negotiate and finalise planning approval for small-scale building design projects	Nil
CPPBDN5011A	Produce compliant client-approved working drawings for small-scale residential buildings	Nil
CPPBDN5012A	Produce and present 3-D models of small-scale building designs	Nil
CPPBDN5013A	Develop and collaborate on building information models for small-scale building design projects	Nil
CPPBDN5014A	Contribute to construction and building design project finalisation processes	Nil
CPPBDN5015A	Produce compliant client-approved working drawings for non-residential buildings	Nil
CPPBDN5016A	Produce and present rendered animations of 3-D models of small-scale building designs	Nil
CPPBDN8001A	Research and evaluate construction materials and methods for complex building design	Nil

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	projects	
CPPBDN8002A	Research compliance requirements for complex building design projects	Nil
CPPBDN8003A	Scope and initiate large and complex building design projects	Nil
CPPBDN8004A	Lead the building design team	Nil
CPPBDN8005A	Manage the tendering and construction process for a client	Nil
CPPBDN8006A	Identify and manage new building design technologies	Nil
CPPBDN8007A	Manage the design of Type A constructions	Nil
CPPCCL2001A	Use hot water extraction	Nil
CPPCCL2002A	Use bonnet cleaning	Nil
CPPCCL2003A	Use dry foam shampoo	Nil
CPPCCL2004A	Use dry absorbent compound	Nil
CPPCCL2005A	Use wet foam shampoo	Nil
CPPCCL2006A	Identify carpet fibre and construction	Nil
CPPCCL2007A	Perform basic stain removal	Nil
CPPCCL3008A	Mitigate water damage	Nil
CPPCCL3009A	Restore smoke damaged carpet	Nil
CPPCCL3010A	Apply odour control	Nil
CPPCCL3011A	Perform carpet repair and reinstallation	Nil
CPPCCL3012A	Perform carpet colour repair and restoration	Nil
CPPCCL3013A	Clean leather upholstery	Nil
CPPCCL3014A	Clean fabric upholstery	Nil
CPPCCL3015A	Perform advanced stain removal	Nil
CPPCCL3016A	Apply topical treatments	Nil

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CPPCCL3017A	Identify upholstery fibre and construction	Nil
CPPCCL3018A	Inspect sites with water damage	Nil
CPPCCL3019A	Inspect sites prior to cleaning or treatment	Nil
CPPCCL3020A	Develop a plan to mitigate water damage and restore carpet	Nil
CPPCLO1040A	Prepare for work in the cleaning industry	Nil
CPPCLO1041A	Apply basic communication skills	Nil
CPPCLO2001A	Maintain hard floor surfaces	Nil
CPPCLO2004A	Maintain carpeted floors	Nil
CPPCLO2009A	Clean glass surfaces	Nil
CPPCLO2010A	Clean ceiling surfaces and fittings	Nil
CPPCLO2015A	Maintain furniture, fittings and room dressing	Nil
CPPCLO2017A	Clean wet areas	Nil
CPPCLO2019A	Sort and remove waste and recyclable materials	Nil
CPPCLO2033A	Plan for safe and efficient cleaning activities	Nil
CPPCLO2035A	Maintain cleaning storage areas	Nil
CPPCLO2037A	Clean external surfaces	Nil
CPPCLO2043A	Clean using microfibre techniques	Nil
CPPCLO2044A	Prepare rooms for guests and residents	Nil
CPPCLO3002A	Restore hard floor surfaces	Nil
CPPCLO3003A	Replace a hard floor finish	Nil
CPPCLO3013A	Clean window coverings	Nil
CPPCLO3014A	Maintain ‘clean room’ environments	Nil
CPPCLO3016A	Wash furniture and fittings	Nil
CPPCLO3020A	Clean using pressure washing	Nil

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CPPCLO3021A	Clean industrial machinery	Nil
CPPCLO3036A	Clean at high levels	Nil
CPPCLO3038A	Clean food-handling areas	Nil
CPPCLO3039A	Support leadership in the workplace	Nil
CPPCLO3044A	Clean using steam sanitising techniques	Nil
CPPCLO4022A	Organise and monitor cleaning operations	Nil
CPPCLO4024A	Control the supply of resources to the work site	Nil
CPPCLO4025A	Provide quotation for cleaning services	Nil
CPPCMN2001B	Control and direct traffic	Nil
CPPCMN2002A	Participate in workplace safety arrangements	Nil
CPPCMN2003A	Provide effective client service	Nil
CPPCMN3001B	Participate in environmentally sustainable work practices	Nil
CPPCMN3002A	Develop a traffic management plan	Nil
CPPCMN3003A	Contribute to workplace safety arrangements	Nil
CPPCMN3004A	Respond to enquiries and complaints	Nil
CPPCMN4001B	Develop workplace policies and procedures for sustainability	Nil
CPPCMN4002B	Implement and monitor environmentally sustainable work practices	Nil
CPPCMN4004B	Facilitate effective client relationships	Nil
CPPCMN4005A	Facilitate effective teamwork	Nil
CPPCMN4006A	Facilitate effective workplace relationships	Nil
CPPCMN4007A	Manage workplace safety arrangements	Nil
CPPCMN4008A	Read and extract information from plans, drawings and specifications for residential buildings	Nil

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CPPCMN4009A	Develop team understanding of and commitment to sustainability	Nil
CPPCMN4010A	Cost and quote sustainable product and service provision	Nil
CPPCMN4011A	Communicate and market sustainable solutions	Nil
CPPCMN4012A	Contribute to sustainable solutions throughout a building's life cycle	Nil
CPPCMN4013A	Operate a sustainable business	Nil
CPPCMN5001A	Plan for a sustainable business	Nil
CPPCMN8001A	Lead the strategic planning process for an enterprise	Nil
CPPCMN8002A	Identify and develop business opportunities	Nil
CPPDSM3001A	Assist in listing properties for lease	Nil
CPPDSM3002A	Assist in listing properties for sale	Nil
CPPDSM3003A	Assist in marketing properties for lease	Nil
CPPDSM3004A	Assist in marketing properties for sale	Nil
CPPDSM3005A	Assist with the sale of properties	Nil
CPPDSM3006B	Collect and process property information	Nil
CPPDSM3007B	Identify risks and opportunities in the property industry	Nil
CPPDSM3008A	Maintain and protect condition of managed properties	Nil
CPPDSM3009A	Maintain workplace safety in the property industry	Nil
CPPDSM3010B	Meet customer needs and expectations in the property industry	Nil
CPPDSM3011B	Monitor building facilities	Nil
CPPDSM3013A	Perform and record property management activities and transactions	Nil

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CPPDSM3014A	Undertake property inspection	Nil
CPPDSM3015B	Use and maintain property and client information databases	Nil
CPPDSM3016A	Work in the property industry	Nil
CPPDSM3017A	Work in the strata/community management sector	Nil
CPPDSM3018B	Identify risks to agency operations	Nil
CPPDSM3019B	Communicate with clients as part of agency operations	Nil
CPPDSM4001A	Act as a buyer's agent	Nil
CPPDSM4002A	Apply knowledge of state or territory legislative and regulatory framework to complete agency work	Nil
CPPDSM4003A	Appraise property	Nil
CPPDSM4004A	Conduct auction	Nil
CPPDSM4005A	Establish and build client–agency relationships	Nil
CPPDSM4006A	Establish and manage agency trust accounts	Nil
CPPDSM4007A	Identify legal and ethical requirements of property management to complete agency work	Nil
CPPDSM4008A	Identify legal and ethical requirements of property sales to complete agency work	Nil
CPPDSM4009B	Interpret legislation to complete agency work	Nil
CPPDSM4010A	Lease property	Nil
CPPDSM4011A	List property for lease	Nil
CPPDSM4012A	List property for sale	Nil
CPPDSM4013A	Market property for lease	Nil
CPPDSM4014A	Market property for sale	Nil

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CPPDSM4015B	Minimise agency and consumer risk	Nil
CPPDSM4016A	Monitor and manage lease or tenancy agreement	Nil
CPPDSM4017A	Negotiate effectively in property transactions	Nil
CPPDSM4018A	Prepare and present property reports	Nil
CPPDSM4019A	Prepare for auction and complete sale	Nil
CPPDSM4020A	Present at tribunals	Nil
CPPDSM4021A	Sell and finalise sale of rural property by private treaty	Nil
CPPDSM4022A	Sell and finalise the sale of property by private treaty	Nil
CPPDSM4023A	Act as a tenant's agent	Nil
CPPDSM4024A	Advise clients on livestock sale and purchase options	Nil
CPPDSM4025A	Advise on performance of asset	Nil
CPPDSM4026A	Analyse property and facility information	Nil
CPPDSM4027A	Analyse resource use in building operations	Nil
CPPDSM4028A	Identify and analyse risks and opportunities in the property industry	Nil
CPPDSM4029A	Appraise business	Nil
CPPDSM4030A	Appraise rural property	Nil
CPPDSM4031A	Arrange lease of space	Nil
CPPDSM4032A	Arrange valuation of facilities and assets	Nil
CPPDSM4033A	Assess and value goods, chattels, plant and equipment	Nil
CPPDSM4034A	Assess and implement strata/community management agreement	Nil
CPPDSM4036A	Broker sale of industrial, commercial and retail property	Nil

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CPPDSM4037A	Conduct auction of rural property	Nil
CPPDSM4038A	Conduct goods, chattels or equipment clearing sale or auction	Nil
CPPDSM4039A	Conduct livestock sale by auction	CPPDSM4075A
CPPDSM4040A	Contribute to life cycle maintenance strategy	Nil
CPPDSM4041A	Contribute to development of a tenancy mix strategy	Nil
CPPDSM4042A	Coordinate construction contract	Nil
CPPDSM4043A	Coordinate fit-out of property and facilities	Nil
CPPDSM4044A	Coordinate maintenance and repair of properties and facilities	Nil
CPPDSM4045A	Facilitate meetings in the property industry	Nil
CPPDSM4046A	Manage tenancy disputes	Nil
CPPDSM4047A	Implement and monitor procurement process	Nil
CPPDSM4048B	Implement customer service strategies in the property industry	Nil
CPPDSM4049A	Implement maintenance plan for managed properties	Nil
CPPDSM4050A	Lease industrial, commercial and retail property	Nil
CPPDSM4051A	Lease rural property	Nil
CPPDSM4052A	List and market rural property for sale or lease	Nil
CPPDSM4053A	List business for sale	Nil
CPPDSM4055A	Maintain asset management system	Nil
CPPDSM4056A	Manage conflict and disputes in the property industry	Nil
CPPDSM4057A	Monitor a safe workplace in the property industry	Nil
CPPDSM4058A	Monitor service requirements in the property	Nil

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	industry	
CPPDSM4059A	Monitor space use in the property industry	Nil
CPPDSM4060A	Negotiate sale and manage sale to completion or settlement	Nil
CPPDSM4061A	Obtain prospects for listing	Nil
CPPDSM4062A	Occupy space	Nil
CPPDSM4063A	Participate in developing and establishing property or facilities contracts	Nil
CPPDSM4064A	Participate in research of property investment	Nil
CPPDSM4066A	Plan and coordinate property and facility inspection	Nil
CPPDSM4067A	Plan for and complete sale of rural property by auction	Nil
CPPDSM4068A	Prepare livestock for sale at saleyards	Nil
CPPDSM4069A	Promote and market listed business	Nil
CPPDSM4071A	Promote process improvement in the property industry	Nil
CPPDSM4072A	Provide leadership in the property industry	Nil
CPPDSM4073A	Provide rural property management services	Nil
CPPDSM4074A	Select and appoint contractors in the property industry	Nil
CPPDSM4075A	Select livestock for sale	Nil
CPPDSM4077A	Sell livestock by private sale	CPPDSM4075A
CPPDSM4078A	Sell rural property by tender	Nil
CPPDSM4079A	Work in the business broking sector	Nil
CPPDSM4080A	Work in the real estate industry	Nil
CPPDSM4081A	Work in the stock and station agency sector	Nil
CPPDSM5001A	Advise on use and design of facilities	Nil

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CPPDSM5002A	Advise on property investment strategy	Nil
CPPDSM5004A	Assess viability of regeneration options in the property industry	Nil
CPPDSM5005A	Contribute to a detailed property feasibility study	Nil
CPPDSM5006A	Coordinate customer service activities in the property industry	Nil
CPPDSM5007A	Coordinate construction or renovation of facilities	Nil
CPPDSM5008A	Coordinate fit-out of premises for user occupation	Nil
CPPDSM5009A	Coordinate risk management system in the property industry	Nil
CPPDSM5010A	Determine needs of customer populations in the property industry	Nil
CPPDSM5011A	Determine space utilisation	Nil
CPPDSM5012A	Develop a strategic business plan in the real estate industry	Nil
CPPDSM5013A	Develop a tenancy mix strategy	Nil
CPPDSM5014A	Develop property marketing and sales strategy	Nil
CPPDSM5016A	Develop strata/community management agreement	Nil
CPPDSM5017A	Dispose of property	Nil
CPPDSM5018A	Ensure a safe workplace in the property industry	Nil
CPPDSM5019A	Identify and secure a property opportunity	Nil
CPPDSM5020A	Manage and monitor effective client service in the real estate industry	Nil
CPPDSM5021A	Implement asset maintenance strategy	Nil
CPPDSM5022A	Implement asset management plan	Nil

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CPPDSM5023A	Implement facilities management plan	Nil
CPPDSM5024A	Implement facilities procurement systems	Nil
CPPDSM5025A	Maintain public relations in the property industry	Nil
CPPDSM5026A	Manage a consultant property project team	Nil
CPPDSM5027A	Provide facilities and amenities for property users	Nil
CPPDSM5029A	Manage client relationships and networks in the property industry	Nil
CPPDSM5030A	Manage projects in the property industry	Nil
CPPDSM5032A	Market the agency	Nil
CPPDSM5033A	Merge or acquire a business	Nil
CPPDSM5034A	Monitor performance of property or facility portfolio	Nil
CPPDSM5036A	Prepare tender documentation in the property industry	Nil
CPPDSM5038A	Value a business	Nil
CPPDSM6001A	Determine viability of regeneration options in the property industry	Nil
CPPDSM6002A	Conduct a property investment feasibility study	Nil
CPPDSM6003A	Contract to invest in property	Nil
CPPDSM6004A	Determine performance of assets and facilities	Nil
CPPDSM6005A	Develop a property investment strategy	Nil
CPPDSM6006A	Develop facilities procurement system	Nil
CPPDSM6007A	Develop life cycle asset management plan	Nil
CPPDSM6008A	Develop strategic facilities management plan	Nil
CPPDSM6009A	Manage facilities portfolio	Nil

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CPPDSM6010A	Manage performance of property investment	Nil
CPPDSM6011A	Negotiate partnership arrangements in the property industry	Nil
CPPDSM6012A	Plan property portfolio management	Nil
CPPDSM6013A	Prepare project design brief and documentation in the property industry	Nil
CPPFES2003A	Safely move loads and dangerous goods	Nil
CPPFES2004A	Identify types of installed fire safety equipment and systems	Nil
CPPFES2005A	Demonstrate first attack firefighting equipment	Nil
CPPFES2006A	Prepare for installation and servicing operations	Nil
CPPFES2007A	Maintain quality of work and promote continuous improvement	Nil
CPPFES2010A	Inspect and test fire hose reels	Nil
CPPFES2011A	Install portable fire extinguishers and fire blankets	Nil
CPPFES2016A	Inspect, test and maintain delivery lay flat fire hoses	Nil
CPPFES2020A	Conduct routine inspection and testing of fire extinguishers and fire blankets	Nil
CPPFES2021A	Inspect, test and maintain fire extinguishers	Nil
CPPFES2025A	Inspect, test and maintain gaseous fire-suppression systems	Nil
CPPFES2026A	Inspect and test emergency and exit lighting systems	Nil
CPPFES2027A	Inspect, test and maintain non-gaseous pre-engineered fire-suppression systems	Nil
CPPFES2029A	Conduct functional tests on fire detection, warning and intercommunication devices	Nil

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CPPFES2035A	Identify, inspect and test fire and smoke doors	Nil
CPPFES2037A	Inspect and test fire hydrant systems	Nil
CPPFES2039A	Identify, inspect and test passive fire and smoke containment products and systems	Nil
CPPFES2043A	Prevent ozone depleting substance and synthetic greenhouse gas emissions	Nil
CPPFES2047A	Inspect and test control and indicating equipment	Nil
CPPFES2048A	Receive and dispatch scheduled gaseous fire-extinguishing agents	Nil
CPPFES2049A	Conduct recovery, reclaim and fill operations for scheduled gaseous fire-extinguishing agents	Nil
CPPFES2050A	Monitor storage operations for scheduled gaseous fire-extinguishing agents	Nil
CPPFES3024A	Inspect and maintain portable foam-generating equipment	Nil
CPPFES3032A	Conduct enclosure integrity testing	Nil
CPPFES3038A	Inspect, test and maintain portable fire monitors	Nil
CPPFES3040A	Install passive fire and smoke containment systems	Nil
CPPFES3042A	Install and commission pre-engineered fire-suppression systems	Nil
CPPFES3044A	Interpret installation requirements for gaseous fire-suppression systems	Nil
CPPFES3045A	Install gaseous agent containers and actuators	Nil
CPPFES3046A	Decommission gaseous agent containers and actuators	Nil
CPPHSA4001A	Assess household energy use	Nil
CPPHSA4002A	Assess household waste generation and management	Nil

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CPPHSA4003A	Assess household water use	Nil
CPPHSA4004A	Assess thermal performance of existing residences using non-rating tools and techniques	Nil
CPPHSA4005A	Minimise health, safety and security risks when assessing home sustainability	Nil
CPPHSA4006A	Manage own work, professional development and ethical behaviour as a home sustainability assessor	Nil
CPPHSA4007A	Promote the adoption of home sustainability practices by residents	Nil
CPPHSA4008A	Apply sustainability principles, legislation and information on government programs	Nil
CPPHSA4010A	Estimate the cost of home sustainability measures	Nil
CPPPMT3002A	Assess pest management options	Nil
CPPPMT3005A	Modify environment to manage pests	Nil
CPPPMT3006A	Apply pesticides to manage pests	Nil
CPPPMT3007A	Implement pest management plans	Nil
CPPPMT3008A	Inspect and report on timber pests	Nil
CPPPMT3009A	Advise clients on pest management options	Nil
CPPPMT3010A	Control timber pests	Nil
CPPPMT3011A	Conduct fumigation	Nil
CPPPMT3017A	Repair and maintain service equipment	Nil
CPPPMT3018A	Maintain equipment and chemical storage areas	Nil
CPPPMT3019A	Organise and monitor pest management operations	Nil
CPPPMT3026A	Select and obtain pest management vehicles, equipment and materials	Nil

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CPPPMT3029A	Plan and schedule pest management operations	Nil
CPPPMT3042A	Install physical termite barriers	Nil
CPPPMT3043A	Prepare and present pest management proposals	Nil
CPPSEC1001A	Identify and report security risk situations	Nil
CPPSEC1002A	Apply retail security procedures	Nil
CPPSEC1003A	Apply security procedures for the responsible service of alcohol	Nil
CPPSEC1004A	Apply health care security procedures	Nil
CPPSEC1005A	Apply critical infrastructure protection procedures	Nil
CPPSEC1006A	Apply x-ray image interpretation procedures	Nil
CPPSEC1007A	Apply walk through metal detection procedures	Nil
CPPSEC1008A	Apply hand-held metal detection procedures	Nil
CPPSEC1009A	Apply Explosive Trace Detection (ETD) procedures	Nil
CPPSEC2001A	Communicate effectively in the security industry	Nil
CPPSEC2002A	Follow workplace safety procedures in the security industry	Nil
CPPSEC2003B	Work effectively in the security industry	Nil
CPPSEC2004B	Respond to security risk situation	Nil
CPPSEC2005A	Work as part of a security team	Nil
CPPSEC2006B	Provide security services to clients	Nil
CPPSEC2007A	Screen people	Nil
CPPSEC2008A	Screen items	Nil
CPPSEC2009A	Give evidence in court	Nil

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CPPSEC2010A	Protect safety of persons	Nil
CPPSEC2011B	Control access to and exit from premises	Nil
CPPSEC2012A	Monitor and control individual and crowd behaviour	Nil
CPPSEC2013A	Protect valuables in transit	Nil
CPPSEC2014A	Operate basic security equipment	Nil
CPPSEC2015A	Patrol premises	Nil
CPPSEC2016A	Contribute to investigative activities	Nil
CPPSEC2017A	Protect self and others using basic defensive techniques	Nil
CPPSEC2018A	Monitor electronic reporting facility	Nil
CPPSEC2019A	Monitor biometric equipment and systems	Nil
CPPSEC2020A	Provide technical security services to clients	Nil
CPPSEC2021A	Install security equipment and systems	Nil
CPPSEC2022A	Install mechanical lock and locking system	Nil
CPPSEC2023A	Install CCTV equipment and system	Nil
CPPSEC2024A	Implement electronic monitoring procedures	Nil
CPPSEC2025A	Sell security products and services	Nil
CPPSEC2026A	Perform routine maintenance on security equipment and system	Nil
CPPSEC2027A	Load and unload cash in transit in a secured environment	Nil
CPPSEC3001A	Maintain workplace safety in the security industry	Nil
CPPSEC3002A	Manage conflict through negotiation	Nil
CPPSEC3003A	Determine response to security risk situation	Nil
CPPSEC3004A	Lead small teams in the security industry	Nil

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CPPSEC3005A	Prepare and present security documentation and reports	Nil
CPPSEC3006A	Coordinate a quality security service to clients	Nil
CPPSEC3007A	Maintain security of environment	Nil
CPPSEC3008A	Control security risk situations using firearms	Nil
CPPSEC3009A	Prepare and present evidence in court	Nil
CPPSEC3010A	Manage dogs for security functions	Nil
CPPSEC3011A	Handle dogs for security patrol	Nil
CPPSEC3012A	Store and protect information	Nil
CPPSEC3013A	Control persons using empty hand techniques	Nil
CPPSEC3014A	Control persons using baton	Nil
CPPSEC3015A	Restrain persons using handcuffs	Nil
CPPSEC3016A	Defend persons using spray	Nil
CPPSEC3017A	Plan and conduct evacuation of premises	Nil
CPPSEC3018A	Provide for the safety of persons at risk	Nil
CPPSEC3019A	Operate specialised security equipment	Nil
CPPSEC3020A	Monitor security from control room	Nil
CPPSEC3021A	Maintain and use security database	Nil
CPPSEC3022A	Maintain biometrics database	Nil
CPPSEC3023A	Coordinate biometric equipment and systems	Nil
CPPSEC3024A	Install biometric equipment and systems	Nil
CPPSEC3025A	Identify and diagnose biometric system fault	Nil
CPPSEC3026A	Work effectively in investigative services	Nil
CPPSEC3027A	Develop investigative plan	Nil
CPPSEC3028A	Compile investigative report	Nil

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CPPSEC3029A	Provide quality investigative services to clients	Nil
CPPSEC3030A	Conduct surveillance	Nil
CPPSEC3031A	Organise and operate a surveillance vehicle	Nil
CPPSEC3032A	Gather information by factual investigation	Nil
CPPSEC3033A	Conduct interviews and take statements	Nil
CPPSEC3034A	Operate information gathering equipment	Nil
CPPSEC3035A	Identify technical security requirements	Nil
CPPSEC3036A	Program security equipment and system	Nil
CPPSEC3037A	Test installed security equipment and system	Nil
CPPSEC3038A	Commission and decommission security equipment and system	Nil
CPPSEC3039A	Identify and diagnose electronic security equipment and system fault	Nil
CPPSEC3040A	Plan and coordinate installation of security equipment and system	Nil
CPPSEC3041A	Maintain and service security equipment and system	Nil
CPPSEC3042A	Identify and diagnose CCTV equipment and system fault	Nil
CPPSEC3043A	Establish and set up electronic monitoring parameters	Nil
CPPSEC3044A	Maintain and repair mechanical lock and locking system	Nil
CPPSEC3045A	Determine security equipment and system modifications	Nil
CPPSEC3046A	Configure a security system	Nil
CPPSEC3047A	Provide estimate and quote on security system	Nil
CPPSEC3048A	Maintain effective relationships with security clients	Nil

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CPPSEC3049A	Modify and repair security equipment and system	Nil
CPPSEC3050A	Load and unload cash in transit in an unsecured environment	Nil
CPPSEC3051A	Implement cash-in-transit security procedures	Nil
CPPSEC3052A	Inspect and test cash-in-transit security equipment	Nil
CPPSEC4001A	Manage a safe workplace in the security industry	Nil
CPPSEC4002A	Implement effective communication techniques	Nil
CPPSEC4003A	Advise on security needs	Nil
CPPSEC4004A	Monitor and review security operations	Nil
CPPSEC4005A	Facilitate workplace briefing and debriefing processes	Nil
CPPSEC4006A	Assess risks	Nil
CPPSEC4007A	Assess threat	Nil
CPPSEC4008A	Prepare a detailed tender	Nil
CPPSEC4009A	Interpret information from advanced security equipment	Nil
CPPSEC4010A	Manage monitoring centres	Nil
CPPSEC4011A	Coordinate field staff activity from control room	Nil
CPPSEC4012A	Identify and assess security of assets	Nil
CPPSEC4013A	Undertake case management of investigations	Nil
CPPSEC4014A	Commission and decommission networked security system	Nil
CPPSEC4015A	Maintain networked security system	Nil
CPPSEC4016A	Install networked security system	Nil

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CPPSEC4017A	Determine security system configurations	Nil
CPPSEC4018A	Configure security devices on IT networks	Nil
CPPSEC4019A	Identify and diagnose security system or network fault	Nil
CPPSEC4020A	Advise on the application of biometrics	Nil
CPPSEC4021A	Prepare standard operating procedures for the use of biometric technology	Nil
CPPSEC5001A	Establish and maintain an Occupational Health and Safety system	Nil
CPPSEC5002A	Coordinate security operations	Nil
CPPSEC5003A	Assess security risk management options	Nil
CPPSEC5004A	Prepare security risk management plan	Nil
CPPSEC5005A	Implement security risk management plan	Nil
CPPSEC5006A	Determine strategy for the implementation of biometric technology	Nil
CPPSEC5007A	Assess biometric system	Nil
CPPSIS2001B	Prepare for work in the spatial information services industry	Nil
CPPSIS2002A	Assist in the collection of basic spatial data	Nil
CPPSIS2003A	Assist in the storage and retrieval of spatial data	Nil
CPPSIS2004A	Assist in the selection, operation and maintenance of equipment and supplies	Nil
CPPSIS2005A	Assist in field activity	Nil
CPPSIS2006A	Assist with personnel and load transfer	Nil
CPPSIS2007A	Use information technology for spatial information services activity	Nil
CPPSIS3001A	Apply map presentation principles	Nil
CPPSIS3002A	Store and retrieve basic spatial data	Nil

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CPPSIS3003A	Support spatial process improvement	Nil
CPPSIS3004A	Respond to client spatial enquiry	Nil
CPPSIS3005A	Collect basic spatial data	Nil
CPPSIS3006A	Provide field support services	Nil
CPPSIS3007A	Select, operate and maintain equipment and supplies	Nil
CPPSIS3008A	Transfer personnel and loads	Nil
CPPSIS3009A	Perform basic drafting	Nil
CPPSIS3010A	Perform basic spatial computations	Nil
CPPSIS4001A	Maintain spatial systems	Nil
CPPSIS4002A	Store and retrieve spatial data	Nil
CPPSIS4003A	Facilitate effective spatial client relationships	Nil
CPPSIS4004A	Collect and set out basic spatial data	Nil
CPPSIS4005A	Collect basic GPS data	Nil
CPPSIS4006A	Read and interpret basic image data	Nil
CPPSIS4007A	Organise field services	Nil
CPPSIS4008A	Organise equipment and supplies	Nil
CPPSIS4009A	Collect and set out basic surveying data	Nil
CPPSIS4010A	Operate surveying equipment	Nil
CPPSIS4011A	Perform surveying computations	Nil
CPPSIS4012A	Plan and conduct survey expeditions	Nil
CPPSIS4013A	Participate in spatial process improvement	Nil
CPPSIS4014A	Maintain spatial data	Nil
CPPSIS4015A	Apply GIS software to problem-solving techniques	Nil
CPPSIS5001A	Plan spatial data collection and validation	Nil

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CPPSIS5002A	Capture new spatial data	Nil
CPPSIS5003A	Implement a spatial information services project plan	Nil
CPPSIS5004A	Determine spatial data requirements	Nil
CPPSIS5005A	Obtain and validate existing spatial data	Nil
CPPSIS5006A	Integrate spatial datasets	Nil
CPPSIS5007A	Maintain complex spatial data systems	Nil
CPPSIS5008A	Develop a complex spatial and a spatial database	Nil
CPPSIS5009A	Produce spatial project deliverables	Nil
CPPSIS5010A	Collate and interpret spatial data	Nil
CPPSIS5011A	Monitor and control the spatial components of projects	Nil
CPPSIS5012A	Maintain effective internal and external spatial communication networks	Nil
CPPSIS5013A	Design a spatial data storage system	Nil
CPPSIS5014A	Develop a subdivision survey design for local government approval	Nil
CPPSIS5015A	Undertake spatial process improvement to reduce costs and improve service	Nil
CPPSIS5016A	Design a stormwater system	Nil
CPPSIS5017A	Conduct an advanced GPS data collection and set out survey	Nil
CPPSIS5018A	Conduct an engineering survey	Nil
CPPSIS5019A	Conduct an engineering surveying project	Nil
CPPSIS5020A	Create engineering drawings	Nil
CPPSIS5021A	Apply land and planning law to surveying	Nil
CPPSIS5022A	Integrate surveying datasets	Nil

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CPPSIS5023A	Manage advanced surveying computations	Nil
CPPSIS5024A	Perform geodetic surveying computations	Nil
CPPSIS5025A	Plan and conduct major survey expeditions	Nil
CPPSIS5026A	Design road and railway	Nil
CPPSIS5027A	Carry out a precision survey	Nil
CPPSIS5028A	Conduct geodetic surveying	Nil
CPPSIS5029A	Determine suitable information sources to create new spatial datasets	Nil
CPPSIS6001A	Conduct open mine pit surveying	Nil
CPPSIS6002A	Create mine drawings	Nil
CPPSIS6003A	Determine client spatial requirements	Nil
CPPSIS6004A	Design a spatial project plan	Nil
CPPSIS6005A	Apply quality control measures to spatial information services industry	Nil
CPPSIS6006A	Develop and maintain spatial information services contractual relationships	Nil
CPPSIS6007A	Design spatial information services project deliverables	Nil
CPPSIS6008A	Conduct design and set out survey	Nil
CPPSIS6009A	Educate the public on spatial information services	Nil
CPPSIS6010A	Undertake spatial information services research and development	Nil
CPPSIS6011A	Carry out basic mine design	Nil
CPPSIS6012A	Conduct an advanced GPS control survey	Nil
CPPSIS6013A	Conduct underground mine surveying	Nil
CPPSIS6014A	Conduct mining geology operations	Nil
CPPSIS6015A	Conduct complex engineering set out surveys	Nil

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CPPSIS6016A	Monitor complex engineering surveying structures	Nil
CPPSIS6017A	Conduct advanced remote sensing analysis	Nil
CPPSIS6018A	Design spatial networks and geocoding	Nil
CPPSIS6019A	Develop distributed mapping applications	Nil
CPPSIS6020A	Develop 2-D and 3-D terrain visualisations	Nil
CPPWMT2001A	Prepare for work in the waste management industry	Nil
CPPWMT2034A	Maintain equipment and consumables storage area	Nil
CPPWMT2047A	Assist with resource recovery	Nil
CPPWMT2048A	Prepare work areas for waste sorting	Nil
CPPWMT2049A	Identify waste emergency	Nil
CPPWMT3005A	Identify and segregate waste	Nil
CPPWMT3011A	Respond to waste emergencies	Nil
CPPWMT3013A	Receive waste	Nil
CPPWMT3014A	Manually sort waste	Nil
CPPWMT3015A	Move waste using loadshifting equipment	Nil
CPPWMT3016A	Operate waste processing plant	Nil
CPPWMT3017A	Store waste	Nil
CPPWMT3018A	Dispatch processed waste	Nil
CPPWMT3019A	Prepare waste for re-use	Nil
CPPWMT3020A	Place and compact waste	Nil
CPPWMT3021A	Cover waste	Nil
CPPWMT3023A	Maintain waste disposal sites	Nil
CPPWMT3025A	Monitor contained waste	Nil

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CPPWMT3038A	Process waste	Nil
CPPWMT3041A	Identify operational requirements of waste management industry	Nil
CPPWMT3042A	Follow environmental policies and procedures when transporting waste	Nil
CPPWMT3044A	Identify wastes and hazards	Nil
CPPWMT3046A	Conduct resource recovery	Nil
CPPWMT3051A	Dispose of waste water to sewer	Nil
CPPWMT3054A	Maintain credit control	Nil
CPPWMT3059A	Plan and conduct waste assessments	Nil
CPPWMT3063A	Apply safe operational practices when vehicles contact overhead wires	Nil
CPPWMT4001A	Plan waste audits	Nil
CPPWMT4002A	Carry out waste audits	Nil
CPPWMT4003A	Review, evaluate and document waste assessment findings	Nil
CPPWMT4006A	Organise waste recovery	Nil
CPPWMT4007A	Implement waste management plans	Nil
CPPWMT4022A	Monitor waste disposal sites	Nil
CPPWMT4027A	Select and obtain waste management plant, equipment and materials	Nil
CPPWMT4030A	Determine waste management services	Nil
CPPWMT4032A	Inform and educate clients on waste management issues	Nil
CPPWMT4035A	Undertake waste process audits	Nil
CPPWMT4037A	Conduct minor maintenance and repairs on waste processing plant and equipment	Nil
CPPWMT4050A	Deliver training in hazard identification and waste emergency responses	Nil

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CPPWMT4052A	Organise waste management operations	Nil
CPPWMT4053A	Conduct and monitor waste management operations	Nil
CPPWMT4055A	Develop waste management proposals	Nil
CPPWMT4056A	Implement landfill rehabilitation plans	Nil
CPPWMT4060A	Apply lean management techniques	Nil
CPPWMT4062A	Apply waste avoidance techniques	Nil
CPPWMT5004A	Develop waste management strategies	Nil
CPPWMT5031A	Prepare detailed tenders	Nil
CPPWMT5033A	Educate public on waste management issues	Nil
CPPWMT5036A	Develop waste management plans	Nil
CPPWMT5043A	Develop and implement an environmental management strategy	Nil
CPPWMT5045A	Develop site safety plans	Nil
CPPWMT5057A	Develop landfill rehabilitation plans	Nil
CPPWMT5058A	Develop emergency response plans	Nil
CPPWMT5061A	Plan resource recovery	Nil

Imported units of competency in CPP07

The units listed below are imported units of competency referred to in CPP07 qualifications. CPP07 users should go to www.training.gov.au to download any required units.

Code	Title	Origin
BSBADM504B	Plan or review administrative systems	BSB07
BSBATSIM505C	Control organisation finances	BSB07
BSBATSIW416C	Obtain and manage consultancy services	BSB07
BSBCCO604A	Develop and maintain a service level strategy	BSB07

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Code	Title	Origin
BSBCMM201A	Communicate in the workplace	BSB07
BSBCMN311B	Maintain workplace safety	BSB07
BSBCUS301A	Deliver and monitor a service to customers	BSB07
BSBCUS501B	Manage quality customer service	BSB07
BSBDIV301A	Work effectively with diversity	BSB07
BSBFIA301A	Maintain financial records	BSB07
BSBFIA302A	Process payroll	BSB07
BSBFIA303A	Process accounts payable and receivable	BSB07
BSBFIA304A	Maintain a general ledger	BSB07
BSBFIA402A	Report on financial activity	BSB07
BSBFIM501A	Manage budgets and financial plans	BSB07
BSBFLM303C	Contribute to effective workplace relationships	BSB07
BSBFLM306C	Provide workplace information and resourcing plans	BSB07
BSBFLM309C	Support continuous improvement systems and processes	BSB07
BSBFLM311C	Support a workplace learning environment	BSB07
BSBFLM312C	Contribute to team effectiveness	BSB07
BSBHRM401A	Review human resources functions	BSB07
BSBHRM402A	Recruit, select and induct staff	BSB07
BSBHRM503B	Manage performance management systems	BSB07
BSBHRM504A	Manage workforce planning	BSB07
BSBINM301A	Organise workplace information	BSB07
BSBINM501A	Manage an information or knowledge management system	BSB07
BSBINN201A	Contribute to workplace innovation	BSB07

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Code	Title	Origin
BSBINN301A	Promote innovation in a team environment	BSB07
BSBINN502A	Build and sustain an innovative work environment	BSB07
BSBITB501A	Establish and maintain a workgroup computer network	BSB07
BSBITU201A	Produce simple word processed documents	BSB07
BSBITU202A	Create and use spreadsheets	BSB07
BSBITU203A	Communicate electronically	BSB07
BSBITU306A	Design and produce business documents	BSB07
BSBLED401A	Develop teams and individuals	BSB07
BSBLED502A	Manage programs that promote personal effectiveness	BSB07
BSBMGT406A	Plan and monitor continuous improvement	BSB07
BSBMGT502B	Manage people performance	BSB07
BSBMGT615A	Contribute to organisation development	BSB07
BSBMKG514A	Implement and monitor marketing activities	BSB07
BSBMKG608A	Develop organisational marketing objectives	BSB07
BSBOHS504B	Apply principles of OHS risk management	BSB07
BSBOHS509A	Ensure a safe workplace	BSB07
BSBPRO301A	Recommend products and services	BSB07
BSBRKG304B	Maintain business records	BSB07
BSBRSK501A	Manage risk	BSB07
BSBSLS407A	Identify and plan sales prospects	BSB07
BSBSLS408A	Present, secure and support sales solutions	BSB07
BSBSLS501A	Develop a sales plan	BSB07
BSBSLS502A	Lead and manage a sales team	BSB07
BSBSMB407A	Manage a small team	BSB07

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Code	Title	Origin
BSBWOR201A	Manage personal stress in the workplace	BSB07
BSBWOR202A	Organise and complete daily work activities	BSB07
BSBWOR203A	Work effectively with others	BSB07
BSBWOR301A	Organise personal work priorities and development	BSB07
BSBWOR501B	Manage personal work priorities and professional development	BSB07
BSBWRT401A	Write complex documents	BSB07
CPCCBC4015A	Prepare specifications for all construction works	CPC08
CPCCBC4025A	Manage personal work priorities and professional development	CPC08
CPCCBC5005A	Select and manage building and construction contractors	CPC08
CPCCOHS1001A	Work safely in the construction industry	CPC08
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPC08
CPCCSV5013A	Apply principles of energy efficient design to buildings	CPC08
CPCMCM7001A	Plan and manage complex projects	CPC08
CPCMCM7002A	Manage the quality of projects and processes	CPC08
CPCPCM4003A	Produce 2-D architectural drawings using CAD software	CPC08
CPCPFS3020A	Conduct basic functional testing of water-based fire-suppression systems	CPC08
CPCPFS3021A	Inspect and test fire pumpsets	CPC08
CPCPFS3022A	Conduct annual functional testing of complex water-based fire-suppression systems	CPC08
CPCPFS3023A	Conduct functional water flow testing	CPC08
HLTFA301B	Apply first aid	HLT07
HLTFA301C	Apply first aid	HLT07

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Code	Title	Origin
HLTFA302A	Provide first aid in remote situation	HLT07
HLTHIR403B	Work effectively with culturally diverse clients and co-workers	HLT07
HLTHIR403C	Work effectively with culturally diverse clients and co-workers	HLT07
HLTIN301C	Comply with infection control policies and procedures	HLT07
HLTIN403B	Implement and monitor infection control policy and procedures	HLT07
LGACOM602B	Coordinate and facilitate a change process	LGA04
LGACORE603B	Represent council's role and value in the community	LGA04
LGAEHRR509A	Undertake environmental and nuisance controls	LGA04
LGAEHRW507A	Plan and coordinate a waste collection or recycling service	LGA04
LGAEHRW603B	Coordinate the implementation of council's waste management strategy	LGA04
LMFID5014A	Use CAD applications to complete models and documentation for interior design projects	LMF02
MTMP2192A	Clean carcase hanging equipment	MTM07
MTMP2196B	Overview cleaning program	MTM07
MTMP2197B	Clean after operations boning room	MTM07
MTMP2198B	Clean after operations slaughter floor	MTM07
MTMPS201B	Clean work area during operations	MTM07
MTMPS205B	Clean chillers	MTM07
RTE3323A	Dispatch materials and composted product	RTE03
RTE3512A	Prepare raw materials and compost the feedstocks	RTE03
RTE3513A	Prepare value-added compost-based products	RTE03
RTE4519A	Develop a composting recipe	RTE03

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Code	Title	Origin
SIRXSLS003A	Coordinate sales performance	SIR07
TAEASS401A	Plan assessment activities and processes	TAE10
TAEDEL301A	Provide work skill instruction	TAE10
TAEDEL401A	Plan, organise and deliver group-based learning	TAE10
TAEDES401A	Design and develop learning programs	TAE10
TLIB2003A	Carry out vehicle servicing and maintenance	TLI10
TLIB2004A	Carry out vehicle inspection	TLI10
TLIB3006A	Carry out inspection of vehicles designed to carry special loads	TLI10
TLIC2002A	Drive light rigid vehicle	TLI10
TLIC3003A	Drive medium rigid vehicle	TLI10
TLIC3004A	Drive heavy rigid vehicle	TLI10
TLIC3005A	Drive heavy combination vehicle	TLI10
TLIC4006A	Drive multi-combination vehicle	TLI10
TLID2003A	Handle dangerous goods/hazardous substances	TLI10
TLID2004A	Load and unload goods/cargo	TLI10
TLID2016A	Load and unload explosives and dangerous goods	TLI10
TLID2021A	Use specialised bulk transfer equipment (dry)	TLI10
TLID3024A	Use specialised liquid bulk transfer equipment (gravity/pressurised)	TLI10
TLIE2007A	Use communication systems	TLI10
TLIF2010A	Apply fatigue management strategies	TLI10
TLIF3013A	Coordinate breakdowns and emergencies	TLI10
TLIF3063A	Administer the implementation of fatigue management strategies	TLI10

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Code	Title	Origin
TLIH3002A	Plan and navigate routes	TLI10
TLILIC2014A	Licence to drive light rigid vehicle	TLI10
TLILIC2015A	Licence to drive medium rigid vehicle	TLI10
TLILIC2016A	Licence to drive heavy rigid vehicle	TLI10
TLILIC3017A	Licence to drive heavy combination vehicle	TLI10
TLILIC3018A	Licence to drive multi-combination vehicle	TLI10

Mapping of CPP07 units of competency

CPP07 V9 to CPP07 V8 units of competency

CPP07 Version 9		Relation-ship with Version 8	Comment on relationship with CPP07 Property Services Training Package Version 8	**Equivalent/ Not equiv't**
Unit code	Unit title			
CPPBDN5001A	Research construction materials and methods for small-scale residential building design projects	New unit	No equivalent unit	
CPPBDN5002A	Research construction materials and methods for small-scale non-residential building design projects	New unit	No equivalent unit	
CPPBDN5003A	Research compliance requirements for small-scale	New unit	No equivalent unit	

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	residential building design projects			
CPPBDN5004A	Research compliance requirements for small-scale non-residential building design projects	New unit	No equivalent unit	
CPPBDN5005A	Recommend sustainability solutions for small-scale building design projects	New unit	No equivalent unit	
CPPBDN5006A	Consult with clients to produce approved small-scale building project design briefs	New unit	No equivalent unit	
CPPBDN5007A	Inspect and analyse sites and produce measured drawings for small-scale building design projects	New unit	No equivalent unit	
CPPBDN5008A	Develop concepts for small-scale building design projects and finalise solutions with clients	New unit	No equivalent unit	
CPPBDN5009A	Produce compliant client-approved designs for small-scale building design projects	New unit	No equivalent unit	
CPPBDN5010A	Negotiate and finalise planning approval for small-scale building design projects	New unit	No equivalent unit	

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CPPBDN5011A	Produce compliant client-approved working drawings for small-scale residential buildings	New unit	No equivalent unit	
CPPBDN5012A	Produce and present 3-D models of small-scale building designs	New unit	No equivalent unit	
CPPBDN5013A	Develop and collaborate on building information models for small-scale building design projects	New unit	No equivalent unit	
CPPBDN5014A	Contribute to construction and building design project finalisation processes	New unit	No equivalent unit	
CPPBDN5015A	Produce compliant client-approved working drawings for non-residential buildings	New unit	No equivalent unit	
CPPBDN5016A	Produce and present rendered animations of 3-D models of small-scale building designs	New unit	No equivalent unit	
CPPBDN8001A	Research and evaluate construction materials and methods for complex building design projects	New unit	No equivalent unit	
CPPBDN8002A	Research compliance requirements for complex building	New unit	No equivalent unit	

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	design projects			
CPPBDN8003A	Scope and initiate large and complex building design projects	New unit	No equivalent unit	
CPPBDN8004A	Lead the building design team	New unit	No equivalent unit	
CPPBDN8005A	Manage the tendering and construction process for a client	New unit	No equivalent unit	
CPPBDN8006A	Identify and manage new building design technologies	New unit	No equivalent unit	
CPPBDN8007A	Manage the design of Type A constructions	New unit	No equivalent unit	
CPPCMN8001A	Lead the strategic planning process for an enterprise	New unit	No equivalent unit	
CPPCMN8002A	Identify and develop business opportunities	New unit	No equivalent unit	
CPPSEC2027A	Load and unload cash in transit in a secured environment	New unit	No equivalent unit	
CPPSEC3050A	Load and unload cash in transit in an unsecured environment	New unit	No equivalent unit	
CPPSEC3051A	Implement cash-in-transit security procedures	New unit	No equivalent unit	
CPPSEC3052A	Inspect and test cash-in-transit security equipment	New unit	No equivalent unit	

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No other changes were made to any native CPP07 units in the upgrade of CPP07 from Version 8 to Version 9.

Mapping CPP07 V8 to CPP07 V7 units of competency

Changes were made to three existing CPP07 units of competency in this review. The mapping table below details those changes.

CPP07 V8 to CPP07 V7 units of competency				
CPP07 Version 8		Relation-ship with Version 7	Comment on relationship with CPP07 Property Services Training Package Version 7	**Equivale**nt/ **Not equiv't**
Unit code	Unit title			
CPPCMN2001B	Control and direct traffic	Revised unit	Unit updated and equivalent to CPPCMN2001A Control and direct traffic	E
CPPCMN4001B	Develop workplace policies and procedures for sustainability	Revised unit	Unit updated and equivalent to CPPCMN4001A Develop workplace policy and procedures for sustainability	E
CPPCMN4002B	Implement and monitor environmentally sustainable work practices	Revised unit	Unit updated and equivalent to CPPCMN4002A Implement and monitor environmentally sustainable work practices	E

The remaining units of competency that have been added to Version 8 of CPP07, while new to CPP07, are the result of the review of PRM04 Asset Maintenance Training Package.

The table below details the equivalence of these units of competency to the PRM04 units of competency in the carpet cleaning, cleaning operations, fire protection inspection and testing, pest management and waste management sectors.

No other changes were made to any native CPP07 units in the upgrade of CPP07 from Version 8 to Version 7.

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Unit code	Unit title	Relation-ship with PRM04	Comment on relationship with PRM04 Property Services Training Package	**Equivale**nt/ **Not equiv't**
CPPCCL2001A	Use hot water extraction	Revised unit	Unit updated and equivalent to PRMCC01A Use hot water extraction	E
CPPCCL2002A	Use bonnet cleaning	Revised unit	Unit updated and equivalent to PRMCC02A Use bonnet cleaning	E
CPPCCL2003A	Use dry foam shampoo	Revised unit	Unit updated and equivalent to PRMCC03A Use dry foam shampoo	E
CPPCCL2004A	Use dry absorbent compound	Revised unit	Unit updated and equivalent to PRMCC04A Use dry absorbent compound	E
CPPCCL2005A	Use wet foam shampoo	Revised unit	Unit updated and equivalent to PRMCC05A Use wet foam shampoo	E
CPPCCL2006A	Identify carpet fibre and construction	Revised unit	Unit updated and equivalent to PRMCC06A Identify carpet fibre and construction	E
CPPCCL2007A	Perform basic stain removal	Revised unit	Unit updated and equivalent to PRMCC07A Perform basic stain removal	E
CPPCCL3008A	Mitigate water damage	Revised unit	Unit updated and equivalent to PRMCC08A Mitigate water damage	E
CPPCCL3009	Restore smoke	Revised unit	Unit updated and	E

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A	damaged carpet		equivalent to PRMCC09A Restore smoke damaged carpet	
CPPCCL3010 A	Apply odour control	Revised unit	Unit updated and equivalent to PRMCC10A Apply odour control	E
CPPCCL3011 A	Perform carpet repair and reinstallation	Revised unit	Unit updated and equivalent to PRMCC11A Perform carpet repair and reinstallation	E
CPPCCL3012 A	Perform carpet colour repair and restoration	Revised unit	Unit updated and equivalent to PRMCC12A Perform carpet colour repair and restoration	E
CPPCCL3013 A	Clean leather upholstery	Revised unit	Unit updated and equivalent to PRMCC13A Clean leather upholstery	E
CPPCCL3014 A	Clean fabric upholstery	Revised unit	Unit updated and equivalent to PRMCC14A Clean fabric upholstery	E
CPPCCL3015 A	Perform advanced stain removal	Revised unit	Unit updated and equivalent to PRMCC15A Perform advanced stain removal	E
CPPCCL3016 A	Apply topical treatments	Revised unit	Unit updated and equivalent to PRMCC16A Apply topical treatments	E
CPPCCL3017 A	Identify upholstery fibre and construction	Revised unit	Unit updated and equivalent to PRMCC17A Identify upholstery fibre and construction	E
CPPCCL3018	Inspect sites with	New unit	No equivalent unit	

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A	water damage			
CPPCCL3019 A	Inspect sites prior to cleaning or treatment	New unit	No equivalent unit	
CPPCCL3020 A	Develop a plan to mitigate water damage and restore carpet	New unit	No equivalent unit	
CPPCLO1040 A	Prepare for work in the cleaning industry	Revised unit	Unit updated and equivalent to PRMCL40A Prepare for work in the cleaning industry	E
CPPCLO1041 A	Apply basic communication skills	Revised unit	Unit updated and equivalent to PRMCL41A Apply basic communication skills	E
CPPCLO2001 A	Maintain hard floor surfaces	Revised unit	Unit updated and equivalent to PRMCL01B Maintain a hard floor surface	E
CPPCLO2004 A	Maintain carpeted floors	Revised unit	Unit updated and equivalent to PRMCL04B Maintain a carpeted floor	E
CPPCLO2009 A	Clean glass surfaces	Revised unit	Unit updated and equivalent to PRMCL09B Clean glass surfaces	E
CPPCLO2010 A	Clean ceiling surfaces and fittings	Revised unit	Unit updated and equivalent to PRMCL10B Clean ceiling surfaces and fittings	E
CPPCLO2015 A	Maintain furniture, fittings and room dressing	Revised unit	Unit updated and equivalent to PRMCL15B Maintain furniture and fittings and room dressing	E

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CPPCLO2017 A	Clean wet areas	Revised unit	Unit updated and equivalent to PRMCL17B Clean a wet area	E
CPPCLO2019 A	Sort and remove waste and recyclable materials	Revised unit	Element structure and performance criteria expanded to reflect workplace requirements Skills and knowledge requirements and the range statement updated New unit title Unit based on PRMCL19B Remove waste	N
CPPCLO2033 A	Plan for safe and efficient cleaning activities	Revised unit	Unit updated and equivalent to PRMCL33B Plan for safe and efficient cleaning activities	E
CPPCLO2035 A	Maintain cleaning storage areas	Revised unit	Unit updated and equivalent to PRMCL35B Maintain a cleaning storage area	E
CPPCLO2037 A	Clean external surfaces	Revised unit	Unit updated and equivalent to PRMCL37A Clean external surfaces	E
CPPCLO2043 A	Clean using microfibre techniques	New unit	No equivalent unit	
CPPCLO2044 A	Prepare rooms for guests and residents	New unit	No equivalent unit	
CPPCLO3002 A	Restore hard floor surfaces	Revised unit	Unit updated and equivalent to PRMCLO2B Restore a hard floor surface	E
CPPCLO3003 A	Replace a hard floor finish	Revised unit	Unit updated and equivalent to PRMCLO3B Replace a	E

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			hard floor finish	
CPPCLO3013 A	Clean window coverings	Revised unit	Unit updated and equivalent to PRMCL13B Clean window coverings	E
CPPCLO3014 A	Maintain ‘clean room’ environments	Revised unit	Unit updated and equivalent to PRMCL14B Maintain a ‘clean room’ environment	E
CPPCLO3016 A	Wash furniture and fittings	Revised unit	Unit updated and equivalent to PRMCL16B Wash furniture and fittings	E
CPPCLO3020 A	Clean using pressure washing	Revised unit	Unit updated and equivalent to PRMCL20B Clean using pressure washing	E
CPPCLO3021 A	Clean industrial machinery	Revised unit	Unit updated and equivalent to PRMCL21B Clean industrial machinery	E
CPPCLO3036 A	Clean at high levels	Revised unit	Unit updated and equivalent to PRMCL36B Clean at high levels	E
CPPCLO3038 A	Clean food handling areas	Revised unit	Unit updated and equivalent to PRMCL38A Clean a food handling area	E
CPPCLO3039 A	Support leadership in the workplace	Revised unit	Unit updated and equivalent to PRMCL39A Support leadership in the workplace	E
CPPCLO3044 A	Clean using steam sanitising techniques	New unit	No equivalent unit	
CPPCLO4022 A	Organise and monitor cleaning operations	Revised unit	Unit updated and equivalent to	E

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			PRMCL22B Organise and monitor cleaning operations	
CPPCLO4024 A	Control the supply of resources to the work site	Revised unit	Unit updated and equivalent to PRMCL24B Control the supply of resources to the work site	E
CPPCLO4025 A	Provide quotation for cleaning services	Revised unit	Unit updated and equivalent to PRMCL25B Provide quotation for cleaning services	E
CPPCMN2002 A	Participate in workplace safety arrangements	Revised unit	Unit updated and equivalent to PRMCMN201A Participate in workplace safety arrangements	E
CPPCMN2003 A	Provide effective client service	Revised unit	Unit updated and equivalent to PRMCMN202A Provide effective client service	E
CPPCMN3003 A	Contribute to workplace safety arrangements	Revised unit	Unit updated and equivalent to PRMCMN301A Contribute to workplace safety arrangements	E
CPPCMN4005 A	Facilitate effective teamwork	Revised unit	Unit updated and equivalent to PRMCMN403A Facilitate effective teamwork	E
CPPCMN4006 A	Facilitate effective workplace relationships	Revised unit	Unit updated and equivalent to PRMCMN404A Facilitate effective workplace relationships	E
CPPCMN4007 A	Manage workplace safety arrangements	Revised unit	Unit updated and equivalent to PRMCMN401A	E

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			Manage workplace safety arrangements	
CPPFES2003A	Safely move loads and dangerous goods	Revised unit	Unit redeveloped based on PRMPFES03C Safely move materials and loads in the workplace Outcomes relating to moving and transporting dangerous goods added	N
CPPFES2004A	Identify types of installed fire safety equipment and systems	Revised unit	Element structure and performance criteria expanded to reflect workplace requirements Skills and knowledge requirements and range statement updated Unit based on PRMPFES04B Identify fire protection equipment	N
CPPFES2005A	Demonstrate first attack fire fighting equipment	Revised unit	Unit updated and equivalent to PRMPFES05B Use portable fire fighting equipment	E
CPPFES2006A	Prepare for installation and servicing operations	Revised unit	Element structure and performance criteria expanded to reflect workplace requirements Skills and knowledge requirements and the range statement updated Unit based on PRMPFES06C Prepare for installation and servicing operations	N
CPPFES2007A	Maintain quality of work and promote continuous improvement	Revised unit	Unit updated and equivalent to PRMPFES07B Maintain quality of work and	E

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			promote continuous improvement	
CPPFES2010A	Inspect and test fire hose reels	Revised unit	Element structure and performance criteria changed to reflect workplace requirements Installation functions removed Skills and knowledge requirements and the range statement updated Unit based on PRMPFES10B Inspect, test and replace fire hose reels in the field	N
CPPFES2011A	Install portable fire extinguishers and fire blankets	Revised unit	Element structure and performance criteria changed to reflect workplace requirements All references to smoke alarms removed Skills and knowledge requirements and the range statement updated Unit based on PRMPFES11B Install portable fire extinguishers, fire blankets and smoke alarms	N
CPPFES2016A	Inspect, test and maintain delivery lay flat fire hoses	Revised unit	Element structure and performance criteria changed to incorporate the deleted unit PRMPFES15B Service delivery lay flat fire hoses in the workshop Skills and knowledge requirements and the range statement updated Unit based on PRMPFES16B Inspect	N

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			and service delivery lay flat fire hoses and nozzles in the field	
CPPFES2020A	Conduct routine inspection and testing of fire extinguishers and fire blankets	Revised unit	Element structure and performance criteria changed to incorporate the deleted unit PRMPFES09B Service portable fire extinguishers and fire blankets in the field Skills and knowledge requirements and the range statement updated Unit based on PRMPFES20B Service wheeled fire extinguishers in the field	N
CPPFES2021A	Inspect, test and maintain fire extinguishers	Revised unit	Element structure and performance criteria changed to incorporate the deleted unit PRMPFES14C Service portable fire extinguishers in the workshop Skills and knowledge requirements and the range statement updated Unit based on PRMPFES21C Service wheeled fire extinguishers in the workshop	N
CPPFES2025A	Inspect, test and maintain gaseous fire suppression systems	Revised unit	Unit updated and equivalent to PRMPFES25C Inspect, test and maintain gaseous fire suppression systems	E
CPPFES2026A	Inspect and test emergency and exit	Revised unit	Element structure and performance criteria changed to reflect	N

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	lighting systems		workplace requirements Skills and knowledge requirements and the range statement updated Unit based on PRMPFES26B Inspect, test and maintain emergency/exit lighting systems	
CPPFES2027A	Inspect, test and maintain non-gaseous pre-engineered fire suppression systems	Revised unit	Element structure and performance criteria changed to incorporate outcomes of deleted units: PRMPFES29B Inspect, test and maintain pre-engineered powder fire suppression systems PRMPFES30B Inspect, test and maintain pre-engineered wet chemical fire suppression systems PRMPFES31B Inspect, test and maintain pre-engineered water mist fire suppression systems Skills and knowledge requirements and the range statement are more comprehensive Unit based on PRMPFES27B Inspect, test and maintain pre-engineered aqueous fire suppression systems	N
CPPFES2029A	Conduct functional tests on fire detection, warning and intercommunication devices	New unit	No equivalent unit	

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CPPFES2035A	Identify, inspect and test fire and smoke doors	Revised unit	Element structure and performance criteria changed to incorporate outcomes of deleted unit PRMPFES33A Identify fire and smoke doors Skills and knowledge requirements and the range statement updated Unit based on PRMPFES35A Inspect and test hinged fire and smoke doors	N
CPPFES2037A	Inspect and test fire hydrant systems	Revised unit	Unit updated and equivalent to PRMPFES37A Inspect and maintain fire hydrants	E
CPPFES2039A	Identify, inspect and test passive fire and smoke containment products and systems	Revised unit	Element structure and performance criteria changed to incorporate outcomes of deleted unit PRMPFES36A Identify passive fire and smoke containment products and systems Unit based on PRMPFES39A Inspect and test passive fire and smoke containment products and systems	N
CPPFES2043A	Prevent ozone depleting substance and synthetic greenhouse gas emissions	Revised unit	Unit updated and equivalent to PRMPFES43A Prevent ozone depleting substance and synthetic greenhouse gas emissions	E
CPPFES2047A	Inspect and test control and indicating equipment	Revised unit	Unit updated and equivalent to PRMPFES47A Inspect and test control and	E

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			indicating equipment	
CPPFES2048A	Receive and dispatch scheduled gaseous fire-extinguishing agents	Revised unit	Unit updated and equivalent to PRMPFES48A Receive and dispatch ozone depleting substance and synthetic greenhouse gas containers	E
CPPFES2049A	Conduct recovery, reclaim and fill operations for scheduled gaseous fire-extinguishing agents	Revised unit	Unit updated and equivalent to PRMPFES49A Recover, reclaim and fill operations for ozone depleting substances and synthetic greenhouse gases	E
CPPFES2050A	Monitor storage operations for scheduled gaseous fire-extinguishing agents	Revised unit	Unit updated and equivalent to PRMPFES50A Monitor storage operations for ozone depleting substances and synthetic greenhouse gases	E
CPPFES3024A	Inspect and maintain portable foam-generating equipment	Revised unit	Unit updated and equivalent to PRMPFES24B Inspect and maintain portable foam generating equipment	E
CPPFES3032A	Conduct enclosure integrity testing	New unit	No equivalent unit	
CPPFES3038A	Inspect, test and maintain portable fire monitors	Revised unit	Unit updated and equivalent to PRMPFES38A Inspect and maintain portable fire monitors	E
CPPFES3040A	Install passive fire and smoke containment systems	Revised unit	Unit updated and equivalent to PRMPFES40A Install passive fire and smoke containment systems	E

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CPPFES3042A	Install and commission pre-engineered fire-suppression systems	Revised unit	Element structure and performance criteria changed to incorporate outcomes of deleted unit PRMFES41A Install pre-engineered fixed plant fire suppression systems Unit based on PRMPFES42A Install, inspect, test and maintain pre-engineered fire system for transportable equipment	N
CPPFES3044A	Interpret installation requirements for gaseous fire suppression systems	Revised unit	Unit updated and equivalent to PRMPFES44A Interpret installation requirements for gaseous fire suppression systems	E
CPPFES3045A	Install gaseous agent containers and actuators	Revised unit	Unit updated and equivalent to PRMPFES45A Install gaseous agent containers and actuators	E
CPPFES3046A	Decommission gaseous agent containers and actuators	Revised unit	Unit updated and equivalent to PRMPFES46A Decommission gaseous agent containers and actuators	E
CPPPMT3002A	Assess pest management options	Revised unit	Unit updated and equivalent to PRMPM02B Assess pest management options	E
CPPPMT3005A	Modify environment to manage pests	Revised unit	Unit updated and equivalent to PRMPM05B Modify environment to manage pests	E

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CPPPMT3006 A	Apply pesticides to manage pests	Revised unit	Unit updated and equivalent to PRMPM06B Apply pesticide to manage pests	E
CPPPMT3007 A	Implement pest management plans	Revised unit	Unit updated and equivalent to PRMPM07B Implement a pest management plan	E
CPPPMT3008 A	Inspect and report on timber pests	Revised unit	Unit updated and equivalent to PRMPM08B Inspect and report on timber pests	E
CPPPMT3009 A	Advise clients on pest management options	Revised unit	Unit updated and equivalent to PRMPM09B Advise client on pest management options	E
CPPPMT3010 A	Control timber pests	Revised unit	Unit updated and equivalent to PRMPM10B Control timber pests	E
CPPPMT3011 A	Conduct fumigation	Revised unit	Unit updated and equivalent to PRMPM11B Conduct fumigation	E
CPPPMT3017 A	Repair and maintain service equipment	Revised unit	Unit updated and equivalent to PRMPM17B Repair and maintain service equipment	E
CPPPMT3018 A	Maintain equipment and chemical storage areas	Revised unit	Element structure and performance criteria changed to incorporate elements from the deleted unit PRMPM28B Organise and operate a pest management vehicle Skills and knowledge	N

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			requirements and the range statement updated Unit based on PRMPM18B Maintain an equipment and chemical storage area Maintain an equipment and chemical storage area	
CPPPMT3019 A	Organise and monitor pest management operations	Revised unit	Unit updated and equivalent to PRMPM19B Organise and monitor pest management operations Organise and monitor pest management operations	E
CPPPMT3026 A	Select and obtain pest management vehicles, equipment and materials	Revised unit	Element structure and performance criteria changed to incorporate elements from the deleted unit PRMPM28B Organise and operate a pest management vehicle Skills and knowledge requirements and the range statement updated Unit based on PRMPM26B Select and obtain pest management equipment and materials	N
CPPPMT3029 A	Plan and schedule pest management operations	Revised unit	Unit updated and equivalent to PRMPM29B Plan and schedule pest management operations	E
CPPPMT3042 A	Install physical termite barriers	Revised unit	Unit updated and equivalent to PRMPM42A Install physical termite barriers	E
CPPPMT3043	Prepare and present	Revised unit	Unit updated and	E

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A	pest management proposals		equivalent to PRMPM43A Prepare and present a pest management submission including quotation	
CPPWMT2001A	Prepare for work in the waste management industry	Revised unit	Unit redeveloped, incorporating PRMWM101A Prepare for work in the waste management industry Waste management application requirements minimised to reflect preparatory nature of the unit	N
CPPWMT2034A	Maintain equipment and consumables storage area	Revised unit	Unit updated and equivalent to PRMWM34B Maintain an equipment and consumables storage area	E
CPPWMT2047A	Assist with resource recovery	New unit	No equivalent unit	
CPPWMT2048A	Prepare work areas for waste sorting	New unit	No equivalent unit	
CPPWMT2049A	Identify waste emergency	New unit	No equivalent unit	
CPPWMT3005A	Identify and segregate waste	Revised unit	Unit updated and equivalent to PRMWM05B Identify and segregate waste	E
CPPWMT3011A	Respond to waste emergencies	Revised unit	Unit updated and equivalent to PRMWM11B Respond to waste emergency	E
CPPWMT3013A	Receive waste	Revised unit	Unit updated and equivalent to PRMWM13B Receive waste	E

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CPPWMT3014 A	Manually sort waste	Revised unit	Unit updated and equivalent to PRMWM14B Manually sort waste	E
CPPWMT3015 A	Move waste using loadshifting equipment	Revised unit	Unit updated and equivalent to PRMWM15B Move waste using load shifting equipment	E
CPPWMT3016 A	Operate waste processing plant	Revised unit	Unit updated and equivalent to PRMWM16B Operate waste processing plant	E
CPPWMT3017 A	Store waste	Revised unit	Unit updated and equivalent to PRMWM17B Store waste	E
CPPWMT3018 A	Dispatch processed waste	Revised unit	Unit updated and equivalent to PRMWM18B Dispatch processed waste	E
CPPWMT3019 A	Prepare waste for re-use	Revised unit	Unit updated and equivalent to PRMWM19B Prepare waste for re-use	E
CPPWMT3020 A	Place and compact waste	Revised unit	Unit updated and equivalent to PRMWM20B Place and compact waste	E
CPPWMT3021 A	Cover waste	Revised unit	Unit updated and equivalent to PRMWM21B Cover waste	E
CPPWMT3023 A	Maintain waste disposal sites	Revised unit	Unit updated and equivalent to PRMWM23B Maintain disposal site Slight change of title to clarify industry context	E

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CPPWMT3025 A	Monitor contained waste	Revised unit	Unit updated and equivalent to PRMWM25B Monitor contained waste	E
CPPWMT3038 A	Process waste	Revised unit	Unit updated and equivalent to PRMWM38B Process waste	E
CPPWMT3041 A	Identify operational requirements of waste management industry	New unit	No equivalent unit	
CPPWMT3042 A	Follow environmental policies and procedures when transporting waste	Revised unit	Unit updated and equivalent to PRMWM42B Follow relevant environmental policies and procedures when transporting waste	E
CPPWMT3044 A	Identify wastes and hazards	Revised unit	Unit updated and equivalent to PRMWM44B Identify wastes and hazards	E
CPPWMT3046 A	Conduct resource recovery	New unit	No equivalent unit	
CPPWMT3051 A	Dispose of waste water to sewer	Revised unit	Unit updated and equivalent to PRMWM51B Dispose of waste water to sewer	E
CPPWMT3054 A	Maintain credit control	Revised unit	Unit updated and equivalent to PRMWM54A Maintain credit control	E
CPPWMT3059 A	Plan and conduct waste assessments	Revised unit	Unit updated and equivalent to PRMWM59ACarry out waste assessment	E
CPPWMT3063 A	Apply safe operational practices when vehicles	Revised unit	Unit updated and equivalent to PRMWM63A Apply	E

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	contact overhead wires		safe operational practices to vehicle contact with overhead wires	
CPPWMT4001 A	Plan waste audits	Revised unit	Unit updated and equivalent to PRMWM01B Plan waste audit	E
CPPWMT4002 A	Carry out waste audits	Revised unit	Unit updated and equivalent to PRMWM02B Carry out waste audit	E
CPPWMT4003 A	Review, evaluate and document waste assessment findings	Revised unit	Unit updated and equivalent to PRMWM03B Review, evaluate and document waste assessment findings	E
CPPWMT4006 A	Organise waste recovery	Revised unit	Unit updated and equivalent to PRMWM06B Organise waste recovery	E
CPPWMT4007 A	Implement waste management plans	Revised unit	Unit updated and equivalent to PRMWM07B Implement waste management plan	E
CPPWMT4022 A	Monitor waste disposal sites	Revised unit	Unit updated and equivalent to PRMWM22B Monitor disposal site Slight change of title to clarify industry context	E
CPPWMT4027 A	Select and obtain waste management plant, equipment and materials	Revised unit	Unit updated and equivalent to PRMWM27B Select and obtain waste management plant, equipment and materials	E
CPPWMT4030	Determine waste	Revised unit	Unit updated and	E

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A	management services		equivalent to PRMWM30B Determine waste management services	
CPPWMT4032 A	Inform and educate clients on waste management issues	Revised unit	Unit updated and equivalent to PRMWM32B Inform and educate clients on waste management issues	E
CPPWMT4035 A	Undertake waste process audits	Revised unit	Unit updated and equivalent to PRMWM35B Undertake process audit Slight change of title to clarify industry context	E
CPPWMT4037 A	Conduct minor maintenance and repairs on waste processing plant and equipment	Revised unit	Unit updated and equivalent to PRMWM37B Conduct minor maintenance and repairs on waste processing plant/ equipment Slight change of title	E
CPPWMT4050 A	Deliver training in hazard identification and waste emergency responses	New unit	No equivalent unit	
CPPWMT4052 A	Organise waste management operations	Revised unit	Unit updated and equivalent to PRMWM52A Organise waste management operation	E
CPPWMT4053 A	Conduct and monitor waste management operations	Revised unit	Unit updated and equivalent to PRMWM53A Conduct and monitor waste management operation	E
CPPWMT4055 A	Develop waste management	Revised unit	Revised unit not equivalent to PRMWM55A Provide	N

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	proposals		quotation Unit title and outcomes changed to reflect the heightened professionalism of the waste management industry, which now provides a more comprehensive service than a quotation	
CPPWMT4056A	Implement landfill rehabilitation plans	Revised unit	Unit updated and equivalent to PRMWM56A Implement landfill rehabilitation plan	E
CPPWMT4060A	Apply lean management techniques	Revised unit	Unit redeveloped incorporating PRMWM60A Apply cleaner production techniques Unit title and outcomes changed to reflect the increased emphasis on lean production and management in waste management processes	N
CPPWMT4062A	Apply waste avoidance techniques	Revised unit	Unit updated and equivalent to PRMWM62A Apply waste avoidance techniques	E
CPPWMT5004A	Develop waste management strategies	Revised unit	Unit updated and equivalent to PRMWM04B Develop waste management strategies	E
CPPWMT5031A	Prepare detailed tenders	Revised unit	Unit updated and equivalent to PRMWM31B Prepare detailed tender	E
CPPWMT5033	Educate public on waste management	Revised unit	Unit updated and equivalent to	E

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A	issues		PRMWM33B Educate public on waste management issues	
CPPWMT5036A	Develop waste management plans	Revised unit	Unit updated and equivalent to PRMWM36B Develop a waste management plans Slight change to outcome to clarify the difference between 'Developing a waste management plan' and 'Developing waste management strategies'	E
CPPWMT5043A	Develop and implement an environmental management strategy	Revised unit	Unit updated and equivalent to PRMWM43A Develop an environmental management strategy	E
CPPWMT5045A	Develop site safety plans	Revised unit	Unit updated and equivalent to PRMWM45B Develop site safety plan	E
CPPWMT5057A	Develop landfill rehabilitation plans	New unit	No equivalent unit	
CPPWMT5058A	Develop emergency response plans	Revised unit	Unit updated and equivalent to PRMWM58A Develop emergency response plan	E
CPPWMT5061A	Plan resource recovery	Revised unit	Unit updated and equivalent to PRMWM61A Plan resource recovery	E

Mapping CPP07 V7 to CPP07 V6 units of competency

CPP07 V7 to CPP07 V6 units of competency

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CPP07 Version 7		**Relation-ship with Version 6**	**Comment on relationship with CPP07 Property Services Training Package Version 6**	**Equivalent / Not equiv't**
Unit code	**Unit title**			
CPPCMN4004B	Facilitate effective client relationships	Updated unit	Unit range statement updated with sustainability content, deemed equivalent to CPPCMN4004A	E
CPPCMN4009A	Develop team understanding of and commitment to sustainability	None	No equivalent unit.	
CPPCMN4010A	Cost and quote sustainable product and service provision	None	No equivalent unit.	
CPPCMN4011A	Communicate and market sustainable solutions	None	No equivalent unit.	
CPPCMN4012A	Contribute to sustainable solutions throughout a building's life cycle	None	No equivalent unit.	
CPPCMN4013A	Operate a sustainable business	None	No equivalent unit.	
CPPCMN5001A	Plan for a sustainable business	None	No equivalent unit.	
CPPDSM3006B	Collect and process property information	Updated unit	Unit range statement updated with sustainability content, deemed equivalent to CPPDSM3006A	E

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CPP07 V7 to CPP07 V6 units of competency				
CPP07 Version 7		**Relation-ship with Version 6**	**Comment on relationship with CPP07 Property Services Training Package Version 6**	**Equivalent / Not equiv't**
Unit code	**Unit title**			
CPPDSM3007B	Identify risks and opportunities in the property industry	Updated unit	Unit required knowledge section updated with sustainability content, deemed equivalent to CPPDSM3007A	E
CPPDSM3010B	Meet customer needs and expectations in the property industry	Updated unit	Unit range statement updated with sustainability content, deemed equivalent to CPPDSM3010A	E
CPPDSM3011B	Monitor building facilities	Updated unit	Unit range statement updated with sustainability content, deemed equivalent to CPPDSM3011A	E
CPPDSM3015B	Use and maintain property and client information databases	Updated unit	Unit required knowledge section and range statement updated with sustainability content, deemed equivalent to CPPDSM3015A	E
CPPDSM3018B	Identify risks to agency operations	Updated unit	Unit required knowledge section updated with sustainability content, deemed equivalent to CPPDSM3018A	E
CPPDSM3019B	Communicate with clients as part of agency operations	Updated unit	Unit range statement updated with sustainability content, deemed equivalent to CPPDSM3019A	E
CPPDSM4009B	Interpret legislation to complete agency	Updated unit	Unit required knowledge section and range statement updated with	E

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CPP07 V7 to CPP07 V6 units of competency				
CPP07 Version 7		**Relation-ship with Version 6**	**Comment on relationship with CPP07 Property Services Training Package Version 6**	**Equivalent / Not equiv't**
Unit code	**Unit title**			
	work		sustainability content, deemed equivalent to CPPDSM4009A	
CPPDSM4015B	Minimise agency and consumer risk	Updated unit	Unit required knowledge section updated with sustainability content, deemed equivalent to CPPDSM4015A	E
CPPDSM4048B	Implement customer service strategies in the property industry	Updated unit	Unit range statement updated with sustainability content, deemed equivalent to CPPDSM4048A	E
CPPSEC2003B	Work effectively in the security industry	Updated unit	Unit range statement updated with sustainability content, deemed equivalent to CPPSEC2003A	E
CPPSIS2001B	Prepare for work in the spatial information services industry	Updated unit	Unit range statement updated with sustainability content, deemed equivalent to CPPSIS2001A	E

No other changes were made to any native CPP units in the upgrade of CPP07 from Version 6 to Version 7.

Mapping CPP07 V6 to CPP07 V5 units of competency

CPP07 Version 6 Home sustainability assessment units of competency		**Relationship with Version 5**	**Comment on relationship with CPP07 Property Services Training Package Version 5**
Unit code	**Unit title**		
CPPCMN3001B	Participate in environmentally sustainable	Updated unit	Unit updated and equivalent to CPPCMN3001A

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CPP07 Version 6 Home sustainability assessment units of competency		**Relationship with Version 5**	**Comment on relationship with CPP07 Property Services Training Package Version 5**
Unit code	**Unit title**		
	work practices		Participate in environmentally sustainable work practices.
CPPCMN3004A	Respond to enquiries and complaints	None	No equivalent unit.
CPPCMN4004A	Facilitate effective client relationships	None	No equivalent unit.
CPPCMN4008A	Read and extract information from plans, drawings and specifications for residential buildings	None	No equivalent unit.
CPPHSA4001A	Assess household energy use	None	No equivalent unit.
CPPHSA4002A	Assess household waste generation and management	None	No equivalent unit.
CPPHSA4003A	Assess household water use	None	No equivalent unit.
CPPHSA4004A	Assess thermal performance of existing residences using non-rating tools and techniques	None	No equivalent unit.
CPPHSA4005A	Minimise health, safety and security risks when assessing home sustainability	None	No equivalent unit.
CPPHSA4006A	Manage own work, professional development and ethical behaviour as a home sustainability assessor	None	No equivalent unit.
CPPHSA4007A	Promote the adoption of home sustainability practices by residents	None	No equivalent unit.

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CPP07 Version 6 Home sustainability assessment units of competency		**Relationship with Version 5**	**Comment on relationship with CPP07 Property Services Training Package Version 5**
Unit code	**Unit title**		
CPPHSA4008A	Apply sustainability principles, legislation and information on government programs	None	No equivalent unit.
CPPHSA4010A	Estimate the cost of home sustainability measures	None	No equivalent unit.

No other changes were made to any native CPP units in the upgrade of CPP07 from Version 5.1 to Version 6.

Mapping CPP07 to PRD01 units of competency

Equivalence of access consulting units of competency in CPP07 Property Services Training Package and units of competency from PRD01 Property Development and Management Training Package.

Access consulting sector units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
CPPACC4001A	Apply disability awareness to assessing access situations	Updated unit	Unit updated and equivalent to PRDAC401A Apply disability awareness to assessing access situations.
CPPACC4002A	Apply building control legislation to assess small-scale buildings for access	Updated unit	Unit updated and equivalent to PRDAC402A Apply building control legislation to assess small-scale buildings for access.
CPPACC4003A	Assess construction plans	Updated unit	Unit updated and equivalent to PRDAC403A Assess construction plans.
CPPACC4004A	Communicate effectively as an access consultant	Updated unit	Unit updated and equivalent to PRDAC404A Communicate effectively as an access consultant.
CPPACC4005A	Conduct a building	Updated unit	Unit updated and equivalent to PRDAC405A Conduct a building

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Access consulting sector units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
	access audit		access audit.
CPPACC4006A	Conduct a playground access audit	Updated unit	Unit updated and equivalent to PRDAC406A Conduct a playground access audit.
CPPACC4007A	Conduct a streetscape access audit	Updated unit	Unit updated and equivalent to PRDAC407A Conduct a streetscape access audit.
CPPACC4008A	Conduct a transport conveyance and boarding device access audit	Updated unit	Unit updated and equivalent to PRDAC408A Conduct a transport conveyance and boarding device access audit.
CPPACC4009A	Conduct a transport premises access audit	Updated unit	Unit updated and equivalent to PRDAC409A Conduct a transport premises access audit.
CPPACC4010A	Conduct an aged care facility access audit	Updated unit	Unit updated and equivalent to PRDAC410A Conduct an aged care facility access audit.
CPPACC4011A	Conduct an educational facility access audit	Updated unit	Unit updated and equivalent to PRDAC411A Conduct an educational facility access audit.
CPPACC4012A	Conduct an outdoor recreation area access audit	Updated unit	Unit updated and equivalent to PRDAC412A Conduct an outdoor recreation area access audit.
CPPACC4013A	Contribute effectively to building development teams	Updated unit	Unit updated and equivalent to PRDAC413A Contribute effectively to building development teams.
CPPACC4014A	Facilitate the development of Disability Discrimination Act Action Plans	Updated unit	Unit updated and equivalent to PRDAC416A Facilitate the development of Disability Discrimination Act Action Plans.
CPPACC4015A	Follow site occupational health and	Updated unit	Unit updated and equivalent to PRDAC417A Follow site

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Access consulting sector units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
	safety requirements		occupational health and safety requirements.
CPPACC4016A	Manage risk	Updated unit	Unit updated and equivalent to PRDAC418A Manage risk.
CPPACC4017A	Prepare access reports	Updated unit	Unit updated and equivalent to PRDAC419A Prepare access reports.
CPPACC4018A	Prepare, deliver and evaluate public education sessions on access	Updated unit	Unit updated and equivalent to PRDAC420A Prepare, deliver and evaluate public education sessions.
CPPACC4019A	Provide access advice on building fitout	Updated unit	Unit updated and equivalent to PRDAC421A Provide access advice on building fitout.
CPPACC4020A	Provide access advice on building renovations	Updated unit	Unit updated and equivalent to PRDAC422A Provide access advice on building renovations.
CPPACC4021A	Provide access advice on the provision of services	Updated unit	Unit updated and equivalent to PRDAC423A Provide access advice on the provision of services.
CPPACC4022A	Work effectively as an access consultant	Updated unit	Unit updated and equivalent to PRDAC425A Work effectively as an access consultant.
CPPACC5001A	Assess documentation of building work for access compliance	Redeveloped unit	Unit redeveloped after the splitting of PRDAC501A Assess documentation of building work for access and conduct inspections during the building process. Industry considered the old unit covered two distinctly different functions. The new unit represents one of these functions.
CPPACC5002A	Inspect access compliance during the building process	Redeveloped unit	Unit redeveloped after the splitting of PRDAC501A Assess documentation of building work

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Access consulting sector units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
			for access and conduct inspections during the building process. Industry considered the old unit covered two distinctly different functions. The new unit represents one of these functions.
CPPACC5003A	Apply anthropometric principles to accessible building design and fitout	Updated unit	Unit updated and equivalent to PRDAC502A Apply anthropometric principles to accessible building design and fitout.
CPPACC5004A	Apply building codes and standards to accessible large-scale buildings	Updated unit	Unit updated and equivalent to PRDAC503A Apply building codes and standards to accessible large-scale buildings.
CPPACC5005A	Interpret and apply building control legislation when assessing large-scale buildings for access	Updated unit	Unit updated and equivalent to PRDAC504A Apply building control legislation to assessing large-scale buildings for access.
CPPACC5006A	Apply ergonomic principles to accessible building design and fitout	Updated unit	Unit updated and equivalent to PRDAC505A Apply ergonomic principles to accessible building design and fitout.
CPPACC5007A	Apply mechanics of human body functions to accessible building design and fitout	Updated unit	Unit updated and equivalent to PRDAC506A Apply mechanics of human body functions to accessible building design and fitout.
CPPACC5008A	Assess the construction of existing buildings and new building work required to be accessible	Updated unit	Unit updated and equivalent to PRDAC507A Assess the construction of existing buildings and new building work required to be accessible.
CPPACC5009A	Evaluate materials for the construction of buildings for access	Updated unit	Unit updated and equivalent to PRDAC510A Evaluate materials for the construction of buildings

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Access consulting sector units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
			for access.
CPPACC5010A	Provide access advice on the design of the built environment	Updated unit	Unit updated and equivalent to PRDAC511A Provide access advice on the design of the built environment.
CPPACC5011A	Prepare a concept design for accessible building work	Updated unit	Unit updated and equivalent to PRDAC512A Prepare a concept design for accessible building work.
CPPACC5012A	Prepare a design brief for accessible building work	Updated unit	Unit updated and equivalent to PRDAC513A Prepare a design brief for accessible building work.
CPPACC5013A	Prepare and administer tender documentation for accessible building work	Updated unit	Unit updated and equivalent to PRDAC514A Prepare and administer tender documentation for accessible building work.
CPPACC5014A	Prepare contract documentation for accessible building work	Updated unit	Unit updated and equivalent to PRDAC515A Prepare contract documentation for accessible building work.
CPPACC5015A	Prepare specification documentation for accessible building work	Updated unit	Unit updated and equivalent to PRDAC516A Prepare specification documentation for accessible building work.
CPPACC5016A	Provide expert access advice on renovations to private dwellings	Updated unit	Unit updated and equivalent to PRDAC517A Provide expert access advice on renovations to private dwellings.
CPPACC5017A	Provide expert access advice on building renovations	Updated unit	Unit updated and equivalent to PRDAC518A Provide expert access advice on building renovations.
CPPACC5018A	Provide expert access advice to a complainant or respondent	Updated unit	Unit updated and equivalent to PRDAC519A Provide expert access advice to a complainant or

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Access consulting sector units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
			respondent.
CPPACC5019A	Coordinate the development and implementation of Disability Discrimination Act Action Plans	None	No equivalent unit.
CPPACC5020A	Undertake research on access issues	Updated unit	Unit updated and equivalent to PRDAC520A Undertake research on access issues
CPPACC6001A	Participate as an access expert on an Access Panel	Updated unit	Unit updated and equivalent to PRDAC601A Participate as an access expert on an Access Panel.
CPPACC6002A	Apply performance-based codes and risk management principles to assessing buildings for access	Updated unit	Unit updated and equivalent to PRDAC602A Apply performance-based codes and risk management principles to assessing buildings for access.
CPPACC6003A	Apply unjustifiable hardship principles to Alternative Building Solutions for access	Updated unit	Unit updated and equivalent to PRDAC603A Apply unjustifiable hardship principles to Alternative Building Solutions for access.

Equivalence of common units of competency in CPP07 Property Services Training Package and units of competency from PRD01 Property Development and Management Training Package, and PRS03 Asset Security Training Package.

Common units of competency		**Relationship with PRD01 and PRS03**	**Comment on relationship with PRD01 Property Development and Management Training Package and PRS03 Asset Security Training Package**
Unit code	**Unit title**		
CPPCMN2001A	Control and direct traffic	None	Unit updated and equivalent to PRSSO214A Control and direct traffic.

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Common units of competency		**Relationship with PRD01 and PRS03**	**Comment on relationship with PRD01 Property Development and Management Training Package and PRS03 Asset Security Training Package**
Unit code	**Unit title**		
CPPCMN3001A	Participate in environmentally sustainable work practices	None	No equivalent unit.
CPPCMN3002A	Develop a traffic management plan	None	No equivalent unit.
CPPCMN4001A	Develop workplace policy and procedures for sustainability	None	No equivalent unit.
CPPCMN4002A	Implement and monitor environmentally sustainable work practices	None	No equivalent unit.

Equivalence of units of competency in CPP07 Property Services Training Package for the property development, sales and management sector and PRD01 Property Development and Management Training Package for the real estate, stock and station agency, business broking and property operations and development sectors.

Property development, sales and management units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
CPPDSM3001A	Assist in listing properties for lease	None	No equivalent unit.
CPPDSM3002A	Assist in listing properties for sale	None	No equivalent unit.
CPPDSM3003A	Assist in marketing properties for lease	None	No equivalent unit.
CPPDSM3004A	Assist in marketing properties for sale	None	No equivalent unit.
CPPDSM3005A	Assist with the sale	None	No equivalent unit.

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Property development, sales and management units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
	of properties		
CPPDSM3006A	Collect and process property information	Updated unit	Unit updated and equivalent to PRDPOD306A Collect and process property information.
CPPDSM3007A	Identify risks and opportunities in the property industry	Updated unit	Unit updated and equivalent to PRDPOD304A Identify risks and opportunities.
CPPDSM3008A	Maintain and protect condition of managed properties	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDRE32A Maintain and protect condition of rented properties.
CPPDSM3009A	Maintain workplace safety in the property industry	Updated unit	Unit updated and equivalent to PRDPOD303A Maintain workplace safety.
CPPDSM3010A	Meet customer needs and expectations in the property industry	Updated unit	Unit updated and equivalent to PRDPOD302A Meet customer needs and expectations.
CPPDSM3011A	Monitor building facilities	Updated unit	Unit updated and equivalent to PRDPOD305A Monitor building facilities.
CPPDSM3013A	Perform and record property management activities and transactions	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDRE37A Perform and record property management activities and transactions.
CPPDSM3014A	Undertake property	Updated unit	Unit updated and equivalent to

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Property development, sales and management units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
	inspection		PRDPOD307A Undertake property inspection.
CPPDSM3015A	Use and maintain property and client information databases	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDRE29A Use and maintain property information databases.
CPPDSM3016A	Work in the property industry	Updated unit	Unit updated and equivalent to PRDPOD301A Work effectively in the property industry.
CPPDSM3017A	Work in the strata/community management sector	Updated unit	Unit updated and equivalent to PRDPOD308A Work effectively in the strata/community management area.
CPPDSM3018A	Identify risks to agency operations	None	No equivalent unit.
CPPDSM3019A	Communicate with clients as part of agency operations	None	No equivalent unit.
CPPDSM4001A	Act as a buyer's agent	None	No equivalent unit.
CPPDSM4002A	Apply knowledge of state or territory legislative and regulatory framework to complete agency work	None	No equivalent unit.
CPPDSM4003A	Appraise property	None	No equivalent unit.
CPPDSM4004A	Conduct auction	None	No equivalent unit.

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Property development, sales and management units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
CPPDSM4005A	Establish and build client – agency relationships	None	No equivalent unit.
CPPDSM4006A	Establish and manage agency trust accounts	None	No equivalent unit.
CPPDSM4007A	Identify legal and ethical requirements of property management to complete agency work	None	No equivalent unit.
CPPDSM4008A	Identify legal and ethical requirements of property sales to complete agency work	None	No equivalent unit.
CPPDSM4009A	Interpret legislation to complete agency work	None	No equivalent unit.
CPPDSM4010A	Lease property	None	No equivalent unit.
CPPDSM4011A	List property for lease	None	No equivalent unit.
CPPDSM4012A	List property for sale	None	No equivalent unit.
CPPDSM4013A	Market property for lease	None	No equivalent unit.
CPPDSM4014A	Market property for sale	None	No equivalent unit.
CPPDSM4015A	Minimise agency and consumer risk	None	No equivalent unit.
CPPDSM4016A	Monitor and manage lease or tenancy	None	No equivalent unit.

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Property development, sales and management units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
	agreement		
CPPDSM4017A	Negotiate effectively in property transactions	None	No equivalent unit.
CPPDSM4018A	Prepare and present property reports	None	No equivalent unit.
CPPDSM4019A	Prepare for auction and complete sale	None	No equivalent unit.
CPPDSM4020A	Present at tribunals	None	No equivalent unit.
CPPDSM4021A	Sell and finalise sale of rural property by private treaty	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSSA22A Negotiate sale by private treaty.
CPPDSM4022A	Sell and finalise the sale of property by private treaty	None	No equivalent unit.
CPPDSM4023A	Act as a tenant's agent	None	No equivalent unit.
CPPDSM4024A	Advise clients on livestock sale and purchase options	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSSA29A Advise client on sale and purchase alternatives.
CPPDSM4025A	Advise on performance of asset	Updated unit	Unit updated and equivalent to PRDPOD418A Advise on performance of asset.

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Property development, sales and management units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
CPPDSM4026A	Analyse property and facility information	Updated unit	Unit updated and equivalent to PRDPOD407A Analyse property and facility information.
CPPDSM4027A	Analyse resource use in building operations	Updated unit	Unit updated and equivalent to PRDPOD403A Analyse resource use in building operations.
CPPDSM4028A	Identify and analyse risks and opportunities in the property industry	Updated unit	Unit updated and equivalent to PRDPOD404A Analyse risks and opportunities.
CPPDSM4029A	Appraise business	Updated unit	Unit updated and equivalent to PRDBB03A Appraise business.
CPPDSM4030A	Appraise rural property	None	No equivalent unit.
CPPDSM4031A	Arrange lease of space	Updated unit	Unit updated and equivalent to PRDPOD415A Arrange the lease of space.
CPPDSM4032A	Arrange valuation of facilities and assets	Updated unit	Unit updated and equivalent to PRDPOD423A Arrange valuation of facilities and assets.
CPPDSM4033A	Assess and value goods, chattels, plant and equipment	None	No equivalent unit.
CPPDSM4034A	Assess and implement strata/community management agreement	Updated unit	Unit updated and equivalent to PRDPOD427A Assess and implement strata/community management agreement.
CPPDSM4036A	Broker sale of industrial, commercial and retail property	None	No equivalent unit.
CPPDSM4037A	Conduct auction of	None	No equivalent unit.

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Property development, sales and management units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
	rural property		
CPPDSM4038A	Conduct goods, chattels or equipment clearing sale or auction	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSSA24A Conduct chattel auction / clearing sale.
CPPDSM4039A	Conduct livestock sale by auction	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSSA32A Conduct livestock sale by auction.
CPPDSM4040A	Contribute to life cycle maintenance strategy	Updated unit	Unit updated and equivalent to PRDPOD413A Contribute to lifecycle maintenance strategy.
CPPDSM4041A	Contribute to development of a tenancy mix strategy	Updated unit	Unit updated and equivalent to PRDPOD411A Contribute to the development of a tenancy mix strategy.
CPPDSM4042A	Coordinate construction contract	Updated unit	Unit updated and equivalent to PRDPOD421A Coordinate construction contract.
CPPDSM4043A	Coordinate fit-out of property and facilities	Updated unit	Unit updated and equivalent to PRDPOD420A Coordinate fit-out of property and facilities.
CPPDSM4044A	Coordinate maintenance and repair of properties and facilities	Updated unit	Unit updated and equivalent to PRDPOD406A Coordinate maintenance and repair of properties and facilities.

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Property development, sales and management units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
CPPDSM4045A	Facilitate meetings in the property industry	Updated unit	Unit updated and equivalent to PRDPOD414A Facilitate meetings.
CPPDSM4046A	Manage tenancy disputes	None	No equivalent unit.
CPPDSM4047A	Implement and monitor procurement process	Updated unit	Unit updated and equivalent to PRDPOD410A Implement and monitor procurement processes.
CPPDSM4048A	Implement customer service strategies in the property industry	Updated unit	Unit updated and equivalent to PRDPOD405A Implement customer service strategies.
CPPDSM4049A	Implement maintenance plan for managed properties	None	No equivalent unit.
CPPDSM4050A	Lease industrial, commercial and retail property	None	No equivalent unit.
CPPDSM4051A	Lease rural property	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSSA27A Lease rural property.
CPPDSM4052A	List and market rural property for sale or lease	None	No equivalent unit.
CPPDSM4053A	List business for sale	Updated unit	Unit updated and equivalent to PRDBB04A List business for sale.
CPPDSM4055A	Maintain asset management system	Updated unit	Unit updated and equivalent to PRDPOD422A Maintain asset management system.

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Property development, sales and management units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
CPPDSM4056A	Manage conflicts and disputes in the property industry	Updated unit	Unit updated and equivalent to PRDPOD426A Manage conflicts and disputes.
CPPDSM4057A	Monitor a safe workplace in the property industry	Updated unit	Unit updated and equivalent to PRDPOD401A Monitor a safe workplace.
CPPDSM4058A	Monitor service requirements in the property industry	Updated unit	Unit updated and equivalent to PRDPOD417A Monitor service requirements.
CPPDSM4059A	Monitor space use in the property industry	Updated unit	Unit updated and equivalent to PRDPOD416A Monitor space use.
CPPDSM4060A	Negotiate sale and manage sale to completion or settlement	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDBB06A Negotiate and execute sales.
CPPDSM4061A	Obtain prospects for listing	Updated unit	Unit updated and equivalent to PRDBB02A Obtain prospects for listing.
CPPDSM4062A	Occupy space	Updated unit	Unit updated and equivalent to PRDPOD419A Occupy space.
CPPDSM4063A	Participate in developing and establishing property or facilities contracts	Updated unit	Unit updated and equivalent to PRDPOD409A Participate in contract development and establishment.
CPPDSM4064A	Participate in research of property investment	Updated unit	Unit updated and equivalent to PRDPOD412A Participate in research of property investment.
CPPDSM4066A	Plan and coordinate property and facility	Updated unit	Unit updated and equivalent to PRDPOD402A Plan and coordinate

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Property development, sales and management units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
	inspection		property and facility inspection.
CPPDSM4067A	Plan for and complete sale of rural property by auction	None	No equivalent unit.
CPPDSM4068A	Prepare livestock for sale at saleyards	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSSA31A Prepare stock for sale.
CPPDSM4069A	Promote and market listed business	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDBB05A Promote and market listed business.
CPPDSM4071A	Promote process improvement in the property industry	Updated unit	Unit updated and equivalent to PRDPOD424A Promote process improvement.
CPPDSM4072A	Provide leadership in the property industry	Updated unit	Unit updated and equivalent to PRDPOD408A Provide leadership in the property industry.
CPPDSM4073A	Provide rural property management services	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSSA28A Manage property for clients.

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Property development, sales and management units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
CPPDSM4074A	Select and appoint contractors in the property industry	Updated unit	Unit updated and equivalent to PRDPOD425A Select and appoint contractors.
CPPDSM4075A	Select livestock for sale	Redeveloped unit	Unit redeveloped. Element structure and performance criteria narrowed to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSSA30A Select stock for sale.
CPPDSM4077A	Sell livestock by private sale	None	No equivalent unit.
CPPDSM4078A	Sell rural property by tender	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSSA25A Conduct a sale by tender.
CPPDSM4079A	Work in the business broking sector	Updated unit	Unit updated and equivalent to PRDBB01A Work effectively in the business broking sector.
CPPDSM4080A	Work in the real estate industry	None	No equivalent unit.
CPPDSM4081A	Work in the stock and station agency sector	None	No equivalent unit.
CPPDSM5001A	Advise on use and design of facilities	Updated unit	Unit updated and equivalent to PRDPOD523A Advise on facilities use and design.
CPPDSM5002A	Advise on property investment strategy	Updated unit	Unit updated and equivalent to PRDPOD517A Advise on property

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Property development, sales and management units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
			investment strategy.
CPPDSM5004A	Assess viability of regeneration options in the property industry	Updated unit	Unit updated and equivalent to PRDPOD513A Assess viability of regeneration options.
CPPDSM5005A	Contribute to a detailed property feasibility study	Updated unit	Unit updated and equivalent to PRDPOD512A Contribute to a detailed property feasibility study.
CPPDSM5006A	Coordinate customer service activities in the property industry	Updated unit	Unit updated and equivalent to PRDPOD503A Coordinate customer service activities.
CPPDSM5007A	Coordinate construction or renovation of facilities	Updated unit	Unit updated and equivalent to PRDPOD527A Coordinate facilities construction/renovation.
CPPDSM5008A	Coordinate fit-out of premises for user occupation	Updated unit	Unit updated and equivalent to PRDPOD510A Coordinate fit-out of property and facilities.
CPPDSM5009A	Coordinate risk management system in the property industry	Updated unit	Unit updated and equivalent to PRDPOD501A Coordinate risk management systems.
CPPDSM5010A	Determine needs of customer populations in the property industry	Updated unit	Unit updated and equivalent to PRDPOD504A Determine needs of customer populations.
CPPDSM5011A	Determine space utilisation	Updated unit	Unit updated and equivalent to PRDPOD511A Determine space utilisation.
CPPDSM5012A	Develop a strategic business plan in the real estate industry	Updated unit	Unit updated and equivalent to PRDRE01A Develop a strategic business plan.
CPPDSM5013A	Develop a tenancy mix strategy	Updated unit	Unit updated and equivalent to PRDPOD520A Develop a tenancy

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Property development, sales and management units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
			mix strategy.
CPPDSM5014A	Develop property marketing and sales strategy	Updated unit	Unit updated and equivalent to PRDPOD502A Develop marketing and sales strategy.
CPPDSM5016A	Develop strata/community management agreement	Updated unit	Unit updated and equivalent to PRDPOD521A Develop strata/community management agreement.
CPPDSM5017A	Dispose of property	Updated unit	Unit updated and equivalent to PRDPOD515A Dispose of property.
CPPDSM5018A	Ensure a safe workplace in the property industry	Updated unit	Unit updated and equivalent to PRDPOD507A Ensure a safe workplace.
CPPDSM5019A	Identify and secure a property opportunity	Updated unit	Unit updated and equivalent to PRDPOD509A Identify and secure a property opportunity.
CPPDSM5020A	Manage and monitor effective client service in the real estate industry	None	No equivalent.
CPPDSM5021A	Implement asset maintenance strategy	Updated unit	Unit updated and equivalent to PRDPOD516A Implement asset maintenance strategy.
CPPDSM5022A	Implement asset management plan	Updated unit	Unit updated and equivalent to PRDPOD518A Implement asset management plan.
CPPDSM5023A	Implement facilities management plan	Updated unit	Unit updated and equivalent to PRDPOD525A Implement facilities management plan.
CPPDSM5024A	Implement facilities procurement systems	Updated unit	Unit updated and equivalent to PRDPOD526A Implement facilities procurement systems.
CPPDSM5025A	Maintain public	Updated unit	Unit updated and equivalent to

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Property development, sales and management units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
	relations in the property industry		PRDPOD519A Maintain public relations.
CPPDSM5026A	Manage a consultant property project team	Updated unit	Unit updated and equivalent to PRDPOD514A Manage a consultant project team.
CPPDSM5027A	Provide facilities and amenities for property users	Updated unit	Unit updated and equivalent to PRDPOD522A Provide facilities and amenities for property users.
CPPDSM5029A	Manage client relationships and networks in the property industry	Updated unit	Unit updated and equivalent to PRDPOD506A Manage client relationships and networks.
CPPDSM5030A	Manage projects in the property industry	Updated unit	Unit updated and equivalent to PRDPOD505A Manage projects.
CPPDSM5032A	Market the agency	Redeveloped unit	Unit redeveloped. Element structure remains unchanged but performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDRE05A Market agency.
CPPDSM5033A	Merge or acquire a business	Updated unit	Unit updated and equivalent to PRDBB08A Merge or acquire a business.
CPPDSM5034A	Monitor performance of property or facility portfolio	Updated unit	Unit updated and equivalent to PRDPOD524A Monitor performance of property/facility portfolio.
CPPDSM5036A	Prepare tender documentation in the property industry	Updated unit	Unit updated and equivalent to PRDPOD508A Prepare tender documentation.
CPPDSM5038A	Value a business	Updated unit	Unit updated and equivalent to PRDBB07A Value a business.

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Property development, sales and management units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
CPPDSM6001A	Determine viability of regeneration options in the property industry	Updated unit	Unit updated and equivalent to PRDPOD607A Assess viability of regeneration options.
CPPDSM6002A	Conduct a property investment feasibility study	Updated unit	Unit updated and equivalent to PRDPOD613A Conduct a property investment feasibility study.
CPPDSM6003A	Contract to invest in property	Updated unit	Unit updated and equivalent to PRDPOD609A Contract to invest in property.
CPPDSM6004A	Determine performance of assets and facilities	Updated unit	Unit updated and equivalent to PRDPOD605A Determine performance of assets and facilities.
CPPDSM6005A	Develop a property investment strategy	Updated unit	Unit updated and equivalent to PRDPOD608A Develop a property investment strategy.
CPPDSM6006A	Develop facilities procurement system	Updated unit	Unit updated and equivalent to PRDPOD606A Develop facilities procurement systems.
CPPDSM6007A	Develop life cycle asset management plan	Updated unit	Unit updated and equivalent to PRDPOD604A Develop lifecycle asset management plan.
CPPDSM6008A	Develop strategic facilities management plan	Updated unit	Unit updated and equivalent to PRDPOD602A Develop strategic facilities management plan.
CPPDSM6009A	Manage facilities portfolio	Updated unit	Unit updated and equivalent to PRDPOD603A Manage facilities portfolio.
CPPDSM6010A	Manage performance of property investment	Updated unit	Unit updated and equivalent to PRDPOD611A Manage performance of property investment.
CPPDSM6011A	Negotiate partnership arrangements in the	Updated unit	Unit updated and equivalent to PRDPOD612A Negotiate partnership

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Property development, sales and management units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
	property industry		arrangements.
CPPDSM6012A	Plan property portfolio management	Updated unit	Unit updated and equivalent to PRDPOD610A Plan property portfolio management.
CPPDSM6013A	Prepare project design brief and documentation in the property industry	Updated unit	Unit updated and equivalent to PRDPOD601A Prepare project design brief and documentation.

Equivalence of units of competency in CPP07 Property Services Training Package for the spatial information services sector and PRD01 Property Development and Management Training Package for the spatial information services sector.

Spatial information services units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
CPPSIS2001A	Prepare for work in the spatial information services industry	None	No equivalent unit.
CPPSIS2002A	Assist in the collection of basic spatial data	None	No equivalent unit.
CPPSIS2003A	Assist in the storage and retrieval of spatial data	None	No equivalent unit.
CPPSIS2004A	Assist in the selection, operation and maintenance of equipment and supplies	None	No equivalent unit.
CPPSIS2005A	Assist in field activity	None	No equivalent unit.

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Spatial information services units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
CPPSIS2006A	Assist with personnel and load transfer	None	No equivalent unit.
CPPSIS2007A	Use information technology for spatial information services activity	None	No equivalent unit.
CPPSIS3001A	Apply map presentation principles	None	No equivalent unit.
CPPSIS3002A	Store and retrieve basic spatial data	None	No equivalent unit.
CPPSIS3003A	Support spatial process improvement	None	No equivalent unit.
CPPSIS3004A	Respond to client spatial enquiry	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSIS28A Respond to client enquiry.
CPPSIS3005A	Collect basic spatial data	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSIS29A Collect basic data.
CPPSIS3006A	Provide field support services	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more

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Spatial information services units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
			comprehensive. Evidence guide strengthened. Unit based on PRDSIS10A Provide field support services.
CPPSIS3007A	Select, operate and maintain equipment and supplies	Updated unit	Unit updated and equivalent to PRDSIS11A Select, operate and maintain equipment and supplies.
CPPSIS3008A	Transfer personnel and loads	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSIS12A Transfer personnel and loads.
CPPSIS3009A	Perform basic drafting	None	No equivalent unit.
CPPSIS3010A	Perform basic spatial computations	None	No equivalent unit.
CPPSIS4001A	Maintain spatial systems	None	No equivalent unit.
CPPSIS4002A	Store and retrieve spatial data	Updated unit	Unit updated and equivalent to PRDSIS16A Store and retrieve spatial data.
CPPSIS4003A	Facilitate effective spatial client relationships	None	No equivalent unit.
CPPSIS4004A	Collect and set out basic spatial data	None	No equivalent unit.
CPPSIS4005A	Collect basic GPS data	None	No equivalent unit.
CPPSIS4006A	Read and interpret basic image data	None	No equivalent unit.

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Spatial information services units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
CPPSIS4007A	Organise field services	None	No equivalent unit.
CPPSIS4008A	Organise equipment and supplies	None	No equivalent unit.
CPPSIS4009A	Collect and set out basic surveying data	None	No equivalent unit.
CPPSIS4010A	Operate surveying equipment	None	No equivalent unit.
CPPSIS4011A	Perform surveying computations	None	No equivalent unit.
CPPSIS4012A	Plan and conduct survey expeditions	None	No equivalent unit.
CPPSIS4013A	Participate in spatial process improvement	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSIS26A Participate in process improvement.
CPPSIS4014A	Maintain spatial data	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSIS15A Maintain spatial data.
CPPSIS4015A	Apply GIS software to problem-solving techniques	None	No equivalent unit.
CPPSIS5001A	Plan spatial data collection and	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills

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Spatial information services units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
	validation		and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSIS06A Plan data collection and validation.
CPPSIS5002A	Capture new spatial data	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSIS07A Capture new data.
CPPSIS5003A	Implement a spatial information services project plan	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSIS03A Implement a project plan.
CPPSIS5004A	Determine spatial data requirements	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSIS04A Determine spatial data requirements to meet the deliverables.
CPPSIS5005A	Obtain and validate existing spatial data	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSIS08A Obtain and validate

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Spatial information services units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
			existing data.
CPPSIS5006A	Integrate spatial datasets	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSIS14A Integrate spatial data sets.
CPPSIS5007A	Maintain complex spatial data systems	None	No equivalent unit.
CPPSIS5008A	Develop a complex spatial and aspatial database	None	No equivalent unit.
CPPSIS5009A	Produce spatial project deliverables	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSIS18A Produce project deliverables.
CPPSIS5010A	Collate and interpret spatial data	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSIS19A Collate and interpret data.
CPPSIS5011A	Monitor and control the spatial components of projects	Updated unit	Unit updated and equivalent to PRDSIS22A Control and monitor the spatial components of the project.
CPPSIS5012A	Maintain effective internal and external	Redeveloped	Unit redeveloped. Element structure and performance criteria expanded to

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Spatial information services units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
	spatial communication networks	unit	reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSIS27A Maintain client relations.
CPPSIS5013A	Design a spatial data storage system	Updated unit	Unit updated and equivalent to PRDSIS13A Design a spatial data storage system.
CPPSIS5014A	Develop a subdivision survey design for local government approval	None	No equivalent unit.
CPPSIS5015A	Undertake spatial process improvement to reduce costs and improve service	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRSIR31A Undertake process improvement to reduce costs and improve quality service. This unit was imported from PRS98 Asset Security into PRD01 Property Development and Management. The unit was not included in PRS03 Asset Security.
CPPSIS5016A	Design a stormwater system	None	No equivalent unit.
CPPSIS5017A	Conduct an advanced GPS data collection and set out survey	None	No equivalent unit.
CPPSIS5018A	Conduct an engineering survey	None	No equivalent unit.

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Spatial information services units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
CPPSIS5019A	Conduct an engineering surveying project	None	No equivalent unit.
CPPSIS5020A	Create engineering drawings	None	No equivalent unit.
CPPSIS5021A	Apply land and planning law to surveying	None	No equivalent unit.
CPPSIS5022A	Integrate surveying datasets	None	No equivalent unit.
CPPSIS5023A	Manage advanced surveying computations	None	No equivalent unit.
CPPSIS5024A	Perform geodetic surveying computations	None	No equivalent unit.
CPPSIS5025A	Plan and conduct major survey expeditions	None	No equivalent unit.
CPPSIS5026A	Design road and railway	None	No equivalent unit.
CPPSIS5027A	Carry out a precision survey	None	No equivalent unit.
CPPSIS5028A	Conduct geodetic surveying	None	No equivalent unit.
CPPSIS5029A	Determine suitable information sources to create new spatial datasets	Updated unit	Unit updated and equivalent to PRDSIS05A Determine suitable sources of information for the creation of new spatial data sets.
CPPSIS6001A	Conduct open mine pit surveying	None	No equivalent unit.
CPPSIS6002A	Create mine	None	No equivalent unit.

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Spatial information services units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
	drawings		
CPPSIS6003A	Determine client spatial requirements	Updated unit	Unit updated and equivalent to PRDSIS01A Determine client requirements.
CPPSIS6004A	Design a spatial project plan	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSIS02A Design a project plan.
CPPSIS6005A	Apply quality control measures to spatial information services industry	None	No equivalent unit.
CPPSIS6006A	Develop and maintain spatial information services contractual relationships	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSIS09A Develop and maintain contractual relationships.
CPPSIS6007A	Design spatial information services project deliverables	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSIS20A Design project deliverables.
CPPSIS6008A	Conduct design and set out survey	None	No equivalent unit.

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Spatial information services units of competency		**Relationship with PRD01**	**Comment on relationship with PRD01 Property Development and Management Training Package**
Unit code	**Unit title**		
CPPSIS6009A	Educate the public on spatial information services	None	No equivalent unit.
CPPSIS6010A	Undertake spatial information services research and development	Redeveloped unit	Unit redeveloped. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit based on PRDSIS23A Undertake research and development.
CPPSIS6011A	Carry out basic mine design	None	No equivalent unit.
CPPSIS6012A	Conduct an advanced GPS control survey	None	No equivalent unit.
CPPSIS6013A	Conduct underground mine surveying	None	No equivalent unit.
CPPSIS6014A	Conduct mining geology operations	None	No equivalent unit.
CPPSIS6015A	Conduct complex engineering set out surveys	None	No equivalent unit.
CPPSIS6016A	Monitor complex engineering surveying structures	None	No equivalent unit.
CPPSIS6017A	Conduct advanced remote sensing analysis	None	No equivalent unit.
CPPSIS6018A	Design spatial networks and geocoding	None	No equivalent unit.

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Spatial information services units of competency		Relationship with PRD01	Comment on relationship with PRD01 Property Development and Management Training Package
Unit code	**Unit title**		
CPPSIS6019A	Develop distributed mapping applications	None	No equivalent unit.
CPPSIS6020A	Develop 2-D and 3-D terrain visualisations	None	No equivalent unit.

Mapping CPP07 to PRS03 units of competency

Equivalence of units of competency in CPP07 Property Services Training Package for the security sector and PRS03 Asset Security Training Package for the security operations, technical security, investigative services, security and risk management, and biometrics sectors.

Security units of competency		Relationship with PRS03	Comment on relationship with PRS03 Asset Security Training Package
Unit code	**Unit title**		
CPPSEC1001A	Identify and report security risk situations	None	No equivalent unit.
CPPSEC1002A	Apply retail security procedures	None	No equivalent unit.
CPPSEC1003A	Apply security procedures for the responsible service of alcohol	None	No equivalent unit.
CPPSEC1004A	Apply health care security procedures	None	No equivalent unit.
CPPSEC1005A	Apply critical infrastructure protection procedures	None	No equivalent unit.
CPPSEC1006A	Apply x-ray	None	No equivalent unit.

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Security units of competency		Relationship with PRS03	Comment on relationship with PRS03 Asset Security Training Package
Unit code	**Unit title**		
	image interpretation procedures		
CPPSEC1007A	Apply walk through metal detection procedures	None	No equivalent unit.
CPPSEC1008A	Apply hand-held metal detection procedures	None	No equivalent unit.
CPPSEC1009A	Apply Explosive Trace Detection (ETD) procedures	None	No equivalent unit.
CPPSEC2001A	Communicate effectively in the security industry	Redeveloped unit	Unit redeveloped with a stronger focus on required Language, Literacy and Numeracy skills. Element structure and performance criteria expanded to reflect workplace requirements. Skills and knowledge requirements and the range statement are more comprehensive. Evidence guide strengthened. Unit incorporates PRSSO102A Apply basic communication skills and is equivalent to PRSSO201A Communicate effectively in the security industry.
CPPSEC2002A	Follow workplace safety procedures in the security industry	Updated unit	Unit updated and incorporates PRSSO101A Follow workplace safety procedures. Unit is equivalent to PRSSO202A Maintain workplace safety.
CPPSEC2003A	Work effectively in the security industry	Updated unit	Unit updated and incorporates PRSSO103A Prepare for work in the security industry. Unit is equivalent to PRSSO203A Work effectively in the security industry.
CPPSEC2004A	Respond to security risk situation	Updated unit	Unit updated and equivalent to PRSSO207A Respond to security risk situation.

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Security units of competency		**Relationship with PRS03**	**Comment on relationship with PRS03 Asset Security Training Package**
Unit code	**Unit title**		
CPPSEC2005A	Work as part of a security team	Updated unit	Unit updated and equivalent to PRSSO204A Work as part of a team.
CPPSEC2006A	Provide security services to clients	Updated unit	Unit updated and equivalent to PRSSO205A Provide security services to customers.
CPPSEC2007A	Screen people	Redeveloped unit	Unit redeveloped based on splitting of functions for screening people and items. Unit is equivalent to PRSSO212A Screen baggage and people.
CPPSEC2008A	Screen items	Redeveloped unit	Unit redeveloped based on splitting of functions for screening people and items. Unit is equivalent to PRSSO212A Screen baggage and people.
CPPSEC2009A	Give evidence in court	Updated unit	Unit updated and equivalent to PRSSO208A Give evidence in court.
CPPSEC2010A	Protect safety of persons	Updated unit	Unit updated and equivalent to PRSSO209A Protect persons.
CPPSEC2011A	Control access to and exit from premises	Updated unit	Unit updated and equivalent to PRSSO210A Control access to and exit from premises.
CPPSEC2012A	Monitor and control individual and crowd behaviour	Updated unit	Unit updated and equivalent to PRSSO211A Monitor and control individual and crowd behaviour.
CPPSEC2013A	Protect valuables in transit	Updated unit	Unit updated and equivalent to PRSSO213A Protect valuables in transit.
CPPSEC2014A	Operate basic security equipment	Updated unit	Unit updated and equivalent to PRSSO215A Operate basic security equipment.
CPPSEC2015A	Patrol premises	Updated unit	Unit updated and equivalent to PRSSO216A Patrol premises.
CPPSEC2016A	Contribute to investigative	Updated unit	Unit updated and equivalent to PRSSO221A Contribute to investigative

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Security units of competency		**Relationship with PRS03**	**Comment on relationship with PRS03 Asset Security Training Package**
Unit code	**Unit title**		
	activities		activities.
CPPSEC2017A	Protect self and others using basic defensive techniques	Updated unit	Unit updated and equivalent to PRSSO222A Protect self and others using basic defensive tactics.
CPPSEC2018A	Monitor electronic reporting facility	Updated unit	Unit updated and equivalent to PRSSO223A Monitor electronic reporting facility.
CPPSEC2019A	Monitor biometrics equipment and systems	Updated unit	Unit updated and equivalent to PRSBIO201A Monitor biometrics equipment/systems.
CPPSEC2020A	Provide technical security services to clients	Updated unit	Unit updated and equivalent to PRSTS201A Provide a service to customers.
CPPSEC2021A	Install security equipment and systems	Updated unit	Unit updated and equivalent to PRSTS202A Install security equipment/systems.
CPPSEC2022A	Install mechanical lock and locking system	Updated unit	Unit updated and equivalent to PRSTS203A Install mechanical lock/locking system.
CPPSEC2023A	Install CCTV equipment and system	Updated unit	Unit updated and equivalent to PRSTS204A Install CCTV equipment/system.
CPPSEC2024A	Implement electronic monitoring procedures	Updated unit	Unit updated and equivalent to PRSTS205A Implement electronic monitoring procedures.
CPPSEC2025A	Sell security products and services	Updated unit	Unit updated and equivalent to PRSTS206A Sell products and services.
CPPSEC2026A	Perform routine maintenance on security equipment and	Updated unit	Unit updated and equivalent to PRSTS207A Perform routine maintenance.

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Security units of competency		Relationship with PRS03	Comment on relationship with PRS03 Asset Security Training Package
Unit code	**Unit title**		
	system		
CPPSEC3001A	Maintain workplace safety in the security industry	Updated unit	Unit updated and equivalent to PRSSO302A Maintain a safe workplace and environment.
CPPSEC3002A	Manage conflict through negotiation	Updated unit	Unit updated and equivalent to PRSSO305A Manage conflict through negotiation.
CPPSEC3003A	Determine response to security risk situation	Updated unit	Unit updated and equivalent to PRSSO303A Determine response to security risk situation.
CPPSEC3004A	Lead small teams in the security industry	Updated unit	Unit updated and equivalent to PRSSO323A Lead small teams.
CPPSEC3005A	Prepare and present security documentation and reports	Updated unit	Unit updated and equivalent to PRSSO301A Prepare and present security documentation and reports.
CPPSEC3006A	Coordinate a quality security service to customers	Updated unit	Unit updated and equivalent to PRSSO308A Coordinate a quality security service to customers.
CPPSEC3007A	Maintain security of environment	Updated unit	Unit updated and equivalent to PRSSO309A Maintain security of environment.
CPPSEC3008A	Control security risk situations using firearms	Updated unit	Unit updated and equivalent to PRSSO310A Control security risk situations using firearms.
CPPSEC3009A	Prepare and present evidence in court	Updated unit	Unit updated with revised element structure. Unit equivalent to PRSSO311A Prepare and present evidence in court.
CPPSEC3010A	Manage dogs for security functions	Updated unit	Unit updated and equivalent to PRSSO313A Manage dogs for security functions.

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Security units of competency		**Relationship with PRS03**	**Comment on relationship with PRS03 Asset Security Training Package**
Unit code	**Unit title**		
CPPSEC3011A	Handle dogs for security patrol	Updated unit	Unit updated and equivalent to PRSSO314A Handle dogs for security patrol.
CPPSEC3012A	Store and protect information	Updated unit	Unit updated and equivalent to PRSSO315A Store and protect information.
CPPSEC3013A	Control persons using empty hand techniques	Updated unit	Unit updated and equivalent to PRSSO316A Control persons using empty hand techniques.
CPPSEC3014A	Control persons using baton	Updated unit	Unit updated and equivalent to PRSSO317A Control persons using baton.
CPPSEC3015A	Restrain persons using handcuffs	Updated unit	Unit updated and equivalent to PRSSO318A Restrain persons using handcuffs.
CPPSEC3016A	Defend persons using spray	Updated unit	Unit updated and equivalent to PRSSO319A Defend persons using spray.
CPPSEC3017A	Plan and conduct evacuation of premises	Updated unit	Unit updated and equivalent to PRSSO320A Plan and conduct evacuation of premises.
CPPSEC3018A	Provide for the safety of persons at risk	Updated unit	Unit updated and equivalent to PRSSO321A Provide for the safety of persons at risk.
CPPSEC3019A	Operate specialised security equipment	Updated unit	Unit updated and equivalent to PRSSO322A Operate specialised security equipment.
CPPSEC3020A	Monitor security from control room	Updated unit	Unit updated and equivalent to PRSSO325A Monitor security from control room.
CPPSEC3021A	Maintain and use security database	Updated unit	Unit updated and equivalent to PRSSO326A Maintain and use security database.

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Security units of competency		**Relationship with PRS03**	**Comment on relationship with PRS03 Asset Security Training Package**
Unit code	**Unit title**		
CPPSEC3022A	Maintain biometrics database	Updated unit	Unit updated and equivalent to PRSBIO301A Maintain biometrics database.
CPPSEC3023A	Coordinate biometric equipment and systems	Updated unit	Unit updated and equivalent to PRSBIO303A Coordinate biometrics equipment/systems.
CPPSEC3024A	Install biometric equipment and systems	Updated unit	Unit updated and equivalent to PRSBIO302A Install biometrics equipment/systems.
CPPSEC3025A	Identify and diagnose biometric system fault	Updated unit	Unit updated and equivalent to PRSBIO304A Identify and diagnose biometric system fault.
CPPSEC3026A	Work effectively in investigative services	Updated unit	Unit updated and equivalent to PRSIS311A Work effectively in the investigative services industry.
CPPSEC3027A	Develop investigative plan	Redeveloped unit	Unit redeveloped and equivalent to PRSIS301A Determine method of investigation. Element structure, performance criteria, required skills and knowledge, and evidence guide expanded to reflect workplace requirements and changed focus of unit.
CPPSEC3028A	Compile investigative report	Updated unit	Unit updated and equivalent to PRSIS302A Compile investigative report.
CPPSEC3029A	Provide quality investigative services to clients	Updated unit	Unit updated and equivalent to PRSIS303A Provide quality investigative services to clients.
CPPSEC3030A	Conduct surveillance	Updated unit	Unit updated and equivalent to PRSIS304A Conduct surveillance.
CPPSEC3031A	Organise and operate a surveillance	Updated unit	Unit updated and equivalent to PRSIS305A Organise and operate a surveillance vehicle.

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Security units of competency		Relationship with PRS03	Comment on relationship with PRS03 Asset Security Training Package
Unit code	**Unit title**		
	vehicle		
CPPSEC3032A	Gather information by factual investigation	Updated unit	Unit updated and equivalent to PRSIS306A Gather information by factual investigation.
CPPSEC3033A	Conduct interviews and take statements	Updated unit	Unit updated and equivalent to PRSIS307A Conduct interviews and take statements.
CPPSEC3034A	Operate information gathering equipment	Updated unit	Unit updated to incorporate PRSIS310A Use and maintain operational equipment. Unit is equivalent to PRSIS308A Operate information gathering equipment.
CPPSEC3035A	Identify technical security requirements	Updated unit	Unit updated and equivalent to PRSTS301A Identify technical security requirements.
CPPSEC3036A	Program security equipment and system	Updated unit	Unit updated and equivalent to PRSTS302A Program security equipment/system.
CPPSEC3037A	Test installed security equipment and system	Updated unit	Unit updated and equivalent to PRSTS303A Test installed security equipment/system.
CPPSEC3038A	Commission and decommission security equipment and system	Updated unit	Unit updated and equivalent to PRSTS304A Commission/decommission security equipment/system.
CPPSEC3039A	Identify and diagnose electronic security equipment and system fault	Updated unit	Unit updated and equivalent to PRSTS305A Identify and diagnose electronic security equipment/system fault.
CPPSEC3040A	Plan and coordinate installation of security	Updated unit	Unit updated and equivalent to PRSTS306A Plan and coordinate installation.

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Security units of competency		Relationship with PRS03	Comment on relationship with PRS03 Asset Security Training Package
Unit code	**Unit title**		
	equipment and system		
CPPSEC3041A	Maintain and service security equipment and system	Updated unit	Unit updated and equivalent to PRSTS307A Maintain and service security equipment/system.
CPPSEC3042A	Identify and diagnose CCTV equipment and system fault	Updated unit	Unit updated and equivalent to PRSTS308A Identify and diagnose CCTV equipment/system fault.
CPPSEC3043A	Establish and set up electronic monitoring parameters	Updated unit	Unit updated and equivalent to PRSTS309A Establish and set up electronic monitoring parameters.
CPPSEC3044A	Maintain and repair mechanical lock and locking system	Updated unit	Unit updated and equivalent to PRSTS311A Maintain and repair mechanical lock/locking system.
CPPSEC3045A	Determine security equipment and system modifications	Updated unit	Unit updated and equivalent to PRSTS315A Determine security equipment/system modifications.
CPPSEC3046A	Configure a security system	Updated unit	Unit updated and equivalent to PRSTS316A Configure a security system.
CPPSEC3047A	Provide estimate and quote on security system	Updated unit	Unit updated and equivalent to PRSTS317A Provide estimate and quote.
CPPSEC3048A	Maintain effective relationships with security clients	Updated unit	Unit updated and equivalent to PRSTS318A Maintain effective relationships with customers.
CPPSEC3049A	Modify and repair security equipment and system	Updated unit	Unit updated and equivalent to PRSTS319A Modify and repair security equipment/system.

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Security units of competency		**Relationship with PRS03**	**Comment on relationship with PRS03 Asset Security Training Package**
Unit code	**Unit title**		
CPPSEC4001A	Manage a safe workplace in the security industry	Updated unit	Unit updated and equivalent to PRSSM401A Manage a safe workplace.
CPPSEC4002A	Implement effective communication techniques	Redeveloped unit	Unit redeveloped and equivalent to PRSSM402A Implement effective communication techniques. Element structure, performance criteria, required skills and knowledge, and evidence guide expanded to reflect specialist communications focus of unit.
CPPSEC4003A	Advise on security needs	Updated unit	Unit updated and equivalent to PRSSM404A Advise on security needs.
CPPSEC4004A	Monitor and review security operations	Updated unit	Unit updated and equivalent to PRSSM406A Monitor and review security operations.
CPPSEC4005A	Facilitate workplace briefing and debriefing processes	Updated unit	Unit updated and equivalent to PRSSM407A Facilitate workplace briefing and debriefing processes.
CPPSEC4006A	Assess risks	Updated unit	Unit updated and equivalent to PRSSM409A Assess risks.
CPPSEC4007A	Assess threat	Updated unit	Unit updated and equivalent to PRSSM413A Assess threat.
CPPSEC4008A	Prepare a detailed tender	Updated unit	Unit updated and equivalent to PRSSM416A Prepare a detailed tender.
CPPSEC4009A	Interpret information from advanced security equipment	Updated unit	Unit updated and equivalent to PRSSM410A Interpret information from advanced security equipment.
CPPSEC4010A	Manage monitoring centres	Updated unit	Unit updated and equivalent to PRSSM411A Manage monitor centres.
CPPSEC4011A	Coordinate field staff activity from	Updated unit	Unit updated and equivalent to PRSSM412A Coordinate field staff

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Security units of competency		Relationship with PRS03	Comment on relationship with PRS03 Asset Security Training Package
Unit code	**Unit title**		
	control room		activity from control room.
CPPSEC4012A	Identify and assess security of assets	Updated unit	Unit updated and equivalent to PRSSM414A Identify and assess assets.
CPPSEC4013A	Undertake case management of investigations	Updated unit	Unit updated and equivalent to PRSSM415A Undertake case management of investigations.
CPPSEC4014A	Commission and decommission networked security system	Updated unit	Unit updated and equivalent to PRSSM417A Commission/decommission networked security system.
CPPSEC4015A	Maintain networked security system	Updated unit	Unit updated and equivalent to PRSSM418A Maintain networked security system.
CPPSEC4016A	Install networked security system	Updated unit	Unit updated and equivalent to PRSSM419A Install networked security system.
CPPSEC4017A	Determine security system configurations	Updated unit	Unit updated and equivalent to PRSSM420A Determine security system configurations.
CPPSEC4018A	Configure security devices on IT networks	Updated unit	Unit updated and equivalent to PRSSM421A Configure security devices on IT networks.
CPPSEC4019A	Identify and diagnose security system or network fault	Updated unit	Unit updated and equivalent to PRSSM422A Identify and diagnose security systems or network faults.
CPPSEC4020A	Advise on the application of biometrics	Updated unit	Unit updated and equivalent to PRSBIO401A Advise on the application of biometrics.
CPPSEC4021A	Prepare standard operating procedures for the use of biometrics technology	Updated unit	Unit updated and equivalent to PRSBIO402A Prepare standard operating procedures for the use of biometrics technology.

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Security units of competency		Relationship with PRS03	Comment on relationship with PRS03 Asset Security Training Package
Unit code	**Unit title**		
CPPSEC5001A	Establish and maintain an occupational health and safety system	Updated unit	Unit updated and equivalent to PRSSM501A Establish and maintain an occupational health and safety system.
CPPSEC5002A	Coordinate security operations	Updated unit	Unit updated and equivalent to PRSSM502A Coordinate security operations.
CPPSEC5003A	Assess security risk management options	Updated unit	Unit updated and equivalent to PRSSM503A Assess security risk management options.
CPPSEC5004A	Prepare security risk management plan	Updated unit	Unit updated and equivalent to PRSSM504A Prepare security risk management plan.
CPPSEC5005A	Implement security risk management plan	Updated unit	Unit updated and equivalent to PRSSM505A Implement security risk management plan.
CPPSEC5006A	Determine strategy for the implementation of biometrics technology	Updated unit	Unit updated and equivalent to PRSBIO501A Determine strategy for the implementation of biometrics technology.
CPPSEC5007A	Assess biometrics system	Updated unit	Unit updated and equivalent to PRSBIO502A Assess biometrics system.

Mapping of CPP07 qualifications

Mapping CPP07 Version 9 qualifications to Version 8

The only qualifications added to CPP07 Version 9 were three new building design qualifications. Two security operations qualifications were updated in this version upgrade. See mapping table below for information.

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Qualification code and title V9	Qualification code and title V8	Comment on the relationship between V9 qualification and Version 8	Equivalent/ Not equivalent
CPP20211 Certificate II in Security Operations	CPP20211 Certificate II in Security Operations	Following changes to imported elective units: • superseded TLIO2003A Undertake loading and unloading in a designated secured environment, replaced with its equivalent new CPP07 unit: CPPSEC2027A Load and unload cash in transit in a secured environment • TLIO307C Undertake loading in a designated secured environment deleted from elective pool • TLIB407C and TLIE707B replaced with their equivalent updated TLI10 versions: TLIB2004A Carry out vehicle inspection and TLIE2007A Use communication systems. Minor additions to, and subsequent version upgrade of, the following three CPP07 units deemed equivalent to previous versions: CPPSEC2004B and CPPSEC2006B (core) and CPPSEC2011B (elective).	E
CPP30411 Certificate III in Security Operations	CPP30411 Certificate III in Security Operations	Three superseded imported TLI cash-in-transit elective units replaced with their equivalent CPP07 new units: • CPPSEC3050A Load and unload cash in transit in an unsecured environment (replacing TLID4107C Undertake cash-in-transit loading and unloading in an unsecured environment) • CPPSEC3051A Implement cash-in-transit security	E

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Qualification code and title V9	Qualification code and title V8	Comment on the relationship between V9 qualification and Version 8	Equivalent/ Not equivalent
		procedures (replacing TLIO807C Implement cash-in-transit security procedures) • CPPSEC3052A Inspect and test cash-in-transit security equipment (replacing TLIO907C Test and inspect cash-in-transit security equipment). Minor additions to, and subsequent version upgrade of, the following elective unit deemed equivalent to previous version: CPPSEC2011B.	
CPP50911 Diploma of Building Design		New qualification	
CPP80111 Vocational Graduate Certificate in Building Design		New qualification	
CPP80211 Vocational Graduate Diploma of Building Design		New qualification	
No other qualifications were changed or added to Version 9.			

Mapping CPP07 Version 8 qualifications to Version 7

The only qualifications added to CPP07 Version 8, apart from the new qualification CPP50811 Diploma of Waste Management, were 12 revised PRM04 qualifications. See mapping table below for information relating to how the PRM04 qualifications map to CPP07.

Mapping CPP07 Version 8 qualifications to PRM04

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Qualification code and title V8	Qualification code and title V7	Replaces	Comment on the relationship between V8 qualification and superseded PRM04	Equivalent/ Not equivalent
CPP10211 Certificate I in Cleaning Operations	New qualification to CPP07	PRM10104 Certificate I in Asset Maintenance (Cleaning Operations)	Changed packaging rules and updated unit content	E
CPP20411 Certificate II in Waste Management	New qualification to CPP07	PRM20509 Certificate II in Asset Maintenance (Waste Management)	Changed packaging rules and updated unit content	E
CPP20511 Certificate II in Fire Protection Inspection and Testing	New qualification to CPP07	PRM20406 Certificate II in Asset Maintenance (Fire Protection Equipment)	Changed packaging rules and updated unit content	E
CPP20611 Certificate II in Cleaning Operations	New qualification to CPP07	PRM20104 Certificate II in Asset Maintenance (Cleaning Operations)	Changed packaging rules and updated unit content Qualification 'un-nested'	E
CPP20711 Certificate II in Carpet Cleaning Operations	New qualification to CPP07	PRM20604 Certificate II in Asset Maintenance (Carpet Cleaning)	Changed packaging rules and updated unit content Qualification 'un-nested'	E
CPP30711 Certificate III in Waste Management	New qualification to CPP07	PRM30509 Certificate III in Asset Maintenance (Waste Management)	Updated unit content and changed packaging rules to increase packaging flexibility	E
CPP30811 Certificate III in Fire Protection Inspection and Testing	New qualification to CPP07	PRM30406 Certificate III in Asset Maintenance (Fire Protection Equipment)	Changed packaging rules and updated unit content	E

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Mapping CPP07 Version 8 qualifications to PRM04				
Qualification code and title V8	**Qualification code and title V7**	**Replaces**	**Comment on the relationship between V8 qualification and superseded PRM04**	**Equivalent/ Not equivalent**
CPP30911 Certificate III in Pest Management	New qualification to CPP07	PRM30204 Certificate III in Asset Maintenance (Pest Management - Technical)	Changed packaging rules and updated unit content	E
CPP31011 Certificate III in Cleaning Operations	New qualification to CPP07	PRM30104 Certificate III in Asset Maintenance (Cleaning Operations)	Changed packaging rules and updated unit content Qualification 'un-nested'	E
CPP31111 Certificate III in Carpet Cleaning Operations	New qualification to CPP07	PRM30604 Certificate III in Asset Maintenance (Carpet Cleaning)	Changed packaging rules and updated unit content Qualification 'un-nested'	E
CPP40911 Certificate IV in Waste Management	New qualification to CPP07	PRM40509 Certificate IV in Asset Maintenance (Waste Management)	Changed packaging rules and updated unit content New qualification enables career pathway mapping to team/middle management or technical specialisation level	N
CPP41011 Certificate IV in Cleaning Management	New qualification to CPP07	PRM40109 Certificate IV in Asset Maintenance (Cleaning Management)	Changed packaging rules and updated unit content Qualification 'un-nested'	E
CPP50811 Diploma of Waste Management	New qualification	No equivalent qualification in PRM04 or CPP07	Provides waste management specialisation (this outcome was partially	N

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Mapping CPP07 Version 8 qualifications to PRM04				
Qualification code and title V8	**Qualification code and title V7**	**Replaces**	**Comment on the relationship between V8 qualification and superseded PRM04**	**Equivalent/ Not equivalent**
		V7	covered by PRM40509 Certificate IV in Asset Maintenance (Waste Management)	
No other qualifications were changed or added to Version 8.				

Mapping CPP07 Version 7 qualifications to Version 6

Mapping CPP07 Version 7 qualifications to Version 6			
Qualification code and title V7	**Qualification code and title V6**	**Comment on relationship between Version 7 and Version 6**	**Equivalent/ Not equivalent**
CPP10107 Certificate I in Security Operations	CPP10107 Certificate I in Security Operations	Sustainability content added to range statement of core unit, deemed equivalent to CPP10107	E
CPP20111 Certificate II in Surveying and Spatial Information Services	CPP20107 Certificate II in Spatial Information Services	Revised qualification to comply with the NQC flexibility policy update regarding core/elective balance, not deemed equivalent to CPP20107 Overall number of units required for qualification remains unchanged, but core units reduced from 6 to 4 by moving CPPSIS2007A and PSPGOV202B to elective pool Sustainability content added to range statement of core unit	N

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Mapping CPP07 Version 7 qualifications to Version 6			
Qualification code and title V7	**Qualification code and title V6**	**Comment on relationship between Version 7 and Version 6**	**Equivalent/ Not equivalent**
		Changed qualification title to more accurately reflect industry pathways	
CPP20211 Certificate II in Security Operations	CPP20207 Certificate II in Security Operations	Qualification increased from 11 to 12 units by increasing the number of electives required to meet security licensing harmonisation Sustainability content added to range statement of core unit Revised qualification not deemed equivalent to CPP20207 N.B. This should not be confused with licensing requirements	N
CPP20307 Certificate II in Technical Security	CPP20307 Certificate II in Technical Security	Imported core unit updated to a later version, deemed equivalent to CPP20307 Sustainability content added to range statement of core unit	E
CPP30111 Certificate III in Surveying and Spatial Information Services	CPP30109 Certificate III in Spatial Information Services	Revised qualification to comply with the NQC flexibility policy update regarding accredited courses, deemed equivalent to CPP30109 Sustainability content added to range statement of elective unit Changed qualification title to more accurately reflect industry pathways	E
CPP30211 Certificate III in Property Services	CPP30207 Certificate III in Property Services (Agency)	Revised qualification to comply with the NQC flexibility policy update	E

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Mapping CPP07 Version 7 qualifications to Version 6			
Qualification code and title V7	**Qualification code and title V6**	**Comment on relationship between Version 7 and Version 6**	**Equivalent/ Not equivalent**
(Agency)		regarding accredited courses, deemed equivalent to CPP30207 Sustainability content added two core and one elective unit	
CPP30311 Certificate III in Property Services (Operations)	CPP30309 Certificate III in Property Services (Operations)	Revised qualification to comply with the NQC flexibility policy update regarding core/elective balance, not deemed equivalent to CPP30309 Overall number of units required for qualification remains unchanged, but core units reduced from 8 to 7 by moving CPPDSM3019B to elective pool Sustainability content added to range statements of four core units and one elective	N
CPP30411 Certificate III in Security Operations	CPP30407 Certificate III in Security Operations	Qualification increased from 12 to 14 units by increasing the number of electives required to meet security licensing harmonisation Revised qualification not deemed equivalent to CPP30407 N.B. This should not be confused with licensing requirements	N
CPP30507 Certificate III in Technical Security	CPP30507 Certificate III in Technical Security	Imported core unit updated to a later version, deemed equivalent to CPP30507	E
CPP40211 Certificate IV in	CPP40209 Certificate IV in Spatial	Revised qualification to comply with the NQC	E

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Mapping CPP07 Version 7 qualifications to Version 6			
Qualification code and title V7	**Qualification code and title V6**	**Comment on relationship between Version 7 and Version 6**	**Equivalent/ Not equivalent**
Spatial Information Services	Information Services	flexibility policy update regarding accredited courses, deemed equivalent to CPP40209	
CPP40307 Certificate IV in Property Services (Real Estate)	CPP40307 Certificate IV in Property Services (Real Estate)	Sustainability content added to required knowledge section and range statement of core units, deemed equivalent to CPP40307	E
CPP40407 Certificate IV in Property Services (Stock and Station Agency)	CPP40407 Certificate IV in Property Services (Stock and Station Agency)	Sustainability content added to required knowledge section and range statement of core units, deemed equivalent to CPP40407	E
CPP40507 Certificate IV in Property Services (Business Broking)	CPP40507 Certificate IV in Property Services (Business Broking)	Sustainability content added to required knowledge section of one core unit, deemed equivalent to CPP40507	E
CPP40611 Certificate IV in Property Services (Operations)	CPP40609 Certificate IV in Property Services (Operations)	New CPP sustainability common units added to elective pool, deemed equivalent to CPP40609 Sustainability content added to range statement of one core unit	E
CPP40811 Certificate IV in Access Consulting	CPP40808 Certificate IV in Access Consulting	Revised qualification to comply with the NQC flexibility policy update regarding accredited courses Imported elective unit updated to a later version Qualification deemed equivalent to CPP40808	E
CPP41110 Certificate IV in	CPP41110 Certificate IV in Home	Sustainability content added to range statement of one core	E

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Mapping CPP07 Version 7 qualifications to Version 6			
Qualification code and title V7	**Qualification code and title V6**	**Comment on relationship between Version 7 and Version 6**	**Equivalent/ Not equivalent**
Home Sustainability Assessment	Sustainability Assessment	unit, deemed equivalent to CPP41110	
CPP50107 Diploma of Surveying	CPP50107 Diploma of Surveying	Imported elective units updated to later versions, deemed equivalent to CPP50107	E
CPP50211 Diploma of Spatial Information Services	CPP50207 Diploma of Spatial Information Services	Revised qualification to comply with the NQC flexibility policy update regarding accredited courses, deemed equivalent to CPP50207	E
CPP50307 Diploma of Property Services (Agency Management)	CPP50307 Diploma of Property Services (Agency Management)	Sustainability content added to required knowledge section and range statement of core units, deemed equivalent to CPP50307	E
CPP50409 Diploma of Property Services (Business Broking)	CPP50409 Diploma of Property Services (Business Broking)	Sustainability content added to required knowledge section of core units, deemed equivalent to CPP50409	E
CPP50511 Diploma of Property Services (Asset and Facility Management)	CPP50509 Diploma of Property Services (Asset and Facility Management)	Revised qualification to comply with the NQC flexibility policy update regarding accredited courses New CPP sustainability common unit added to elective pool Qualification deemed equivalent to CPP50509	E
CPP50611 Diploma of Security and Risk Management	CPP50607 Diploma of Security and Risk Management	Revised qualification to comply with the NQC flexibility policy update regarding accredited courses,	E

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Mapping CPP07 Version 7 qualifications to Version 6			
Qualification code and title V7	**Qualification code and title V6**	**Comment on relationship between Version 7 and Version 6**	**Equivalent/ Not equivalent**
		deemed equivalent to CPP50607	
CPP50711 Diploma of Access Consulting	CPP50708 Diploma of Access Consulting	Revised qualification to comply with the NQC flexibility policy update regarding core/elective balance, not deemed equivalent to CPP50708 Number of required core units reduced from 19 to 15 by moving BSBMED301B, BSBWOR402A, HLTHIR403B, and PSPREG402C to elective pool Imported units updated to current equivalent versions	N
CPP60109 Advanced Diploma of Spatial Information Services	CPP60109 Advanced Diploma of Spatial Information Services	Imported elective units updated to later versions, deemed equivalent to CPP60109	E
CPP60211 Advanced Diploma of Property Services (Asset and Facility Management)	CPP60208 Advanced Diploma of Property Services (Asset and Facility Management)	Revised qualification to comply with the NQC flexibility policy update regarding accredited courses, deemed equivalent to CPP60208	E
No other qualifications were changed or added to Version 7.			

Mapping CPP07 Version 6 qualifications to Version 5

Version 6 CPP07	Version 5 CPP07	Comment on relationship between Version 6 and Version 5

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Code	Title	Code	Title	
CPP41110	Certificate IV in Home Sustainability Assessment			New qualification
No other qualifications were changed or added to Version 6.				

Mapping CPP07 Version 5 qualifications to Version 4

Version 5 CPP07		Version 4 CPP07		Comment on relationship between Version 5 and Version 4
Code	**Title**	**Code**	**Title**	
CPP30109	Certificate III in Spatial Information Services	CPP30107	Certificate III in Spatial Information Services	Imported units upgraded to current version in the core and electives pools and a new unit substituted for a core unit with outcomes deemed as equivalent
CPP30309	Certificate III in Property Services (Operations)	CPP30307	Certificate III in Property Services (Operations)	Imported units upgraded to current version in the core and electives pools with outcomes deemed as equivalent
CPP40109	Certificate IV in Surveying	CPP40107	Certificate IV in Surveying	Imported units upgraded to current version in the core and electives pools with outcomes deemed as equivalent
CPP40209	Certificate IV in Spatial Information Services	CPP40207	Certificate IV in Spatial Information Services	Imported units upgraded to current version in the core and electives pools and a new unit substituted for a core unit with outcomes deemed as equivalent
CPP40609	Certificate IV in Property Services (Operations)	CPP40607	Certificate IV in Property Services (Operations)	Imported units upgraded to current version in the core and electives pools with outcomes deemed as equivalent

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Version 5 CPP07		Version 4 CPP07		Comment on relationship between Version 5 and Version 4
Code	**Title**	**Code**	**Title**	
CPP50409	Diploma of Property Services (Business Broking)	CPP50407	Diploma of Property Services (Business Broking)	Imported units upgraded to current version in the core and electives pools with outcomes deemed as equivalent
CPP50509	Diploma of Property Services (Asset and Facility Management)	CPP50507	Diploma of Property Services (Asset and Facility Management)	Imported units upgraded to current version in the core and electives pools with outcomes deemed as equivalent
CPP60109	Advanced Diploma of Spatial Information Services	CPP60107	Advanced Diploma of Spatial Information Services	Imported units upgraded to current version in the core and electives pools with outcomes deemed as equivalent

Mapping CPP07 Version 4 qualifications to Version 3

Version 4 CPP07		Version 3 CPP07		Comment on relationship between Version 4 and Version 3
Code	**Title**	**Code**	**Title**	
CPP40307	Certificate IV in Property Services (Real Estate)	CPP40307	Certificate IV in Property Services (Real Estate)	Minor clarification of the packaging rules, with outcomes deemed as equivalent Given the nature of change, no change in qualification year code was required
CPP60208	Advanced Diploma of Property Services (Asset and Facility Management)	CPP60207	Advanced Diploma of Property Services (Asset and Facility Management)	Changed packaging rules resulting from upgrading imported units with outcomes deemed as equivalent

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Mapping CPP07 qualifications to PRD01 qualifications

The CPP07 qualification codes detailed in the table below may have changed as a result of the Training Package continuous improvement process and the release of subsequent versions of CPP07. Current CPP07 qualification codes may be found in the Version Modification History table at volume outset.

CPP07 qualification code in this Training Package	**CPP07 qualification title**	**Relationship to PRD01 qualifications in previous Training Package**	**Comments in relation to previous versions of this Training Package**
CPP20107	Certificate II in Spatial Information Services	New qualification	
CPP30107	Certificate III in Spatial Information Services	Replaces PRD30301	Change in unit content and packaging rules for this qualification
CPP30207	Certificate III in Property Services (Agency)	New qualification	Replaces PRD30101 and PRD30201
CPP30307	Certificate III in Property Services (Operations)	Replaces PRD30504	Change in unit content and packaging rules for this qualification
CPP40107	Certificate IV in Surveying	New qualification	
CPP40207	Certificate IV in Spatial Information Services	New qualification	
CPP40307	Certificate IV in Property Services (Real Estate)	Replaces PRD40101	Change in unit content and packaging rules for this qualification
CPP40407	Certificate IV in Property	Replaces PRD40201	Change in unit content and packaging rules for

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CPP07 qualification code in this Training Package	CPP07 qualification title	Relationship to PRD01 qualifications in previous Training Package	Comments in relation to previous versions of this Training Package
	Services (Stock and Station Agency)		this qualification
CPP40507	Certificate IV in Property Services (Business Broking)	Replaces PRD40403	Change in unit content and packaging rules for this qualification
CPP40607	Certificate IV in Property Services (Operations)	Replaces PRD40504	Change in unit content and packaging rules for this qualification
CPP40808	Certificate IV in Access Consulting	Replaces PRD40605	Changed packaging rules and unit content with outcomes deemed as equivalent
CPP50107	Diploma of Surveying	New qualification	Provides greater industry specialisation in Surveying than available through PRD503001
CPP50207	Diploma of Spatial Information Services	New qualification	Provides greater industry specialisation in Spatial Information Services than available than available through PRD503001
CPP50307	Diploma of Property Services (Agency Management)	New qualification	Replaces PRD50101 and PRD50201
CPP50407	Diploma of Property Services (Business Broking)	Replaces PRD50403	Change in unit content and packaging rules for this qualification

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CPP07 qualification code in this Training Package	CPP07 qualification title	Relationship to PRD01 qualifications in previous Training Package	Comments in relation to previous versions of this Training Package
CPP50507	Diploma of Property Services (Asset and Facility Management)	Replaces PRD50504	Change in unit content and packaging rules for this qualification
CPP50708	Diploma of Access Consulting	Replaces PRD50605	Changed packaging rules and unit content with outcomes deemed as equivalent
CPP60107	Advanced Diploma of Spatial Information Services	Replaces PRD60301	Change in unit content and packaging rules for this qualification
CPP60207	Advanced Diploma of Property Services (Asset and Facility Management)	Replaces PRD60504	Change in unit content and packaging rules for this qualification

Mapping CPP07 qualifications to PRS03 qualifications

The CPP07 qualification codes detailed in the table below may have changed as a result of the Training Package continuous improvement process and the release of subsequent versions of CPP07. Current CPP07 qualification codes may be found in the Version Modification History table at volume outset.

Security sector qualifications		Relationship with PRS03	Comment on relationship with PRS03 Asset Security Training Package
Qualification code	**Qualification title**		
CPP10107	Certificate I in Security Operations	Replaces PRS10103	Qualification redeveloped with changed packaging rules and unit content
CPP20207	Certificate II in	Replaces	Changed packaging rules with

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Security sector qualifications		Relationship with PRS03	Comment on relationship with PRS03 Asset Security Training Package
Qualification code	**Qualification title**		
	Security Operations	PRS20103	outcomes deemed as equivalent
CPP20307	Certificate II in Technical Security	Replaces PRS20203	Changed packaging rules with outcomes deemed as equivalent
CPP30407	Certificate III in Security Operations	Replaces PRS30103	Changed packaging rules and core structure with outcomes deemed as equivalent
CPP30507	Certificate III in Technical Security	Replaces PRS30203	Changed packaging rules with outcomes deemed as equivalent
CPP30607	Certificate III in Investigative Services	Replaces PRS30303	Changed packaging rules and unit content with outcomes deemed as equivalent
CPP40707	Certificate IV in Security and Risk Management	Replaces PRS40103	Changed packaging rules and unit content with outcomes deemed as equivalent
CPP50607	Diploma of Security and Risk Management	Replaces PRS50103	Changed packaging rules with outcomes deemed as equivalent

Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed Competency Standards, Assessment Guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

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

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How do Training Packages fit within the National Training Framework?

The National Training Framework is made up of the nationally agreed quality arrangements for the vocational education and training sector, the Australian Quality Training Framework (AQTF), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

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

How do Training Packages encourage flexibility?

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

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

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

Who can deliver and assess using Training Packages?

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

Training Package components

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

Training Package endorsed components

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

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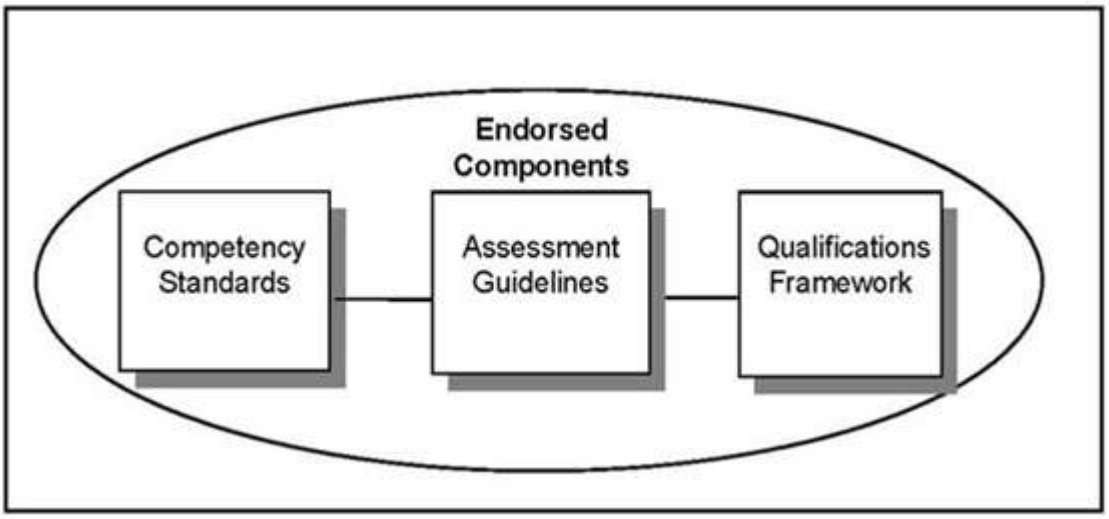

Competency standards

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

Assessment guidelines

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

Qualifications framework

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

Training Package support materials

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

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

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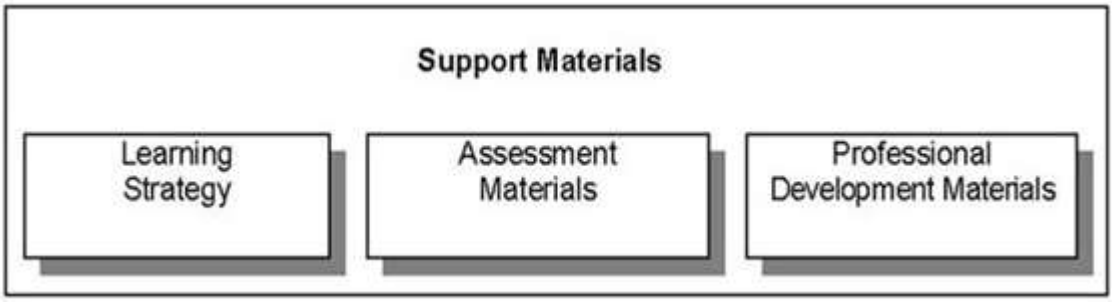

Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and government agencies.

Where such materials have been quality assured through a process of 'noting' by the NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS) website, together with a detailed description and information on the type of product and its availability (**www.ntis.gov.au**).

It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

Training Package, qualification and unit of competency codes

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

Training Package codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example CPP07. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification codes

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Within each Training Package, each qualification has a unique eight-character code, for example CPP20111. The first three letters identify the Training Package; the first number identifies the qualification level (noting that Arabic numbers are not used in qualification titles themselves); the next two numbers identify the position in the sequence of the qualification at that level; and the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of competency codes

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

A typical code is made up of 12 characters, normally a mixture of upper-case letters and numbers, as in CPPDSM4045A. The first three characters signify the Training Package (CPP in the above example) and up to eight characters, relating to an industry sector, function or skill area, follow. The last character is always a letter and identifies the unit of competency version. The 'A' in the example above indicates that this is the original unit of competency. An incremented version identifier usually means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent. Where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, qualification and unit of competency titles

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

Training Package titles

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

Qualification titles

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

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

For example:

- CPP30307 Certificate III in Property Services (Operations)

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- CPP40107 Certificate IV in Surveying.

Unit of competency titles

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

For example:

- CPPDSM3009A Maintain workplace safety in the property industry
- CPPSIS5023A Manage advanced surveying computations.

CPP07 Property Services Training Package overview

CPP07 Property Services Training Package represents a significant phase in the development of Training Packages for the property services industry. The qualifications framework and units of competency for the various sectors of the property services industry have been traditionally presented in three distinct Training Packages (Asset Maintenance, Asset Security and Property Development and Management).

The formation of CPP07 Property Services Training Package commenced a process of consolidating the three property services Training Packages into the one distinctive Property Services Training Package. The process commenced with the redevelopment of the industry sectors covered by the former PRD01 Property Development and Management Training Package, and the subsequent inclusion of the former PRS03 Asset Security Training Package.

The consolidation process has now been concluded, with the integration of the sectors covered by PRM04 Asset Maintenance Training Package.

The Property Services Training Package now includes the redeveloped qualifications framework and units of competency for the following sectors:

- property development, sales and management (including business broking, property operations and development, real estate and stock and station agency sectors from the former PRD01 Training Package)
- spatial information services (including spatial information services from the former PRD01 Training Package)
- security (including security operations, technical security, investigative services, biometrics, and security and risk management sectors from the former PRS03 Training Package)
- access consulting (from the former PRD01 Training Package)
- home sustainability assessment
- cleaning operations, carpet cleaning, fire protection inspection and testing, pest management and waste management sectors (from the former PRM04 Asset Maintenance Training Package).

The information below provides a brief history of each of the industry sectors, any predecessor Training Packages, and the integration of sectors and updating of qualifications within CPP07 Training Package.

CPP07 units of competency

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Sector	Unit code identifier
Common	CMN
Property Development, Sales and Management	DSM
Spatial Information Services	SIS
Security	SEC
Access Consulting	ACC
Home Sustainability Assessment	HSA
Carpet Cleaning	CCL
Cleaning Operations	CLO
Fire Protection Inspection and Testing	FES
Pest Management	PMT
Waste Management	WMT
Building Design	BDN

CPP07 Version 1 – Integration of sectors from PRD01 Property Development and Management Training Package

The initial release of PRD01 Property Development and Management Training Package was on 1 June 2001 and comprised a set of units of competency, qualifications and assessment arrangements for the real estate and stock and station agency sectors. Through the endorsement period of this Training Package there were four further extensions. These were:

- Version 2 adding spatial information services, released 11 February 2002
- Version 3 adding business broking, released 23 September 2003
- Version 4 adding property operations and development, released 8 June 2004
- Version 5 adding access consulting, released 20 June 2005.

In 2003, a Phase 1 Review of PRD01 Property Development and Management Training Package was conducted and a report prepared and submitted to the now defunct Australian National Training Authority (ANTA). The report mainly focused on the real estate, spatial information services and stock and station agency sectors as they were the oldest sectors covered by PRD01 Property Development and Management Training Package. As the business broking sector was very new at the time of the Phase 1 Review, only a limited review was undertaken of this sector of the Training Package. The property operations and development and the access consulting sectors were not included in the Phase 1 Review as they were endorsed after the review was completed.

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Although the Phase1 Review of PRD01 Property Development and Management Training Package was completed within the endorsement period, the redevelopment activity did not commence immediately due to changes in the government's industry advisory arrangements and the transition of two national industry training advisory bodies (ITABs) into the Construction and Property Services Industry Skills Council (CPSISC). The redevelopment of PRD01 Property Development and Management Training Package was included in CPSISC's Business Plan and contract with ANTA/Department of Education, Science and Training.

In late 2005, CPSISC commissioned several projects to redevelop the sectors within PRD01 Property Development and Management Training Package. Learning Australia was contracted to redevelop the business broking, property operations and development, real estate and stock and station agency sectors of PRD01 Property Development and Management Training Package. Business Skills Victoria was contracted to redevelop the spatial information services sector, while CPSISC managed the review of the access consulting sector internally.

The redevelopment of the business broking, property operations and development, real estate and stock and station agency sectors of the Property Development and Management Training Package was overseen by a project Steering Committee chaired by Ms Kareena Ballard, Principal, Quinn Ballard Real Estate.

The other members of the project Steering Committee were:

- Jill Bailey, Business Training Advisory Board, ACT
- Anna Edwards, National Community Title Institute
- Robert Farrell, Australian Commercial Property Agents Association
- Bernie Galletti, TAFE NSW
- David Hardy, Department of Education, Science and Training
- Mike Iverson, Australian Property College
- Kym Kirk, Centre Plan Pty Ltd
- Alan Lambert, National Real Estate Franchise Association
- Chris Le Gras, Property Industry Council
- Sarah Gray, Real Estate Institute of Queensland
- David Magee (Project Manager), Construction and Property Services Industry Skills Council
- Andy Madigan, Australian Livestock and Property Agents Association
- John Minns, Independent Property Group
- Maree Morgan, Facilities Management Association of Australia
- Paula Moore, ACT Training Authority
- Christine Nigro, Office of Fair Trading, Department of Justice, Victoria
- Kel O'Neill, Department of Education, Science and Training (replacing David Hardy)
- Des Rogers, Real Estate Salesman Association of Victoria and Real Estate Association of NSW
- Alan Ross, Construction and Property Services Industry Skills Council
- Bob Rossi, Real Estate and Business Agents Supervisory Board, Western Australia
- Angelo Russo, National Real Estate Franchise Association (representing Alan Lambert)
- Rob Stowell (Consultant), Learning Australia
- Alison Verhoeven, Real Estate Institute Australia

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- Dominic Wong, Office of Fair Trading, Department of Commerce, NSW.

The redevelopment of the spatial information services sector of the Property Development and Management Training Package was overseen by a project Steering Committee chaired by Mr Noel Hamey representing the Spatial Sciences Education and Skill Formation Advisory Committee of the Spatial Sciences Institute.

The other members of the project Steering Committee were:

- Rick Bartholomew, Practitioner
- Bruce Brammy, Onkaparinga TAFE SA
- Jim Connolly, Spatial Sciences Institute
- Peter Douglas, Central TAFE WA
- Anna Henderson (Consultant), Business Skills Victoria
- Grant Kilpatrick, NSW TAFE
- David Magee (Project Manager), Construction and Property Services Industry Skills Council
- Anne Rickett, DET, NSW
- Alan Ross, Construction and Property Services Industry Skills Council
- Malcolm Ryan, Hawkesbury City Council.

The Steering Committee was assisted by a broad industry reference group in the redevelopment of the spatial information services sector. The industry reference group included all members of the Steering Committee as well as the participants below.

- Peter Biorac, Bendigo Regional Institute of TAFE
- Paul Brady, TAFE Curriculum Centre NSW
- Richard Browne, Western Australian Institute of Surveyors Inc
- Graham Chapman, Spatial Training Pty Ltd
- Cathy Chipchase, Department of Sustainability and Environment, Victoria
- David Dobson, Department of Planning and Land Management
- Mark Gordon, Surveying and Mapping Industry of NSW
- Colleen Hallmond, Tropical North Queensland TAFE
- John Hatch, Central Metropolitan TAFE
- David Hocking, Australian Spatial Information Business Association
- Bob Kabinga, Illawarra Institute of TAFE NSW
- Bill Kearsley, School of Surveying and Spatial Information Systems
- Paul Kelly, ANZLIC – the Spatial Information Council
- Rob Koch, Onkaparinga TAFE SA
- Martin Kros, Central TAFE WA
- Stephen Larsen, RMIT VIC
- Meegan Maguire, Far North Queensland TAFE
- Norm Mann, Michel Bell and Partners Pty Ltd
- Graham Marion, Reciprocating Surveyor Boards of Australia and New Zealand
- John Meehan, TAFE Tasmania

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- James Moody, Natural Resource Intelligence
- Kate Moore, Spatial Information Services Industry Sector Committee NSW, TAFE NSW
- Bess Moylan, Illawarra Institute of TAFE NSW
- Anthony O'Flaherty, Onkaparinga TAFE SA
- Jon Osbourne, School of Geography and Environmental Studies, University of Tasmania
- Ian Romeril, Australasian Urban and Regional Information Systems Association, Victorian Department of Science and Environment
- Roma Sharp, Finance, Property and Business Services ITC, WA
- Peter Shaw, Mapping Sciences Institute of Australia
- Robert Twin, Spatial Sciences Institute
- Graeme Wright, Curtin University Department of Spatial Sciences
- James Wright, GIS and AED Training Centre.

Version 2 – Integration of PRS03 Asset Security Training Package

The initial release of PRS03 Asset Security Training Package was on 24 November 1998 and comprised a set of units of competency, qualifications and assessment guidelines for sectors covering guarding, control room operations, sales support, technical access, access management, investigative services and risk management. There was one extension to PRS98, through the endorsement period. It was to add the firearms and defensive tactics sector, and this extension was endorsed on 13 December 2002.

In 2001, a Phase 1 Review of PRS98 Asset Security Training Package was conducted and a report prepared and submitted to the now defunct Australian National Training Authority (ANTA). The major recommendations from the report were to incorporate units of competency relating to firearms and defensive tactics, and to rationalise the qualifications structure to eight major qualifications.

Based on recommendations from the Phase 1 report, a Phase 2 Review was conducted in 2002. This resulted in the release, on 17 May 2003, of PRS03 Asset Security Training Package. Through the endorsement period of PRS03 there was one extension – to add the biometrics units of competency, which were endorsed on 12 January 2007.

In 2006 BMA Consulting was contracted to redevelop PRS03 Asset Security Training Package for incorporation into CPP07 Property Services Training Package. Consultation and validation processes confirmed that while the existing qualifications structure continued to meet the needs of industry, additional flexibility was required. The major outcomes from the review were:

- updated units of competency and qualifications
- enhanced pathways through the redevelopment of the Certificate I qualification
- increased flexibility through changed packaging arrangements and use of skill sets in key areas (e.g. monitoring room operations and investigative services).

The redevelopment of PRS03 was overseen by a Project Steering Committee chaired by Mr Tom Roche, Managing Director, SNP Security.

The other members of the project Steering Committee were:

- Rod Anderson, ISS Security Pty Ltd

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- Mark Boyd, Liquor, Hospitality and Miscellaneous Workers' Union
- Simon Bradstock, Worksafe Solutions
- Richard Campbell, Department of Education, Training and the Arts, Queensland
- Mike Crowley, Queensland Police
- Graham Drury, Wilson Security
- Ted Dunstone, Biometrics Institute
- Antony Elliot, E & C Security Systems Pty Ltd
- Dianne Franks, National Security Training Academy
- Bernie Galletti, TAFE NSW
- Gary Grant, Chubb
- Alan Harries, Institute of Mercantile Agents
- Anna Henderson, Business Skills Victoria
- Phill Houlton, NSW Police
- Joseph Kennedy, Liquor, Hospitality and Miscellaneous Workers' Union
- David Magee (Project Manager), Construction and Property Services Industry Skills Council
- Mike McKinnon, Qantas
- Rachael Mitchell, Commonwealth Department of Transport and Regional Services
- Brendan Mulhall, BMA Consulting
- Belinda Murphy, Victoria Police
- John Nibbs, Commonwealth Department of Defence
- Tim Sell, International Security Training Academy
- David Stroud, Commonwealth Department of Education, Science and Training
- Amanda Thomas, TDT Australia
- Bill Whalley, VAST Academy.

Version 3 – Integration of Access Consulting from PRD01 Property Development and Management Training Package

The redevelopment of the access consulting sector of PRD01 Property Development and Management Training Package was overseen by a Project Steering Committee chaired by Dr Max Murray representing the Association of Consultants in Access, Australia.

The other members of the project Steering Committee were:

- Dianne Baxter, Box Hill Institute of TAFE
- Trevor Beardsmore, Property Council of Australia
- Kara Chun, Australian Institute of Building Surveyors
- John Deshon, Royal Institute of Architects – National Access Working Group
- Anna Henderson, Business Skills Victoria
- Robert Knott, Australian Property Institute
- Stephanie Le Fevre, Australian Building Codes Board
- David Magee (Project Manager), Construction and Property Services Industry Skills Council

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- Christine Marcar, Occupational Therapist, OT Australia
- Eric Martin, Association of Consultants in Access, Australia
- Murray Mountain, Association of Consultants in Access, Australia
- Kel O'Neill, Department of Education, Science and Training
- Alan Ross (CEO), Construction and Property Services Industry Skills Council
- John Scott, Office of Training and Tertiary Education, Victoria
- David Stroud, Department of Education, Science and Training, replacing Kel O'Neill.

Version 4 and 5

These changes to CPP07 Training Package were maintenance issues with the changed qualifications and units of competency already in the Training Package. The changes are best described in the Version Modification History table at the beginning of this Training Package.

Version 6 –Addition of Home Sustainability Assessment sector

The occupational area of home sustainability assessment (HSA) was added in response to demand for a nationally recognised qualification for individuals undertaking home sustainability assessments. The newly added material focuses on identifying and providing advice on improving the efficiency of heating and cooling, energy use, water use, and waste generation and management in homes.

The development of the HSA material was overseen by a Project Steering Committee chaired by Craig Bathie, the Chief Executive Officer of Fieldforce.

The other members of the Project Steering Committee were:

- Luke Behncke, Skills Victoria
- Lyn Beinat, ecoMaster
- Jackie Bishop, Department of Transport, Energy and Infrastructure
- Greg Bosch, Brotherhood of St Laurence
- Trent Bourne, Australian Building Control Board
- Russell Brandon, Building Designers Association Australia
- Peter Brilliant, Building Commission
- Alison Carmichael, Association of Building Sustainability Assessors (ABSA)
- Andrew Fairs, Office of Energy, WA
- Neil Gow, represented by Phil Alviano, Master Builders Association (MBA)
- Michael Gray (observer), Department of Education, Employment and Workplace Relations (DEEWR)
- Anna Henderson, Business Skills Victoria (BSV)
- Andrew Ivory, Department of Environment, Water, Heritage and the Arts (DEWHA)
- Val MacGregor, Sustainability Victoria
- David Magee, CPSISC (Project Manager)
- Chris Mobbs, Department of Environment, Water, Heritage and the Arts (DEWHA)
- Jodie Pipkorn, Department of Environment, Water, Heritage and the Arts (DEWHA)
- Michael Plunkett, Association of Building Sustainability Assessors (ABSA)

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- Ian Porter, Alternative Technology Association (ATA)
- Linda Smart, TAFE Directors Australia
- Elaine Stratford, University of Tasmania.

Version 7 – Integration of sustainability, NQC flexibility requirements and security harmonisation

The work involved in the development of Version 7 of CPP07 involved two groups. The work undertaken on sustainability and the NQC flexibility requirements was overseen by the Property Industry Advisory Committee (PIAC), chaired by Noel Hamey, CPSISC deputy chair and representing the Surveying and Spatial Sciences Institute.

The other members of the PIAC were:

- Sally Allen, Australian Property Institute
- Kareena Ballard, Real Estate Institute of Australia
- Peter Barr, Swimming Pool Retail Association of Australia
- Ian Bassett, Building Designers Association of Australia
- Troy Burton, Liquor, Hospitality and Miscellaneous Workers' Union
- Michael Butler, Association of Professional Engineers, Scientists & Managers Australia
- Alison Carmichael, Association of Building Sustainability Assessors
- Steve Endor, Australian Environmental Pest Managers Association
- Bernie Galletti, National Community Titles Institute
- Rob Garrard, Facility Management Association of Australia
- Rick MacKenzie, Building Services Contractors Association of Australia
- Max Murray, Association of Consultants in Access, Australia Inc
- Tom Roche, Australian Security Industry Association Limited
- Des Rogers, Real Estate Salesperson Association of VIC and NSW
- Scott Williams, Fire Protection Association of Australia
- Stephen Wray, Australian Institute of Business Brokers Inc
- Leo Ziade, Waste Management Association of Australia.

The work undertaken for changing the packaging rules in the security qualifications to meet security licensing harmonisation was overseen by a Property Steering Committee (PSC), chaired by Tom Roche, CPSISC board member and SNP Security.

The other members of the PSC were:

- Damien Buckwell, Intercept Group Pty Ltd
- Barbara Colony, Building Services Contractors Association of Australia
- Mike Crowley, Queensland Police (Firearms)
- Bryan de Caires, Australian Security Industry Association Limited (ASIAL)
- Alan Harries, Institute of Mercantile Agents
- Peter Johnson, Australian Security Industry Association Limited (ASIAL)
- Allan Jones, Financial, Administrative and Professional Services Training Council (FAPSTC), WA

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- David Magee (Project Manager), Construction and Property Services Industry Skills Council
- Belinda Murphy, Victoria Police
- Jacqui Spencer, Skills Victoria
- Nigel Thorpe, TAFE Western Australia
- Mark Weir, Western Australia Police.

Version 8 - Integration of PRM04 Asset Maintenance Training Package

The diverse asset maintenance sectors have been supported by a Training Package since the initial endorsement of PRM98 Asset Maintenance Training Package in 1998, at the time covering cleaning operations and pest management. The portable fire equipment servicing sector was building upon an enterprise Training Package, ZCA97 Service Technician Portable Fire Equipment (Chubb Fire). The waste management sector was endorsed in 2000 as an extension to the Training Package.

In 2004, PRM04 Asset Maintenance Training Package was endorsed after extensive redevelopment of the existing sectors, particularly the older cleaning operations and pest management sectors and the addition of the carpet cleaning sector.

The recent review and enhancement of the carpet cleaning, cleaning operations, fire protection inspection and testing, pest management and waste management sectors that resulted in this Version 8 of CPP07, addressed new and changing work practices and skill requirements. It also sought to bring the PRM04 units of competency into a common and current format and to meld the units with those of the existing sectors within CPP07, including the use of a number of common units.

The inclusion of the following sectors in CPP07 also completes the rationalisation of property services sectors' multiple training packages.

- carpet cleaning
- cleaning operations
- fire protection inspection and testing
- pest management
- waste management.

The project was overseen by a project steering committee and the Construction and Property Services Industry Skills Council would like to record its thanks to the committee members who gave freely of their time and knowledge and provided strong support for the project team.

The project steering committee comprised:

- Paul Howlett (Chair), Waste Management Association Australia
- William Ash, Liquor and Miscellaneous Workers Union (replacing Joseph Kennedy)
- Rick Duynhoven, TAFE Directors Australia
- Steve Endor, Australian Environmental Pest Managers Association
- Douglas Greening, Construction Industry Training Advisory Board NSW
- David Jones, National Upholstery and Carpet Cleaning Association
- Joseph Kennedy, Liquor and Miscellaneous Workers Union

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- David Magee (Project Manager), Construction and Property Services Industry Skills Council
- Elizabeth Owers, Department of Further Education, Employment, Science and Technology, South Australia
- Peter Robinson, Australian Council for Private Education and Training
- Justin Scripps, Building Services Contractors Association Australia
- Janine Stewart, Fire Protection Association Australia
- Margaret Thornton, Department of Further Education, Employment, Science and Technology, South Australia (replacing Elizabeth Owers).

Version 9 –Addition of building design sector and cash-in-transit units

The building design material was developed by CPSISC following representations made by key industry personnel, the leading industry association within the building design sector, and some registered training organisations seeking the development, for the first time, of national qualifications to support an important, albeit niche, sector of the workforce.

The work undertaken in developing this material was overseen by a Project Steering Committee (PSC), chaired by Ian Bassett of the Building Designer's Association of Australia/Building Design Association (BDAA/BDANSW) of NSW.

The other members of the PSC were:

- Debra Baxter, Project Manager, Construction and Property Services Industry Skills Council
- Luke Behncke, Skills Victoria (representing the State Training Authorities)
- Russell Brandon, Building Designers Association of Queensland (BDAQ)
- Peter Brilliant, Building Commission Victoria
- Paula Dewhurst, Central WA TAFE (replacing Dr Peter Ebell)
- Dr Peter Ebell, Central TAFE
- Michael Gray, Department of Education, Employment and Workplace Relations (DEEWR) (Observer)
- Chris Hardy, Australian Institute of Architects (Observer)
- Anna Henderson, Business Services Victoria
- Lisa Kennedy, Construction Industry Training Board (SA)
- Phil Ker, Building Designers Association of WA (BDAWA)
- Flavia Marcello, Australian Institute of Architects (Observer) (replacing Chris Hardy)
- David Magee, Construction and Property Services Industry Skills Council
- Brian Morison, Building Designers Association of Victoria (BDAV) (withdrew prior to the final meeting)
- Michael Noble, Building Designers Association of SA (BDASA)
- Glen Place, Building Designers Association of Queensland (BDAQ) (Observer)

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The cash-in-transit units of competency were redeveloped by CPSISC in response to the Transport and Logistics Industry Skills Council's (TLISC) decision to discontinue them.

Of the five discontinued TLISC units, four were redeveloped given their use both as electives in CPP07 security operations qualifications and by regulators for some licence categories.

The project steering committee comprised:

- Bob Bruce (Chair), Armaguard and Australian Security Industry Association (ASIAL) board member
- Debra Baxter, Project Manager, Construction and Property Services Industry Skills Council
- Lorraine Judd, Central Coast Business and Training Strategies, also representing the NSW Arts, Communications, Finance Industries and Property Services Industry Advisory Board
- Brian Lee, Chubb Security Services
- David Magee, Construction and Property Services Industry Skills Council
- Wynn McGufficke, Secta Security
- Tony Pearce, Brinks
- David Rossborough, Code One
- Mark Weir, Western Australia Police
- Peter Whitford, Complex Training Academy.
-

Introduction

Property development, sales and management sector

The property development, sales and management sector incorporates four related areas of industry that were represented within the PRD01 Property Development and Management Training Package. These sectors are:

- business broking
- property operations and development
- real estate
- stock and station agency.

Business broking

National competency standards for business broking were first endorsed in 2003. Business broking is not identified as a separate occupation in the Australian Standard Classification of Occupations (ASCO), but it is an emerging specialised area in the property services industry which focuses on the valuation, acquisition, marketing, merging and selling of different types of businesses, such as news agencies, resorts, caravan parks, franchises and hotels.

Business brokers require a mix of selling, marketing, administration, legal, financial and small business competencies. The diversity of skills required by business brokers, coupled with the fact that most agencies are small to medium-sized enterprises, has led to demand for flexible qualifications that address both the operational and managerial skill needs of the sector.

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This has been addressed in CPP07 Property Services Training Package through the provision of a Certificate IV qualification that covers the technical work functions required of operational business broking employees and a Diploma qualification that provides for managerial and supervisory occupational roles within business broking agencies.

Business broking functions are subject to varying regulatory arrangements across the States and Territories. Contact details for further information on the licensing and registration arrangements that apply to the business broking sector may be found in this Training Package.

Property operations and development

National competency standards were first endorsed for the property operations and development area of the property services industry in mid-2004. Property operations and development encompasses a range of occupations focused on the creation and utilisation of property assets within the broader economy.

The key occupational areas in the sector are:

- (commercial) property managers – concerned with the day-to-day management of a single property, or multiple properties either for, or on behalf of, private investors or public sector owners
- (property) development managers – concerned with the management of a real estate development or redevelopment opportunity either for, or on behalf of, private investors or public sector owners, for either profit or non-profit situations
- (real estate) asset managers – concerned with the structuring of single or multiple investment opportunity for the acquisition of existing or new properties, and the management of the investment opportunity over the ownership period of the investment
- community and strata managers – concerned with the day-to-day operations and management of real property on behalf of an owner's corporation or body corporate under relevant community and/or strata schemes legislation
- facility managers – concerned with the practice of integrating the management of people and the business process of the organisation with the physical infrastructure to enhance corporate performance.

Generally these occupations are not subject to state and territory licensing and registration arrangements. However some of these occupations are regulated in some jurisdictions. Contact details for further information on the licensing and registration arrangements that apply to occupations in the property operations and development sector may be found in this Training Package.

Real estate

National competency standards for real estate were first endorsed in 1993. Within real estate there are two broad areas of activity:

- property sales
- property management.

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Staff working in real estate agencies often specialise in either property sales or property management and may also focus on particular types of real estate, for example residential property or commercial, retail and industrial property. While there is a trend towards specialisation in real estate, many agencies are small to medium-sized businesses and as such there is a need for qualifications that provide for specialisation but also offer opportunities for learners to gain a mix of property sales, property management, administrative and general management competencies.

The major occupations in real estate agencies are:

- agency manager
- auctioneer
- licensed real estate agent
- property manager
- real estate representative
- support staff
- buyer's agent
- tenant's agent.

The latter two occupations are relatively new and CPP07 Property Services Training Package includes units of competency that focus on these specialist roles.

There are significant variations in the occupational structure of the real estate workforce. The 2001 Australian Bureau of Statistics (ABS) census data revealed that there were 122,966 people employed in the real estate industry (which includes stock and station agency operations). Of these, 48% were women, 12% were from a non-English speaking background, approximately 0.7% were Indigenous Australians and less than 30 used sign language.

A further report released by the ABS in 2003, showed that females accounted for 56.5% of all permanent full-time, 79.6% of all permanent part-time and 74.4% of all casual employees. In spite of this, males accounted for 69.8% of proprietors/partners and directors. The report also showed that females tended to be concentrated in the property management sector (73.7%), while males tended to occupy agency management (74.2%) and sales positions (66.7%).

In all States and Territories there are licensing or registration arrangements that regulate some or all real estate occupations. While there have been recent attempts to harmonise these arrangements through the Standing Committee of Officials on Consumer Affairs (SCOCA), there are still significant differences in the licensing and registration regimes across the different jurisdictions. Further information is provided in this Training Package on the licensing and registration arrangements that apply to real estate occupations.

Stock and station agency

The ASCO defines stock and station agents as those who provide advice to and act on behalf of clients on the sale and purchase of rural land, livestock and crops. The major occupations in stock and station agencies are:

- stock and station agent/rural agent
- livestock manager/livestock sales manager
- auctioneer
- agency/branch manager.

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There is no definition of stock and station agency businesses provided by the ABS in the revised Australian New Zealand Standard Industrial Classification (ANZSIC) codes. However, for the purposes of this Training Package, stock and station agencies are taken to be agencies with a significant proportion of their activities dealing with rural properties and livestock.

The key functions of stock and station agents include property sales, property management, livestock services, agency management and specialised agency services. The 2001 ABS census data revealed that there were 122,966 people employed in the real estate industry, which includes stock and station agency operations (for further details refer real estate section above).

In some States and Territories there are specialist licensing or registration arrangements for stock and station agents, whereas in other jurisdictions stock and station agency functions are covered in part or full by real estate licensing or registration arrangements. Contact details for further information on the licensing and registration arrangements that apply to occupations in the stock and station agency sector may be found in this Training Package.

In the redevelopment of the units of competency and qualifications for the real estate and stock and station agency sector, it was confirmed that the functions performed by people working in this sector are consistent with the requirements of AQF Certificates III and IV and Diploma qualifications.

Spatial information services sector

The spatial information services (SIS) sector relates to vocational training in the fields:

- mapping science
- remote sensing
- surveying
- cartography
- town planning
- geographic information services.

The following table is an example of how the spatial information services qualifications can relate to vocations in the industry.

Spatial information services qualifications and related occupational profiles

<table>
<tr><th>CERTIFICATE II</th><th>CERTIFICATE III</th><th>CERTIFICATE IV</th><th>DIPLOMA</th><th>ADVANCED DIPLOMA</th></tr>
<tr><td colspan="5">Occupational profiles</td></tr>
<tr><td>Field hand</td><td>Field work coordinator</td><td>Town planner’s assistant</td><td>Cartographer</td><td rowspan="2">Manager or supervisor in:
remote sensing</td></tr>
<tr><td>Data collection assistant</td><td>Data collection officer</td><td>Surveyor’s assistant</td><td>Town planning officer/assistant</td></tr>
</table>

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Property administration assistant	Property surveyor	Geographic information services assistant	Technician/ surveyor	• surveying • cartography • town planning mapping • geographic information services.
Sales assistant	Administration officer and sales assistant	Mapping assistant	Geographic information services officer	
			Mapping officer	

The SIS sector strongly supports the use of competency standards as a way to define training needs and drive delivery of vocational education and training for the industry. The reviewed SIS units of competency and qualifications framework are now more relevant to the SIS industry sectors, particularly with regard to a specific surveying stream (see qualifications).

The SIS sector is a new area in the vocational education and training arena. Low levels of awareness still exist amongst employers and registered training organisations (RTOs) about the SIS sector generally and the qualifications framework specifically. The challenge ahead is to build on the experience of using the SIS qualifications framework to stimulate greater industry and RTO interest.

Twenty-one skills sets for the spatial information services sector have been incorporated into CPP07 Property Services Training Package:

- Induction to Spatial Information Services
- Provide Technical Assistance with Spatial Data Collection
- Provide Support in Spatial Field Services
- Perform Basic Spatial Drafting
- Provide Technical Assistance with Field Surveys
- Perform Spatial Data Collection and Surveying
- Conduct Remote Location Surveys
- Analyse Basic GIS Data
- Provide Technical Assistance with Surveying
- Perform Applied Engineering Surveying
- Collect and Integrate Spatial Data
- Design and Develop Spatial Information Projects
- Implement Best Practice in Spatial Information Projects
- Provide Technical Assistance in Spatial Information Systems Development
- Design Spatial Information Systems
- Prepare Engineering Survey Drawings
- Prepare Mine Survey Drawings
- Apply Planning Law to Surveying
- Manage Spatial Information Business
- Use Spatial Web Applications for Mapping
- Undertake Spatial Remote Sensing.

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Security sector

The security sector comprises people and companies mainly engaged in providing security, protection and private enquiry services - other than units of police forces and government security agencies. The sector covers a wide range of occupations, products and services. These can be categorised into three broad areas:

- Electronic – Closed Circuit Television (CCTV) and surveillance, access control, video and audio intercom systems, integrated security and fire systems, home automation, building management systems; biometrics, alarms and alarm monitoring
- Manpower – crowd control, airport security, guard services, mobile patrols, concierge duties, traffic management, emergency response, cash-in-transit services and risk assessments
- Physical and barrier security – locksmiths, perimeter fencing, security grilles, bollards and boom gates; safes and records protection.

The sector is regulated by registration and/or licensing in all states and territories. Contact details for further information on the licensing and registration arrangements that apply to occupations in the security sector may be found in this Training Package.

The security sector has invested heavily in the development of competency-based training in recent years with nationally endorsed competency standards and a Training Package first implemented in 1998. Key indicators from industry relating to future training and assessment needs include:

- more regulation is expected due to global security issues
- limited opportunities for school to work pathways exist for this sector due to licensing requirements
- growth in information technology will significantly affect this sector over the next few years
- industry has worked collaboratively to respond to global security issues including fast-tracking of technology enhancements for security
- new and increased roles are emerging linked to increased security presence in response to the threat of terrorism
- a continuing need to train supervisors to better manage and train trainees on the job.

The security sector incorporates five related areas of industry that were represented within the PRS03 Asset Security Training Package. These are:

- biometrics
- security operations
- investigative services
- security and risk management
- technical security.

Biometrics

Biometrics is a new area within vocational education and training. Nine biometrics units of competency were a recent addition to existing qualifications within the former PRS03 Asset Security Training Package (having been endorsed in January 2007). They represent for the first time, the outcomes and critical functions and activities required to assess, implement and monitor biometric systems within a security context in Australia.

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Biometrics is the study of the physical characteristics of a person to ultimately distinguish one person exclusively from all others. Techniques include:

- fingerprint (analysing the pattern on a fingertip)
- hand geometry (analysing the shape of the hand)
- ear shape recognition (analysing the shape of the ear)
- retina (analysing the layer of blood vessels situated at the back of the eye)
- iris recognition (analysing the patterns in the coloured ring of tissue that surrounds the pupil)
- facial recognition (where the distances between facial features is measured and the thermal pattern caused by blood-flow in the face analysed)
- body odour recognition (where body odours are analysed by recognising the mixture of volatile chemicals given off by an individual)
- speaker verification (where individuals are recognised by patterns evident in the way that they speak)
- DNA analysis (where genetic information is used to determine the physical characteristics of a person)
- signature verification (where the shape of a signature and the pressure and style used in making it are analysed)
- acoustic emission analysis (listens to the sounds emitted as a person makes a signature and uses that acoustic signature to identify an individual).

The updated biometrics units of competency within CPP07 Property Services Training Package are contained within qualifications for security operations, technical security, and security and risk management across AQF levels Certificate II to Diploma. This includes a Biometrics Consulting and Advice skill set which meets industry requirements for specialist biometrics security consultants and advisors working within security operations.

Security operations

Security operations includes qualifications from Certificate I to III covering functions such as crowd control, guarding and personal protection, airport security and screening, dog handling, mobile patrols, monitoring centre and control room operations, concierge duties, and cash-in-transit services.

Security operations also includes key units of competency for firearms and defensive tactics covering the carriage and use of firearms and associated weapons of restraint, namely batons, handcuffs and capsicum spray, by private security agents and guards.

The qualifications structure for security operations centres around three key units of competency covering the most critical functions for security operatives:

- identify and report security risk situation (Certificate I)
- respond to security risk situation (Certificate II)
- determine response to security risk situation (Certificate III).

The entry level qualification at Certificate I has in the past been under-utilised and seen as not relevant to industry needs. This is mainly due to licensing and regulatory requirements which determine that Certificate II is the minimum level for a security worker to be operational or "on the job".

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This has been addressed in CPP07 Property Services Training Package through the restructuring of the qualification to include nine new elective units of competency covering key underpinning knowledge areas which can also be packaged at the Certificate II level:

- identify and report security risk situations
- apply retail security procedures
- apply security procedures for the responsible service of alcohol
- apply health care security procedures
- apply critical infrastructure protection procedures
- apply x-ray image interpretation procedures
- apply walk through metal detection procedures
- apply hand-held metal detection procedures
- apply Explosive Trace Detection (ETD) procedures.

The Certificate I qualification offers for the first time, a pre-vocational qualification which provides critical underpinning knowledge which can be applied on-the-job using higher AQF qualifications for security operations. This includes units focusing specifically on the application of security procedures using specialist screening equipment within an aviation environment.

Investigative services

Investigative services consists of a Certificate III qualification that includes competencies in both factual investigation and surveillance areas. The review of PRS03 Asset Security Training Package confirmed the Certificate III qualification as appropriate to the needs of the industry with the inclusion of additional elective options and flexibility which has been addressed in CPP07 Property Services Training Package.

Four new skills sets for investigative services have also been included in this Training Package:

- Conduct Investigations - for people in the security sector who elect to move into investigative functions and require a pathway into the specialist investigative services qualification at Certificate III.
- Conduct Factual Investigation - for investigators who wish to specialise in factual investigation functions and who do not conduct surveillance operations.
- Conduct Surveillance - for investigators who wish to specialise in surveillance functions and who do not conduct factual investigations.
- Coordinate Investigative Activities - for experienced investigators who provide leadership, coordinate and manage investigations cases.

Security and risk management

Security and risk management functions are covered by two qualifications at the Certificate IV and Diploma levels. The review of PRS03 Asset Security Training Package confirmed that these qualifications continue to meet the needs of the security sector relating to security risk management and higher level specialist functions.

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Security and risk management units of competency have been revised to account for the requirements of *AS/NZS 4360:2004 Risk management* and the *Standards Australia Security Risk Management Handbook (HB 167:2006 Security Risk Management).* These provide both the Australian Standard for security risk management processes, and guidance for ensuring those processes are firmly grounded on the principles determined by the Standard.

Technical security

Technical security includes two qualifications at the Certificate II and III levels that focus on the sale and installation of security equipment. The review of PRS03 Asset Security Training Package confirmed that these qualifications continue to meet the needs of the security sector.

Access consulting sector

The access consulting sector provides advice on the provision of access to people with disabilities and their families as well as to governments, the building industry, designers, and owners and managers of buildings and facilities.

The first national qualifications and units of competency for access consulting were endorsed in 2005 in recognition of the emergence of this significant industry sector and were included in PRD01 Property Development and Management Training Package.

It is generally agreed by the access consulting sector that it offers services across nineteen main areas of activity. People working as access consultants, and organisations providing access consulting services, may provide the full range of these services or may choose to offer only some of these services.

The access consulting services are broadly described as:

1 Facilitate the development of Disability Discrimination Act Action Plans

2 Assist in the development of policy planning

3 Conduct building access audits

4 Assess building plans

5 Work with building development teams

6 Provide advice on renovations

7 Provide advice on renovations to private dwellings

8 Develop designs for accessible buildings

9 Provide advice on accessible transport buildings and conduct access audits

10 Provide advice on accessible transport conveyances and conduct access audits

11 Provide advice on accessible educational facilities and conduct access audits

12 Provide advice on accessible aged care facilities and conduct access audits

13 Provide advice on accessible playgrounds and conduct access audits

14 Provide advice on accessible urban streetscape design and conduct access audits

15 Provide advice on accessible rural and national parks and conduct access audits

16 Teach, lecture and present seminars

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17 Prepare expert witness reports and give evidence in court

18 Provide expert judgement, information and advice

19 Serve on a Building Code of Australia Access Panel.

In the redevelopment process a number of changes were identified for the access consulting sector that should encourage greater uptake of the access consulting training and assessment pathways. The packaging rules for the qualifications have been revised to ensure that they meet industry requirements and reflect the broad range of working environments of access consultants.

Two qualifications are available in the access consulting sector, a Certificate IV and a Diploma. Access consultants holding the Certificate IV in Access Consulting may work alone or as part of a team and would typically conduct access audits and provide advice on a range of access issues, depending on their area of expertise. Access consultants working in the building industry would provide access advice in relation to the Deemed-to-Satisfy provisions of building legislation.

Access consultants holding a Diploma of Access Consulting may also work alone or as part of a team and would also conduct access audits and provide advice on access issues. In addition to providing access advice in relation to the Deemed-to-Satisfy provisions of building legislation, access consultants holding a Diploma of Access Consulting would typically be required to assess performance-based solutions for the provision of access and provide this advice to a broad range of clients, including building certifiers.

In addition, three new skills sets have been incorporated into the access consulting sector in order to provide greater recognition of specific vocational outcomes in audit functions. The new skill sets are:

- Conduct Building Access Audits
- Conduct Outdoor Access Audits
- Conduct Transport Access Audits.

Home sustainability assessment sector

Home sustainability assessors conduct assessments and provide advice on how to improve the efficiency of heating and cooling, energy use, water use, and waste generation and management in homes.

The first national qualification and units of competency for home sustainability assessment (HSA) were endorsed in recognition of the emergence of this new occupation.

Home sustainability assessors provide the following services to householders, tenants, property managers and others with an interest in residential property:

- assessment of and advice on how to improve:
- household energy use
- household water use
- household waste generation and management
- the thermal performance of existing residences
- estimations of the cost of home sustainability measures
- promotion of home sustainability practices by residents.

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Home sustainability assessors and organisations providing HSA services may provide the full range of the above services or may choose to offer only some of them.

Individuals holding CPP41110 Certificate IV in Home Sustainability Assessment may work alone or as part of a team and would typically conduct home sustainability assessments and provide advice on a range of household energy and water use and management issues, depending on their area of expertise.

Asset maintenance sectors

Carpet cleaning

The carpet cleaning sector is largely composed of micro and small enterprises with a high representation of owner-operators. Currently, there is a low level of publicly funded training in the sector and as a result it is difficult to track the level of engagement with recognised training by the carpet cleaning industry. It is, however, recognised that skill development is vital in order to professionalise the industry and attract new entrants to the workforce.

The key issues affecting the sector that were identified and informed the Training Package review include:

- skill shortages and the ability to attract and retain staff
- 'green' issues
- competitive pressures
- the need to build professionalism within the sector.

In addition to the above broad industry issues that impacted on the development of units of competency, the following skill development issues were also identified:

- the importance of language, literacy and numeracy skills, and the need to properly reflect them in units of competency
- use of 'encapsulation' and other low-water cleaning systems
- growing importance of 'green' and other environmentally sustainable practices, such as use of fewer chemicals and lower impact chemicals
- carpet cleaning diagnosis process, and determining the correct strategy or technique to be employed
- ability of carpet cleaners to work on their own and maintain quality
- application of safety practices in the workplace
- application of high level customer service and communication skills
- need to more fully reflect the range of skills in the restoration process, including the use of new techniques such as 'blue lights', thermal imaging and better drying techniques
- understanding basic construction processes and the use of hand tools in the restoration process
- need for people working as owner-operators to have technical skills in carpet cleaning, but also skills in running a small business.

There was, additionally, widespread support for increasing the flexibility of the packaging rules by allowing for more units to be imported from other sources.

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Cleaning operations

The cleaning operations qualifications and units of competency are cross-industry standards that apply to cleaning operations in all industry sectors.

The project to review the PRM04 Asset Maintenance Training Package qualifications and include them in CPP07 Property Services Training Package saw the opportunity to:

- respond to changing industry requirements and skill needs
- reflect current best practice in the development of units of competency and qualifications
- increase the transferability of skills by using, where possible, common or cross-sectoral units of competency.

A key requirement of the review also saw the 'un-nesting' of the suite of qualifications to increase flexibility and reflect current Training Package approaches.

The review project was, however, influenced by long-standing issues experienced by the sector which affect the content, take-up and delivery modes for the workforce. These issues include:

- recognition of language, literacy and numeracy issues that are experienced by many within the workforce
- the high level of mobility of the workforce and the fact that a large proportion of the workforce are employed casually
- the requirement for many workers to perform effectively without direct and constant workplace supervision
- the need for a clear focus on workplace health and safety given the nature of the work environment.

The key issues affecting the sector that have been addressed in this review and that were identified during this review's national workshops and in-depth workplace functional analyses include:

- skill shortages and the ability to attract and retain staff
- 'green' issues
- competitive pressures.

In addition to the above broad industry issues, the following workplace changes were also considered during the review phase:

- need for supervisors with skills across a broad range of areas, including providing input to the quotation process, coaching and mentoring, fostering teamwork, effectively planning the work, time management, industrial relations issues and customer management
- use of microfibre and other low-water cleaning systems
- use of steam cleaning, particularly for its benefits in sanitising surfaces
- growing importance of 'green' and other environmentally sustainable practices, such as the use of fewer chemicals and lower impact chemicals along with reducing the use of water
- understanding and applying correct cleaning techniques to newer technology surfaces
- importance of infection control, in all industry settings not just health
- ability of cleaners to work on their own and maintain quality
- application of personal safety practices in the workplace

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- application of safe work practices, including new restrictions on working at heights
- ability to access skills for specialist cleaning areas, such as air conditioning, cleaning and waste management.

Fire protection inspection and testing

The fire protection industry consists of private companies, public service providers (e.g. Metropolitan Fire Brigades) and volunteer fire authorities. These companies and organisations compete for contracts to service and maintain portable firefighting equipment according to Australian standards and various legislative requirements.

A rise in insurance premiums and the introduction of occupational health and safety legislation has forced many businesses to install and have maintained suitable fire protection equipment. There is also a requirement to have suitably trained personnel available to ensure, through various maintenance programs, that the equipment will function correctly in an emergency.

Service companies compete on the basis of cost and quality of service. Quality of service is defined by the reputation of the company, the skill level of the service technicians, and the capacity of the company to maintain standards over time.

The work of the service technician covers a wide variety of customer situations which may include shops, factories, domestic premises, offices, mines, airports, oil platforms and drilling operations.

Service technicians are not only responsible for the work they perform, but also for advising their customers of any breach of legislative requirements and whether their existing equipment is suitable for the identified fire risk.

In preparation for the review of PRM04 Asset Maintenance Training Package and its subsequent integration into CPP07 Property Services Training Package, Fire Protection Association (FPA) Australia undertook extensive member consultations to produce recommendations for consideration by the review. Workplace functional analyses were conducted to scope a range of fire protection inspection and testing functions and to ensure underpinning knowledge and skills, and recent changes in methods, tools and equipment were captured in the review. These research and information activities informed the initial scoping report, which was further consulted in a series of well-attended national workshops.

Changes to the fire protection and testing units of competency are detailed in the mapping information section of this Training Package. In summary:

- several units have been deleted as a result of being incorporated into similar units
- two new units of competency were developed:
- CPPFES2029A Conduct functional tests on fire detection, warning and intercommunication devices
- CPPFES3032A Conduct enclosure integrity testing.

The fire protection inspection and testing qualifications were reviewed and modified to ensure that:

- there was minimal duplication of units at the two levels
- each qualification supported discrete vocational outcomes.

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CPP20511 Certificate II in Fire Protection Inspection and Testing applies to fire protection technicians responsible for non-trade installation and regular servicing of fire protection equipment and systems. At this level, fire protection technicians may specialise in activities relating to certain groups of equipment or systems, such as:

- inspecting and testing fire protection equipment in the field
- maintaining, testing and refilling extinguishers in the workshop
- inspecting, testing and maintaining pre-engineered fire suppression systems
- inspecting and testing water-based fire-suppression systems
- inspecting, testing and maintaining gaseous fire-suppression systems
- inspecting, testing and maintaining passive fire and smoke containment products and systems
- inspecting and testing fire detection and warning systems
- recovering, reclaiming, filling and storing scheduled gaseous fire extinguishing agents.

CPP30811 Certificate III in Fire Protection Inspection and Testing applies to fire protection technicians responsible for non-trade installation, commissioning and complex servicing of fire protection systems and for supervision of fire protection services work. At this level, fire protection technicians may specialise in activities relating to certain types of systems, such as:

- installing and commissioning pre-engineered fire suppression systems
- installing gaseous fire suppression system containers and actuators
- conducting complex servicing of fire protection systems.

Pest management

Review of industry skill requirements continued with the review of PRM04 and the integration of Asset Maintenance qualifications into CPP07 Property Services Training Package.

Detailed industry information was gathered through workplace functional analyses, well-attended national workshops and feedback registers to inform the draft competency standards and qualifications. The Training Package review focussed on updating the competency standards to reflect current industry practice and to ensure adequate coverage of public and environmental health and safety.

The review also included a rationalisation of the pest management qualifications, eliminating the Certificate IV qualification which differed from the Certificate III only in requirements for competency in management and supervisory skills. This was considered by industry to duplicate existing BSB07 Business Services qualifications.

CPP30911 Certificate III in Pest Management was refined to reflect changing industry practices and to meet Australian Qualifications Framework and National Quality Council requirements.

Skill sets were developed to reflect requirements for:

- Managing non-timber pests
- Managing timber pests
- Managing complex fumigation operations.

RTOs may wish to develop further resources to assist in the delivery of the pest management qualifications and units of competency.

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Waste management

The use of qualifications and competency standards has enabled the waste management industry sector to develop a training culture. Building on this, the PRM04 review focused on the breadth of the sector and the need to reflect the importance of environmental sustainability, i.e. the shift from management of existing waste to waste minimisation, waste avoidance and resource recovery.

The revised qualifications and competency standards reflect the broader emphasis on environmental issues and the industry's commitment to environmental matters, together with industry's contemporary practices. The revised qualifications also encompass career pathways from Certificate II to Diploma level.

While the terminology in the waste management units of competency is consistent with the technical language within the waste management industry, it is important to note that language and terminology vary from company to company and from state/territory to state/territory.

Waste management units of competency have been developed in a manner that maximises common ground for all the vocations in this sector, in the interests of flexible career paths. The following table details how the waste management qualifications relate to occupational profiles. It lists sample vocational outcomes at each qualification level.

Possible Occupational Profiles			
CPP20411 Certificate II in Waste Management	**CPP30711 Certificate III in Waste Management**	**CPP40911 Certificate IV in Waste Management**	**CPP50811 Diploma of Waste Management**
• Sorter • Site operator • Recycling line/ resource recovery assistant • Customer service assistant • Light vehicle driver • Warehouse assistant	• Waste assessment operator • Plant treatment operator • Waste dispatcher • Landfill operator • Incinerator operator • Customer service officer • Recycling advisor/ salesperson • Resource recovery operator • Waste management advisor	• Waste management leading hand • Landfill team leader/ supervisor • Incinerator plant team leader/ supervisor • Site waste team leader/ supervisor • Waste management education officer • Recycling team leader/ supervisor • Resource recovery team leader/ supervisor • Recycling sales team leader/	• Manager • Waste management education manager • Landfill manager • Incinerator manager • Recycling plant manager • Resource recovery manager • Sales manager

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Possible Occupational Profiles			
CPP20411 Certificate II in Waste Management	**CPP30711 Certificate III in Waste Management**	**CPP40911 Certificate IV in Waste Management**	**CPP50811 Diploma of Waste Management**
	• Heavy vehicle driver (compactor and tanker) • Warehouse operator	supervisor • Waste assessment supervisor • Administration supervisor	

Building design sector

The building design sector is relatively new and has grown since its initial focus on drafting, to the provision of a wide range of services for clients. Building designers are involved in the design of residential, commercial, industrial, institutional and all other types of buildings and structures. The nomenclature for this group varies and includes building technologists. The role is much more than that of a draftsperson, but is distinct from the role of architects.

Building designers are subject to regulatory requirements in some states and territories. It is within the confines of the ‘design’ that regulation is required.

The building design sector mostly comprises sole traders and micro businesses; although there are larger companies operating in the field and also building designers who work as part of larger practices, sometimes architectural practices. Building designers may be new to the industry or have experience in other industry sectors, such as construction.

The first national qualifications and units of competency for building designers represented by the release of Version 9 of CPP07 were endorsed in recognition of the emergence of this occupation.

New entrants to the industry may undertake the Diploma of Building Design, whereas those with experience in the industry may undertake the Vocational Graduate Certificate in Building Design and go on to complete the Vocational Graduate Diploma of Building Design.

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

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A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the *AQF Implementation Handbook*. The 2007 version of the *AQF Implementation Handbook* is expected to be available on the Australian Qualifications Framework Advisory Board (AQFAB) website <*www.aqf.edu.au*> during September 2007, and in print in October 2007 (or you can obtain the hard copy by contacting AQFAB on phone 03 9639 1606 or email at aqfab@curriculum.edu.au).

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

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

Qualifications

Training Packages can incorporate the following AQF qualifications.

- Certificate I in …
- Certificate II in …
- Certificate III in …
- Certificate IV in …
- Diploma of …
- Advanced Diploma of …
- Vocational Graduate Certificate of …
- Vocational Graduate Diploma of …

Graduate Certificates and Graduate Diplomas can also be awarded in the vocational education and training sector under certain conditions – see the *AQF Implementation Handbook* for details.

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) should issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2007.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2007.

Under the AQTF 2007, RTOs must recognise the achievement of competencies as recorded on a qualification testamur or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

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

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Certificate I

Characteristics of Learning Outcomes

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate II

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate III

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate IV

Characteristics of Learning Outcomes

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

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

Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts;
- apply solutions to a defined range of unpredictable problems;
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth

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in some areas;
- identify, analyse and evaluate information from a variety of sources;
- take responsibility for own outputs in relation to specified quality standards; and
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

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

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

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

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

Distinguishing Features of Learning Outcomes

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

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

Advanced Diploma

Characteristics of Learning Outcomes

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

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or

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strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

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

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

Distinguishing Features of Learning Outcomes

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

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

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

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

Distinguishing features of learning outcomes

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

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- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

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

Distinguishing features of learning outcomes

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

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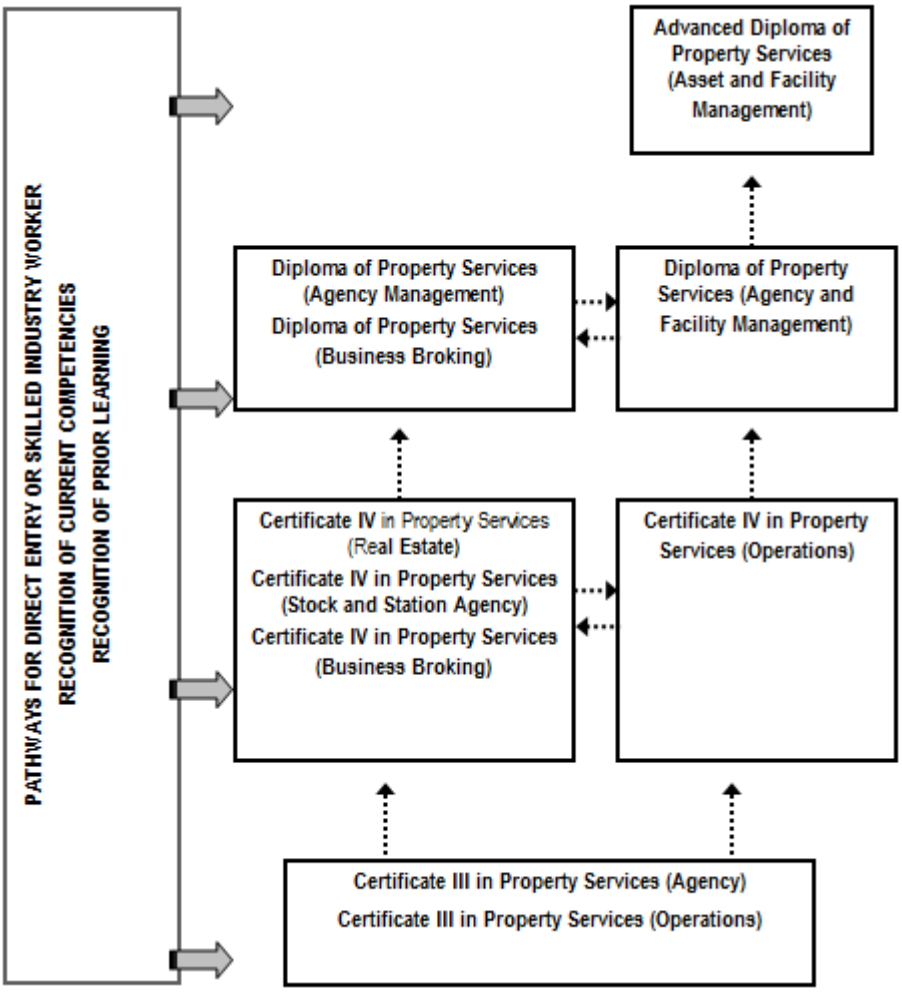
Property development, sales and management



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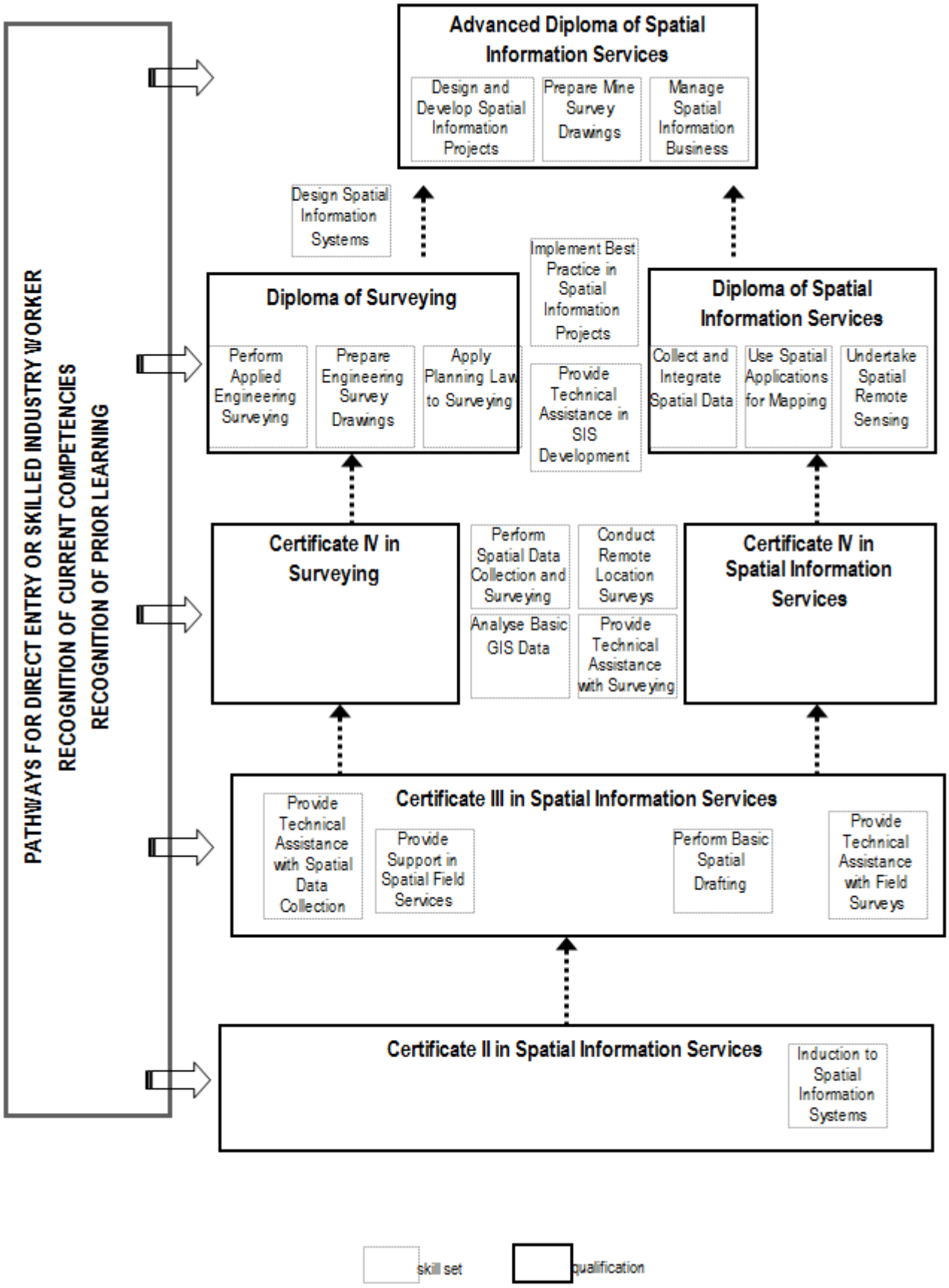
Spatial Information Services



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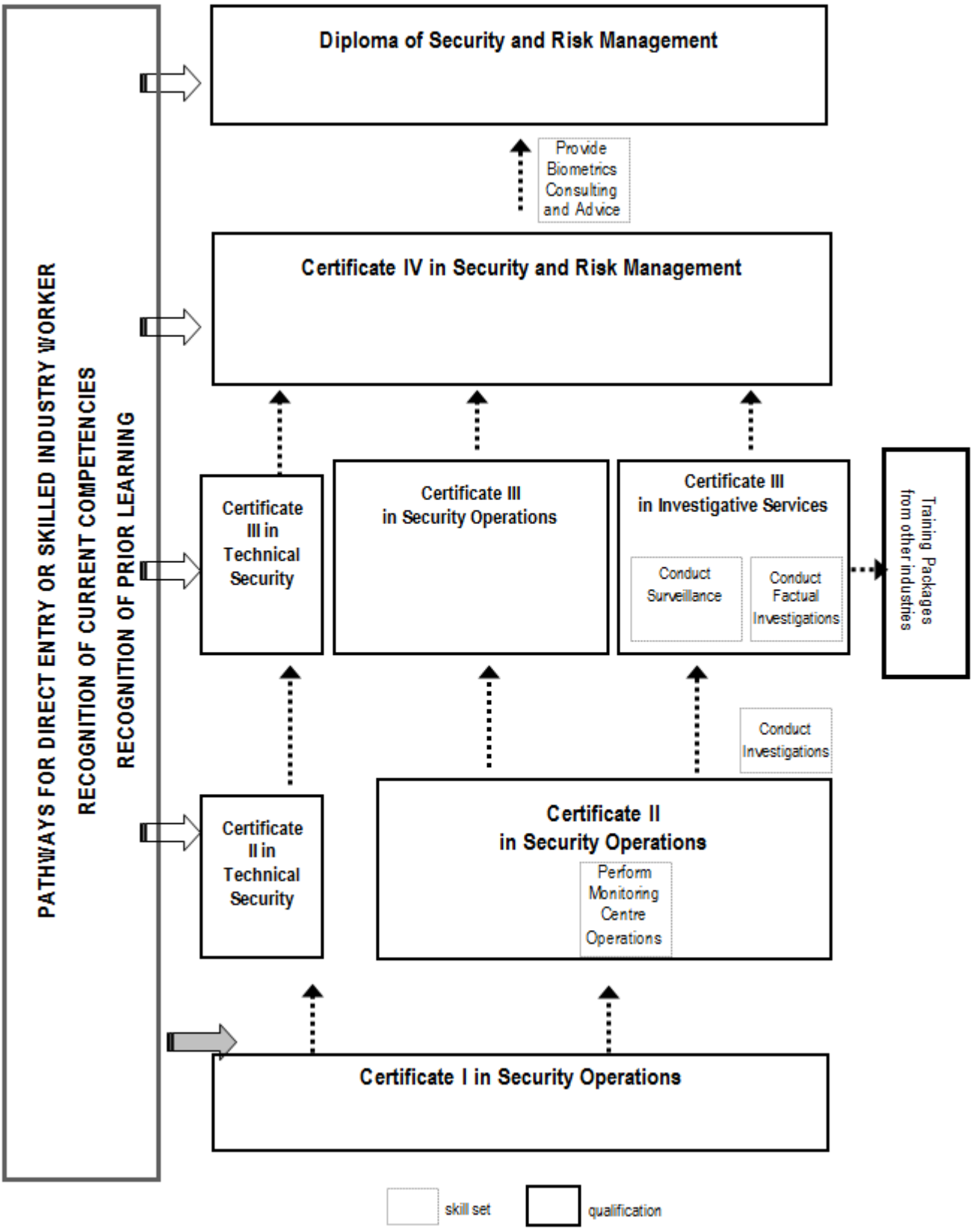
Security



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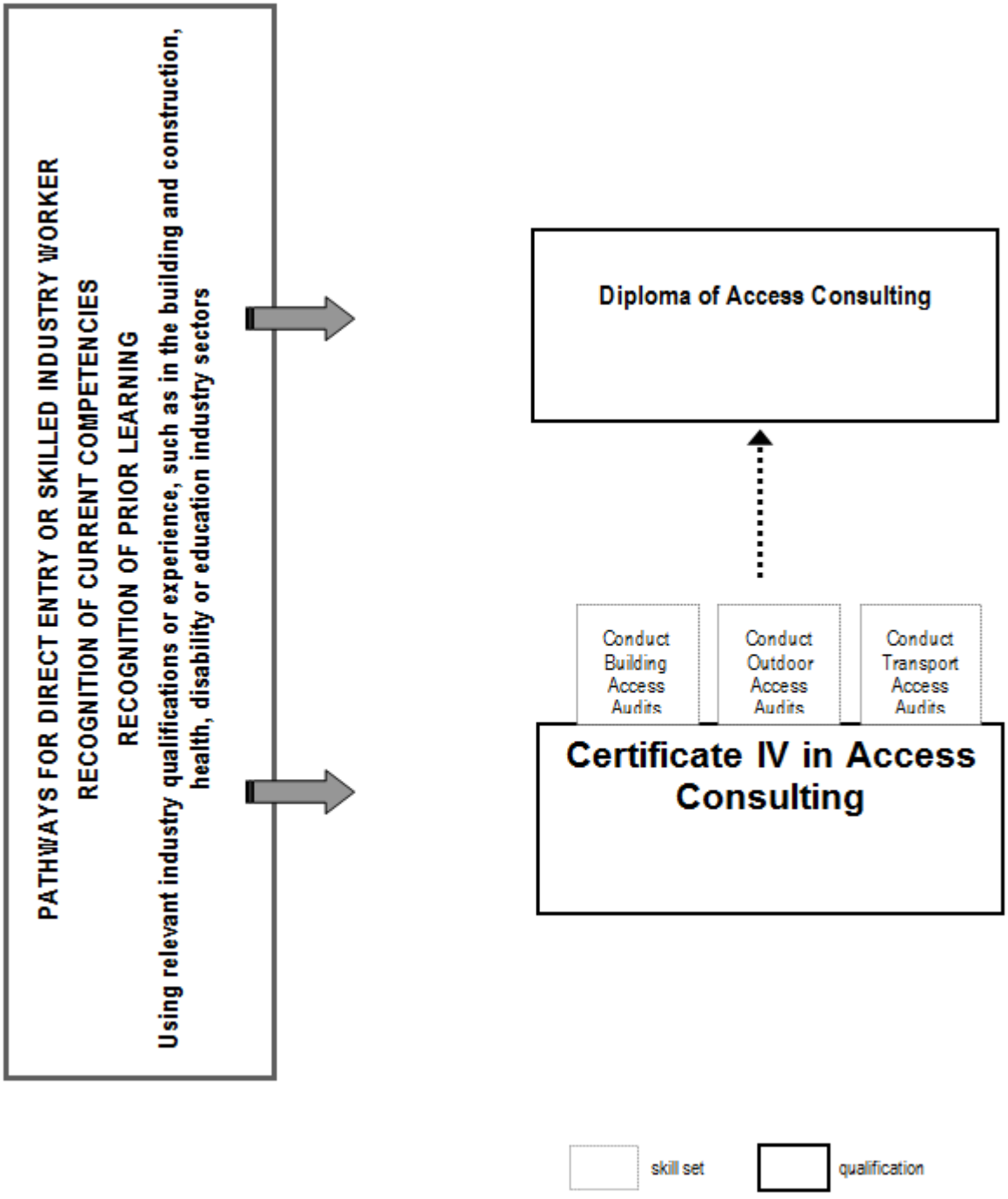
Access Consulting



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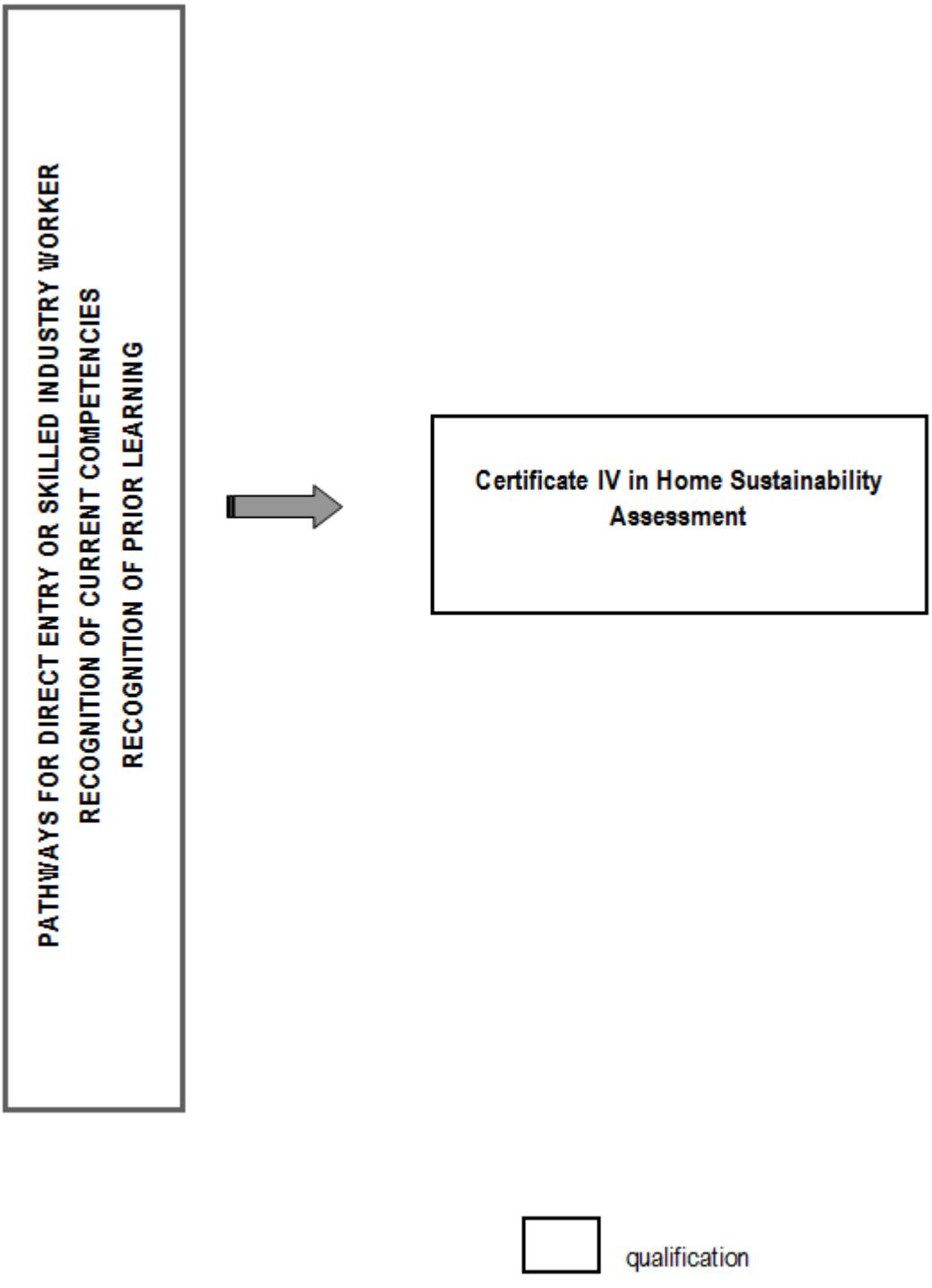
Home Sustainability Assessment



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Cleaning and Carpet Cleaning

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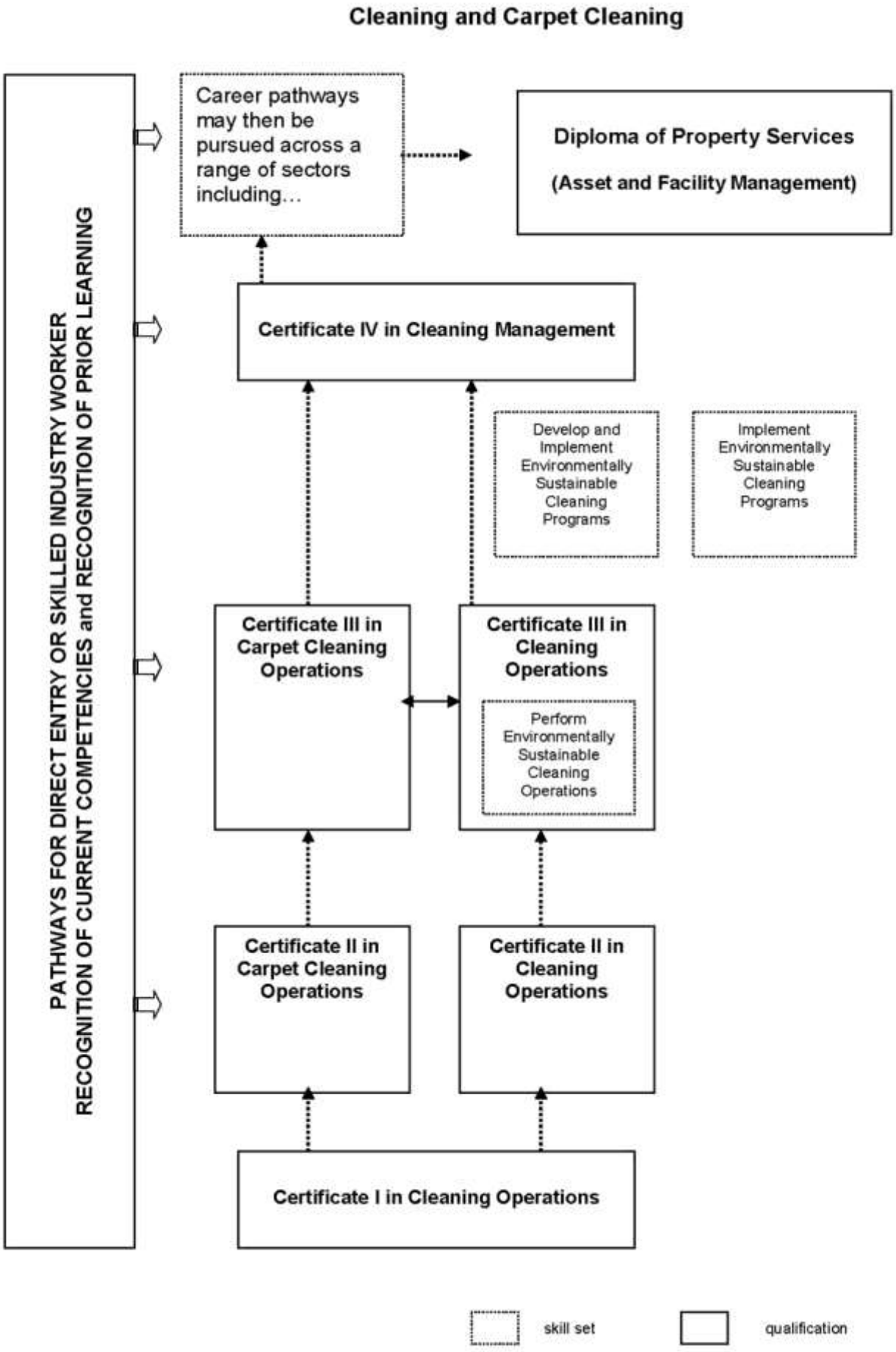
Cleaning and Carpet Cleaning
PATHWAYS FOR DIRECT ENTRY OR SKILLED INDUSTRY WORKER
RECOGNITION OF CURRENT COMPETENCIES and RECOGNITION OF PRIOR LEARNING
Career pathways may then be pursued across a range of sectors including…
Diploma of Property Services
(Asset and Facility Management)
Certificate IV in Cleaning Management
Develop and Implement Environmentally Sustainable Cleaning Programs
Implement Environmentally Sustainable Cleaning Programs
Certificate III in Carpet Cleaning Operations
Certificate III in Cleaning Operations
Perform Environmentally Sustainable Cleaning Operations
Certificate II in Carpet Cleaning Operations
Certificate II in Cleaning Operations
Certificate I in Cleaning Operations
skill set
qualification

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Fire Protection Inspection and Testing

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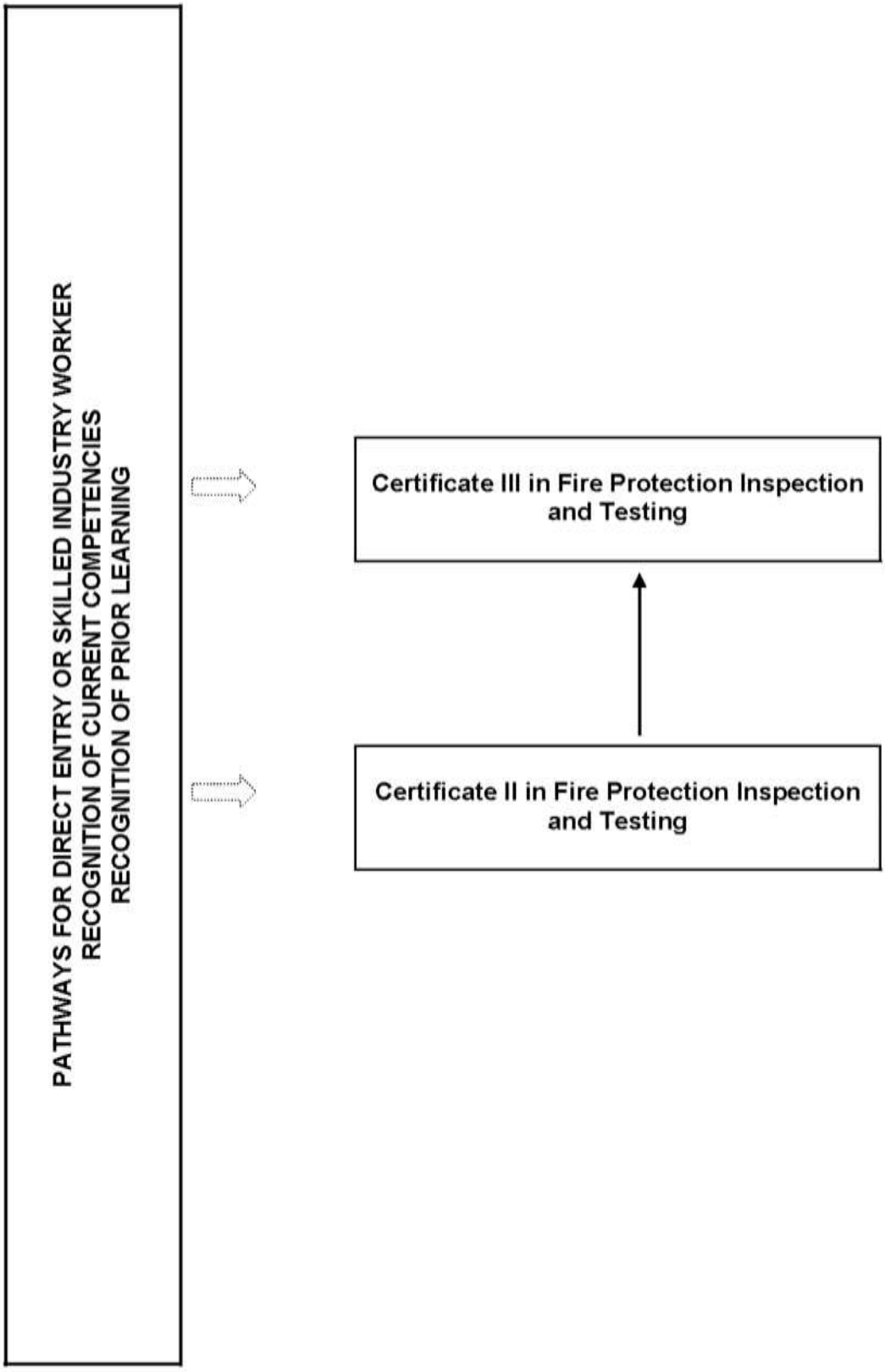
Fire Protection Inspection and Testing



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Pest Management

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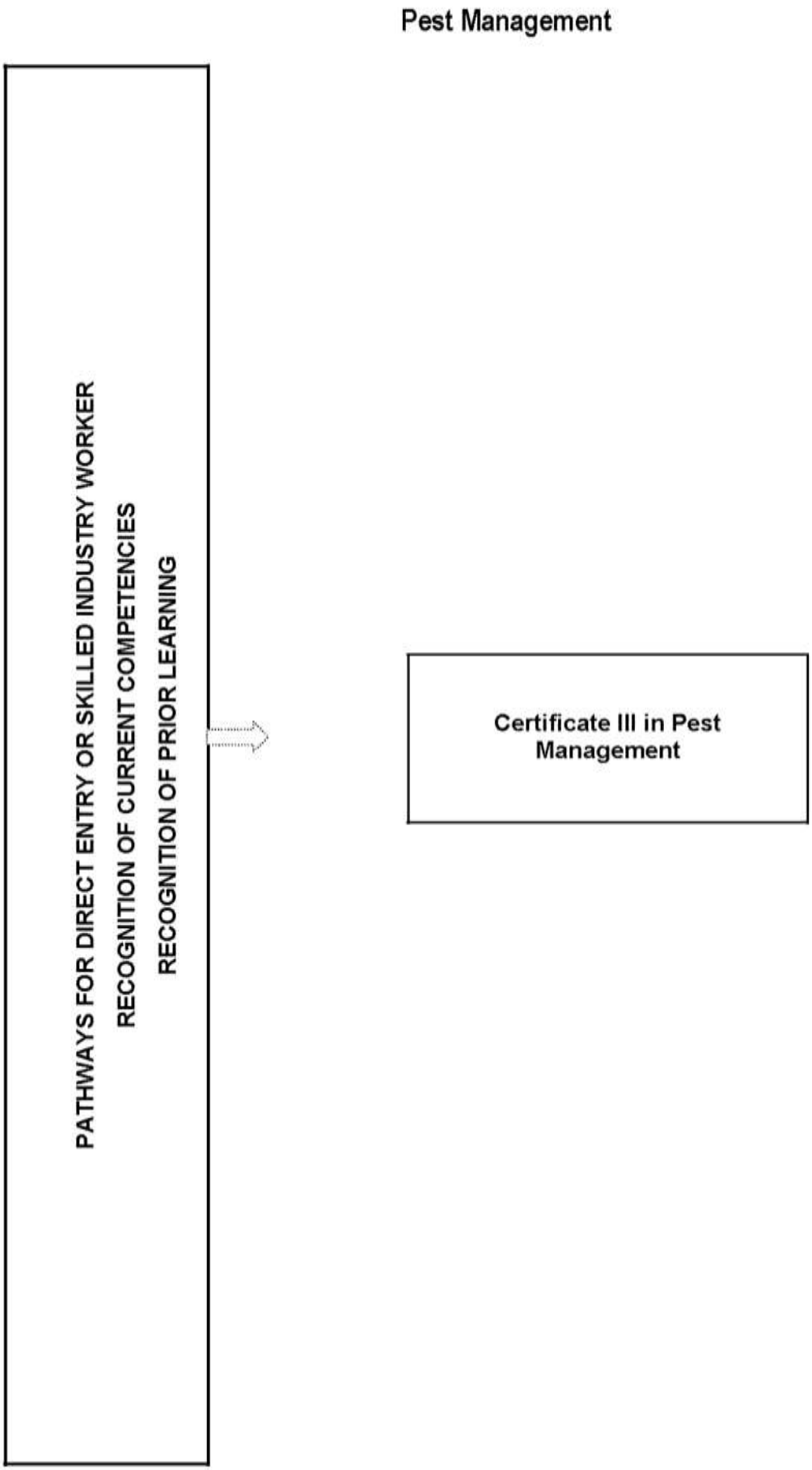
Pest Management
PATHWAYS FOR DIRECT ENTRY OR SKILLED INDUSTRY WORKER
RECOGNITION OF CURRENT COMPETENCIES
RECOGNITION OF PRIOR LEARNING
Certificate III in Pest Management

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Waste Management

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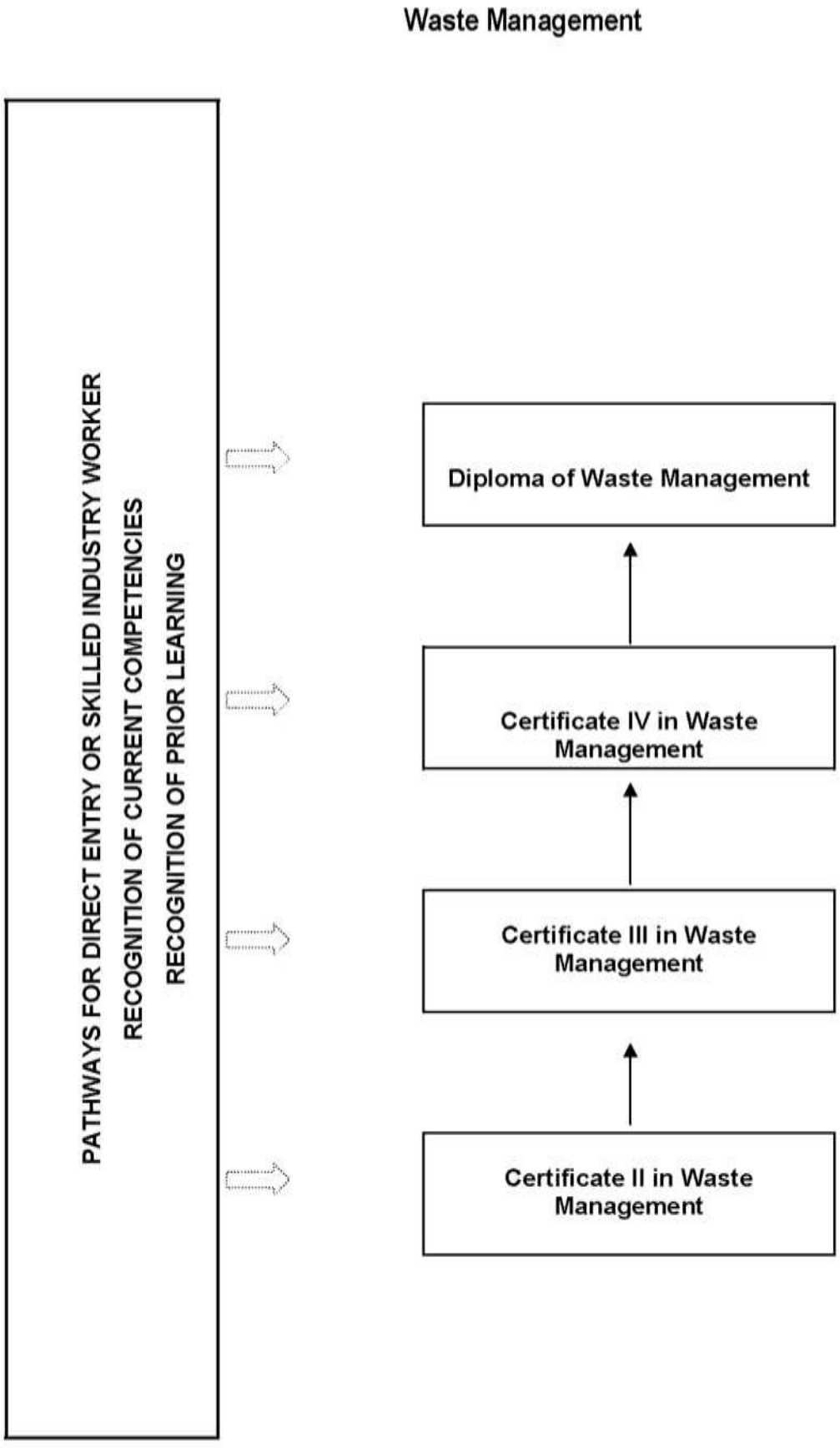
Waste Management
PATHWAYS FOR DIRECT ENTRY OR SKILLED INDUSTRY WORKER
RECOGNITION OF CURRENT COMPETENCIES
RECOGNITION OF PRIOR LEARNING
Diploma of Waste Management
Certificate IV in Waste Management
Certificate III in Waste Management
Certificate II in Waste Management

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Building Design

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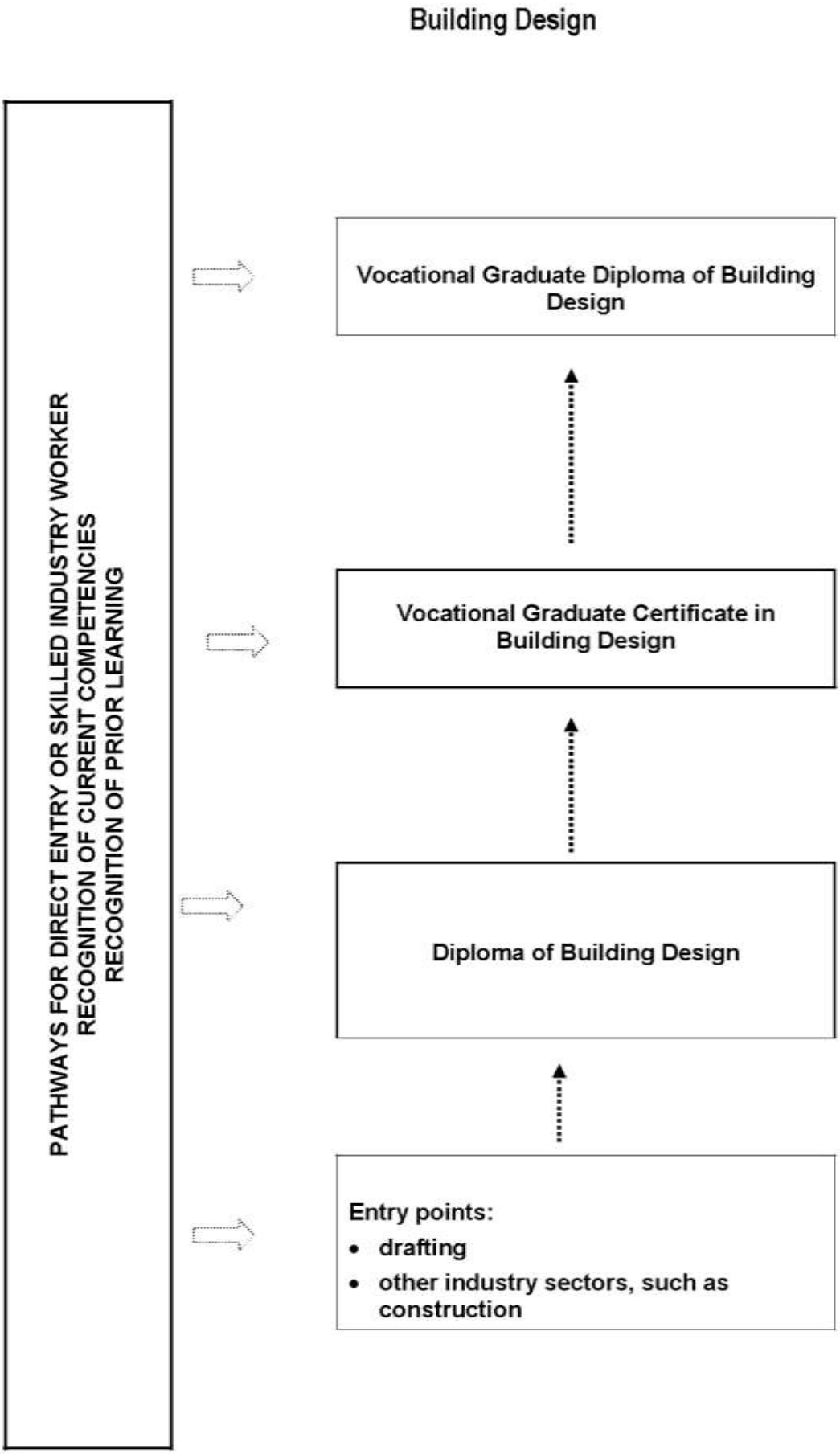
Building Design
PATHWAYS FOR DIRECT ENTRY OR SKILLED INDUSTRY WORKER
RECOGNITION OF CURRENT COMPETENCIES
RECOGNITION OF PRIOR LEARNING
Vocational Graduate Diploma of Building Design
Vocational Graduate Certificate in Building Design
Diploma of Building Design
Entry points:
• drafting
• other industry sectors, such as construction

Skill Sets in CPP07 Property Services Training Package

Skill sets are groups of units of competency that reflect a cohesive industry outcome, but one which is insufficient for a full Australian Qualifications Framework (AQF) award. Skill sets may also provide a bridge between qualifications, respond to regulatory needs or identify an emerging skill area.

Packaging advice for identified access consulting sector skill sets is provided in CPP07 for:

- Conduct Building Access Audits
- Conduct Outdoor Access Audits
- Conduct Transport Access Audits.

Packaging advice for identified cleaning operations sector skill sets is provided in CPP07 for:

- Develop and Implement Environmentally Sustainable Cleaning Programs
- Implement Environmentally Sustainable Cleaning Programs
- Perform Environmentally Sustainable Cleaning Operations.

Packaging advice for identified security sector skill sets is provided in CPP07 for:

- Perform Monitoring Centre Operations
- Conduct Investigations
- Conduct Factual Investigation
- Conduct Surveillance
- Provide Biometrics Consulting and Advice
- Coordinate Investigative Activities.

Packaging advice for identified spatial information services sector skill sets is provided in CPP07 for:

- Induction to Spatial Information Services
- Provide Technical Assistance with Spatial Data Collection
- Provide Support in Spatial Field Services
- Perform Basic Spatial Drafting
- Provide Technical Assistance with Field Surveys
- Perform Spatial Data Collection and Surveying
- Conduct Remote Location Surveys
- Analyse Basic GIS Data
- Provide Technical Assistance with Surveying
- Perform Applied Engineering Surveying
- Collect and Integrate Spatial Data
- Design and Develop Spatial Information Projects
- Implement Best Practice in Spatial Information Projects
- Provide Technical Assistance in Spatial Information Systems Development
- Design Spatial Information Systems
- Prepare Engineering Survey Drawings
- Prepare Mine Survey Drawings

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- Apply Planning Law to Surveying
- Manage Spatial Information Business
- Use Spatial Web Applications for Mapping
- Undertake Spatial Remote Sensing.

Packaging advice for identified asset maintenance skill sets is provided in CPP07 for:

- Restore Water-Damaged Carpets
- Maintain Portable Fire Extinguishers
- Install and Decommission Fixed Fire Extinguishing Systems
- Test and Maintain Fixed Fire Extinguishing Systems
- Recover, Reclaim, Fill and Recycle Extinguishing Agents
- Maintain Bulk Extinguishing Agent Container Warehouses
- Manage Non-Timber Pests
- Manage Timber Pests
- Manage Complex Fumigation Operations.

Employability skills

Employability skills in the property services context

For more information on employability skills in Construction and Property Services Industry Skills Council (CPSISC) Training Packages go to the CPSISC website at www.cpsisc.com.au.

Access and equity

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

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

Reasonable adjustments

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

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

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

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship. See Part 4, Chapter 2 of the Training Package Development Handbook (DEEWR, September 2007) for more information on reasonable adjustment, including examples of adjustments.

Employability skills

Employability skills replacing key competency information from 2006

In May 2005, the approach to incorporate employability skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 employability skills will progressively replace key competency information in Training Packages.

Background to employability skills

Employability skills are also sometimes referred to as generic skills, capabilities or key competencies. The employability skills discussed here build on the Mayer Committee's key competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the *Employability Skills for the Future* report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEST website at: http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight employability skills*:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

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The report demonstrated how employability skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the employability skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.

*Personal attributes that contribute to employability were also identified in the report but are not part of the Employability Skills Framework.

Employability Skills Framework

The following table contains the employability skills facets identified in the report *Employability Skills for the Future*.

Skill	**Facets** **Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.**
Communication that contributes to productive and harmonious relations across employees and customers	• listening and understanding • speaking clearly and directly • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	• working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations e.g. future planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback
Problem solving that contributes to productive outcomes	• developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems

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	• solving problems in teams • applying a range of strategies to problem solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues
Initiative and enterprise that contribute to innovative outcomes	• adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	• managing time and priorities – setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it • predicting – weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	• having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations	• managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn – mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural

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and outcomes	aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting – on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change
Technology that contributes to the effective carrying out of tasks	• having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

Employability Skills Summary

An Employability Skills Summary exists for each qualification. Summaries provide a lens through which to view employability skills at the qualification level and capture the key aspects or facets of the employability skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies.

The following is important information for trainers and assessors about Employability Skills Summaries.

Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.

Employability Skills Summaries contain general information about the industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.

The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.

Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).

Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.

Industry requirements for employability skills

For more information on employability skills in the Construction and Property Services Industry Skills Council (CPSISC) Training Packages go to the CPSISC website at www.cpsisc.com.au.

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Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the AQTF 2007. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment system overview

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

Benchmarks for assessment

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

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

Australian Quality Training Framework assessment requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2007 *Essential Standards for Registration.*

The AQTF 2007 *Essential Standards for Registration* can be downloaded from <www.training.com.au>. The following points summarise the assessment requirements.

Registration of training organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the AQTF 2007. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality training and assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2007 *Essential Standards for Registration,* Standard 1.

Assessor competency requirements

Each person involved in training and assessment must be competent for the functions they perform. See the AQTF 2007 *Essential Standards for Registration,* Standard 1 for assessor (and trainer) competency requirements.

Assessment requirements

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The RTO's assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2007 *Essential Standards for Registration,* Standard 1.

Assessment strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2007 *Essential Standards for Registration,* Standard 1.

National recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2007 *Essential Standards for Registration*, Condition of Registration 7: Recognition of qualifications issued by other RTOs.

Access and equity and client outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2007 *Essential Standards for Registration*, Standard 2.

Monitoring assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the *Essential Standards for Registration.* See the AQTF 2007 Essential Standards for Registration, Standard 3.

Recording assessment outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2007 *Essential Standards for Registration*, Standard 3.

Issuing AQF qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF 2007 and the 2007 edition of the AQF Implementation Handbook—available on the AQFAB website <*www.aqf.edu.au*>.

Licensing requirements in property development, sales and management

As indicated in the table below a number of occupations that are covered by the competencies and qualifications for property development, sales and management are subject to state and territory occupational licensing requirements. These requirements vary significantly across jurisdictions.

Licensing authorities across Australia have actively participated in the development of this sector, and the spatial information services sector, of the Training Package and it is envisaged that over time the state and territory licensing requirements in a number of occupations will be aligned with the competencies and qualifications in this Training Package.

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However, at the time of endorsement of this Training Package, none of the licensing authorities had formally aligned their licensing requirements with the competencies and qualifications for property development, sales and management in CPP07 Property Services Training Package.

For this reason, users of this Training Package are advised to consult the relevant occupational licensing authority in their state or territory to determine the specific licensing requirements for the occupations listed below.

Contact details for the relevant state and territory licensing authorities for property development, sales and management are below and were accurate at the time of endorsement of this Training Package.

State and territory licensing and regulatory authorities for property development, sales and management

Jurisdiction	Licensed occupations in specific jurisdictions	Licensing authority
Australian Capital Territory	Real estate agent Stock and station agent Business agent	ACT Office of Consumer Affairs Ground Floor, 12 Moore Street Canberra City ACT
New South Wales	Real estate agent Stock and station agent Business agent Strata managing agent On-site residential property manager	NSW Office of Fair Trading PO Box 972 Parramatta NSW
Northern Territory	Real estate and business agent Auctioneer Stock and station agent	Agents Licensing Board of the Northern Territory Department of Justice GPO Box 1722 Darwin NT
Queensland	Real estate agent Registered sales person Auctioneer Property developer Restricted letting agent	Office of Fair Trading Level 21, State Law Building 50 Ann Street Brisbane Qld

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State and territory licensing and regulatory authorities for property development, sales and management

Jurisdiction	Licensed occupations in specific jurisdictions	Licensing authority
	Pastoral house director	
	Pastoral house manager	
	Pastoral house auctioneer	
	Property developer – must be licensed if selling more than six residential properties per year and having 15% or more interest in a property otherwise they must appoint a licensed real estate agent.	
South Australia	Land agent (not licensed in SA, ‘registered’)	Office of Consumer and Business Affairs Level 4, Chesser House 91\-97 Grenfell Street Adelaide SA
Tasmania	Real estate auctioneer General auctioneer Employed auctioneer Probationary auctioneer Temporary auctioneer Real estate agent Real estate manager Real estate sales consultant	Auctioneers and Real Estate Agents Council of Tasmania 2 Davey Street Hobart Tas
Victoria	Estate agent	Business Licensing Authority Consumer Affairs Victoria Department of Justice 121 Exhibition Street Melbourne Vic
Western Australia	Real estate and business agents licence (individual) Real estate and business agents licence (firm/partnership)	Real Estate and Business Agents Supervisory Board Level 6, The Forrest Centre

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State and territory licensing and regulatory authorities for property development, sales and management

Jurisdiction	Licensed occupations in specific jurisdictions	Licensing authority
	Real estate and business agents licence (body corporate)	219 St George's Terrace Perth WA
	Sales representatives registration	
	Sales representatives registration (property management)	

Licensing requirements in spatial information services

Issues concerning the impact of regulatory requirements are dealt with in the performance criteria of the relevant units and must be reflected in the assessment process. While states and territories have specific surveying licensing, there are no overall licensing requirements for individuals working in the spatial information services sector in Australia.

Licensing requirements in security

A large number of occupations in the security sector are subject to commonwealth, state and territory occupational licensing or regulatory requirements. These requirements vary significantly across jurisdictions.

Security licensing and regulatory authorities across Australia have actively participated in the development of this sector of the CPP07 Property Services Training Package.

In July 2008 the Council of Australian Governments (COAG) agreed to adopt a nationally-consistent approach to the regulation of the private security industry, focussing initially on the guarding sector of the industry, to improve probity, competence and skills of security personnel and the mobility of security industry licences across jurisdictions. COAG asked the Ministerial Council of Police and Emergency Management – Police (MCPEMP), in consultation with the Security Industry Regulators Forum, to undertake further work on minimum regulatory standards for the technical sector.

In November 2009, the MCPEMP endorsed in principle the recommendations made in the *COAG Harmonisation of the Private Security Industry - Stage One: Manpower Sector of the Security Industry*. As part of this process MCPEMP agreed to the qualifications and units of competency required to meet the minimum training standard for each licensable security activity. All jurisdictions have agreed on minimum standards required for all classes of licences as directed by COAG, although the timing of the implementation of these changes will vary between the jurisdictions.

MCPEMP has confirmed that the CPP07 Property Services Training Package, properly applied, is sufficient to meet the needs of the industry.

Within this Training Package there are three qualifications that cover the licensable activities identified by MCPEMP. These are:

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- Certificate II in Security Operations
- Certificate III in Security Operations
- Certificate III in Investigative Services.

Each of these qualifications comprises a set of core units of competency as well as a set of elective units of competency. The MCPEMP recommendations confirm the qualification requirement as well as the compulsory core and elective units of competency required for each license category.

Certificate II in Security Operations

This qualification is required for four licensable activities. These are:

- security officer static guard, mobile patrol
- security officer control room
- security officer guarding with dog
- crowd controller.

Security officer static guard, mobile patrol

The minimum agreed standard for this licensable activity is CPP20211 Certificate II in Security Operations.

For licensing purposes this qualification must comprise the seven core units of competency specified in CPP20211 Certificate II in Security Operations plus the five electives specified in the following table.

Unit code	**Unit title**
CPPSEC2011B	Control access to and exit from premises
CPPSEC2014A	Operate basic security equipment
CPPSEC2015A	Patrol premises
CPPSEC2017A	Protect self and others using basic defensive techniques
TLIE2007A	Use communications systems

Security officer control room

The minimum agreed standard for this licensable activity is *CPP20211 Certificate II in Security Operations.*

For licensing purposes this qualification must comprise the seven core units of competency specified in *CPP20211 Certificate II in Security Operations* plus the four electives specified in the following table. One other unit from the electives of *CPP20211 Certificate II in Security Operations* must also be completed.

Unit code	**Unit title**

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CPPSEC2018A	Monitor electronic reporting facility
CPPSEC3020A	Monitor security from control room
CPPSEC3021A	Maintain and use security database
TLIE2007A	Use communications systems

Security officer guarding with dog

The minimum agreed standard for this licensable activity is *CPP20211 Certificate II in Security Operations*.

For licensing purposes this qualification must comprise the seven core units of competency specified in *CPP20211 Certificate II in Security Operations* plus the five electives specified in the following table.

Unit code	**Unit title**
CPPSEC2011B	Control and access to and exit from premises
CPPSEC2014A	Operate basic security equipment
CPPSEC2015A	Patrol premises
CPPSEC3010A	Manage dogs for security functions
CPPSEC3011A	Handle dogs for security patrol

Crowd controller

The minimum agreed standard for this licensable activity is *CPP20211 Certificate II in Security Operations*.

For licensing purposes this qualification must comprise the seven core units of competency specified in *CPP20211 Certificate II in Security Operations* plus the five electives specified in the following table.

Unit code	**Unit title**
CPPSEC2010A	Protect safety of persons
CPPSEC2011B	Control access to and exit from premises
CPPSEC2012A	Monitor and control individual and crowd behaviour
CPPSEC3002A	Manage conflict through negotiation

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CPPSEC3013A	Control persons using empty hand techniques

Certificate III in Security Operations

This qualification is required for three licensable activities. These are:

- Armed security officers within the cash in transit (CIT) industry
- Armed security officer (protecting property with a firearm)
- Unarmed body guard.

Armed security officers within the cash in transit (CIT) industry

The minimum agreed standard for this licensable activity is *CPP30411 Certificate III in Security Operations*.

For licensing purposes this qualification must comprise the eight core units of competency specified in *CPP30411 Certificate III in Security Operations* plus the six electives specified in the following table.

Unit code	**Unit title**
CPPSEC3008A	Control security risk situations using firearms
CPPSEC3013A	Control persons using empty hand techniques
HLTFA301C	Apply first aid
CPPSEC3051A	Implement cash-in-transit security procedures
CPPSEC3050A	Load and unload cash in transit in an unsecured environment
CPPSEC3052A	Inspect and test cash-in-transit security equipment

Note: MCPEMP has also proposed minimum standards for firearms training and endorsement for batons. On renewal of licence the licence holder will be required to produce a certificate of currency for a first aid qualification

Armed security officer (protecting property with a firearm)

For licensing purposes this qualification must comprise the eight core units of competency specified in *CPP30411 Certificate III in Security Operations* plus the five electives specified in the following table. One other unit from the electives of *CPP30411 Certificate II in Security Operations* must also be completed.

Unit code	**Unit title**
CPPSEC3008A	Control security risk situations using firearms
CPPSEC3009A	Prepare and present evidence in court

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CPPSEC3013A	Control persons using empty hand techniques
CPPSEC3017A	Plan and conduct evacuation of premises
HLTFA301C	Apply first aid

Note: MCPEMP has also proposed minimum standards for firearms training and endorsement for batons. On renewal of licence the licence holder would be required to produce a certificate of currency for a first aid qualification.

Unarmed bodyguard

The minimum agreed standard for this licensable activity is *CPP30411 Certificate III in Security Operations*.

For licensing purposes this qualification must comprise the eight core units of competency specified in *CPP30411 Certificate III in Security Operations* plus the six electives specified in the following table.

Unit code	**Unit title**
CPPSEC2011B	Control access to and exit from premises
CPPSEC2012A	Monitor and control individual and crowd behaviour
CPPSEC3013A	Control persons using empty hand techniques
CPPSEC3017A	Plan and conduct evacuation of premises
CPPSEC3018A	Provide for the safety of persons at risk
HLTFA301C	Apply first aid

Certificate III in Investigative Services

This qualification is required for one licensable activity. This is:

- Investigators

Investigators

The minimum agreed standard for this licensable activity is *CPP30607 Certificate III in Investigative Services.*

For licensing purposes this qualification must comprise the twelve core units of competency specified in CPP30607 Certificate III in Investigative Services plus the three electives specified in the following table.

Unit code	**Unit title**
CPPSEC3012A	Store and protect information

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CPPSEC3034A	Operate information gathering equipment
FNSMERC304B	Locate subjects

In addition to the education and training requirements for obtaining a security licence, there are other factors such as probity requirements, including more rigorous nationally agreed minimum standards for identity verification and criminal history and intelligence checks.

Users of this Training Package are advised to consult the relevant licensing or regulatory authority in their state or territory to determine any specific licensing requirements for the occupations listed below.

In addition, individuals conducting assessments under statutory licensing and industry registration systems must comply with training and experience requirements additional to the minimum requirements identified in this Training Package. Again, these individuals are advised to consult the relevant licensing or regulatory authority in their state or territory.

Contact details for the relevant state and territory licensing and regulatory authorities for security are below and were accurate at the time of endorsement of this Training Package.

State and territory licensing and regulatory authorities for security

Jurisdiction	**Licensed activities in specific jurisdictions**	**Licensing authority**
Australian Capital Territory	Advice regarding Security Equipment Bodyguarding - Close Personal Protection Crowd/Venue Control General Guarding Guarding with Dogs Guarding with Firearms Monitoring Centre (Graded) Retail Loss Prevention Sales - Methods and Principles Sales - Security Equipment Security Training	ACT Office of Fair Trading GPO Box 158 Canberra City ACT 2601 02 6207 0562 www.fairtrading.act.gov.au
New South Wales	Advice regarding Security Equipment Bodyguarding - Close Personal Protection	NSW Police Security Industry Registry Locked Bag 5099

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State and territory licensing and regulatory authorities for security

Jurisdiction	Licensed activities in specific jurisdictions	Licensing authority
	Crowd/Venue Control General Guarding Guarding with Dogs Guarding with Firearms Investigation Monitoring Centre (Graded) Retail Loss Prevention Sales - Methods and Principles Sales - Security Equipment Security Training	Parramatta NSW 2124 1300 362 001 www.police.nsw.gov.au
Northern Territory	Crowd/Venue Control General Guarding Guarding with Firearms Investigation Monitoring Centre (Graded) Retail Loss Prevention	Northern Territory Treasury GPO Box 1974 Darwin NT 0801 1800 193 111 www.treasury.nt.gov.au/ntt/licensing
Queensland	Bodyguarding - Close Personal Protection Crowd/Venue Control General Guarding Guarding with Firearms Investigation Sales - Manpower	Office of Fair Trading (Queensland Government) GPO Box 3111 Brisbane QLD 4001 1300 658 030 www.fairtrading.qld.gov.au
South Australia	Advice regarding Security Equipment Bodyguarding - Close Personal Protection Crowd/Venue Control General Guarding Guarding with Dogs	Office of Consumer and Business Affairs (SA Government) GPO Box 1719 Adelaide SA 5001 08 8204 9642 www.ocba.sa.gov.au

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State and territory licensing and regulatory authorities for security

Jurisdiction	Licensed activities in specific jurisdictions	Licensing authority
	Guarding with Firearms	
	Investigation	
	Monitoring Centre (Graded)	
	Retail Loss Prevention	
	Sales - Manpower	
	Sales - Methods and Principles	
	Sales - Security Equipment	
	Security Training	
Tasmania	Crowd/Venue Control	Department of Justice
	General Guarding	GPO Box 825
	Investigation	Hobart Tas 7001
	Retail Loss Prevention	03 6233 2199
		www.justice.tas.gov.au
Victoria	Advice regarding Security Equipment	Victoria Police
	Bodyguarding - Close Personal Protection	637 Flinders Street
	Crowd/Venue Control	Melbourne VIC 3005
	General Guarding	03 9247 3718
	Guarding with Dogs	www.police.vic.gov.au
	Guarding with Firearms	
	Investigation	
	Monitoring Centre (Graded)	
	Retail Loss Prevention	
	Sales - Methods and Principles	
	Sales - Security Equipment	
Western Australia	Crowd/Venue Control	Western Australia Police
	General Guarding	2 Adelaide Terrace
	Guarding with Dogs	East Perth WA 6004
	Guarding with Firearms	08 9231 7199

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State and territory licensing and regulatory authorities for security

Jurisdiction	Licensed activities in specific jurisdictions	Licensing authority
	Investigation	www.police.wa.gov.au
	Monitoring Centre (Graded)	
	Retail Loss Prevention	

The list below details the Australian Registry Offices responsible for the issuing of licences relating to the use of firearms:

Authority	Address	City	Phone	Fax
Victorian Firearms Licensing Services	GPO Box 2807AA	Melbourne VIC 3001	03 9247 3288	03 9247 3196
New South Wales Firearms Registry	Locked Bag 2000	Peakhurst NSW 2210	02 9930 6229	02 9930 6289
ACT Weapons Registry	PO Box 401	Canberra ACT 2601	02 6245 7402	02 6245 7259
South Australia Firearms Division	GPO Box 1539	Adelaide SA 5001	08 8204 2519	08 8204 2303
Queensland Weapons Licensing Branch	GPO Box 892	Brisbane QLD 4001	07 3364 4416	07 3364 4863
Western Australia Firearms Branch	210 Adelaide Terrace	East Perth WA 6000	09 9231 7000	09 9231 7029
Northern Territory Recording Section	PO Box 39764	Winnellie NT 0821	08 8922 3541	08 8922 3540
Tasmania Police Firearms Registry	GPO Box 1264	Hobart TAS 7001	03 6230 2720	03 6230 2765

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Licensing requirements in access consulting

There are no licensing or registration requirements applying to RTOs, assessors or candidates with respect to the access consulting sector. However, a number of state and territory building regulatory authorities may decide to introduce licensing or registration requirements for access consultants upon the introduction of the Disability Discrimination Act Premises Standard if they are providing advice on access issues in relation to buildings. Contact the relevant state or territory department(s) to check if there are any licensing or registration requirements with which you must comply.

Licensing requirements in home sustainability assessment

There are no licensing or registration requirements applying to RTOs, assessors or candidates with respect to the home sustainability assessment sector. However, a number of commonwealth, state and territory authorities may introduce accreditation, licensing or registration requirements for home sustainability assessors undertaking assessment as part of publicly funded home sustainability programs, or when new legislation providing for mandatory disclosure of household energy ratings is enacted. Contact the relevant commonwealth, state or territory department(s) to check if there are any accreditation, licensing or registration requirements with which you must comply.

Licensing requirements in asset maintenance

Fire protection inspection and testing sector

A number of activities covered by the units of competency and qualifications for the fire protection inspection and testing sector are subject to occupational licensing requirements. These requirements vary significantly across jurisdictions.

Users of this Training Package are advised to consult the relevant occupational licensing authority in their state or territory to determine the specific licensing requirements for any work on the occupations listed below.

Contact details for the relevant state and territory licensing authorities for fire protection inspection and testing are listed below and were accurate at the time of endorsement of this Training Package.

State and territory licensing and regulatory authorities for fire protection inspection and testing services		
Jurisdiction	**Licensed activities in specific jurisdictions**	**Licensing authority**
National	Portable Fire Extinguisher Maintenance Fixed System Installation and Decommissioning Fixed System Testing and Maintenance	Fire Protection Industry Ozone Depleting Substances and Synthetic Greenhouse Gases (ODS and SGG) Board 13 Ellingworth Parade PO Box 1049

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State and territory licensing and regulatory authorities for fire protection inspection and testing services		
Jurisdiction	**Licensed activities in specific jurisdictions**	**Licensing authority**
	Recovery, Reclamation, Fill and Recycling Warehouse Maintenance Control Systems Installation, Commissioning and Decommissioning	Box Hill VIC 3128 T: 1300 731 922 T: 03 9890 1544 F: 03 9890 1577 E: ozone@fpaa.com.au
Queensland	Fire occupational licenses and contractor/nominee supervisor licences for inspecting, testing and maintaining fire suppression equipment and systems	Building Services Authority, Queensland 299 Montague Road West End QLD 4101 GPO Box 5099, Brisbane, QLD 4001 T: 1300 272 272 F: 07 3225 2999
Tasmania	Permits may be required before undertaking certain work in fire protection inspection and testing services General Fire Regulations 2000 (Tasmania)	Tasmania Fire Service GPO Box 1526 Hobart TAS 7001 Cnr Argyle and Melville Streets Hobart TAS 7000 T: 03 6230 8600 F: 03 6234 6647 Workplace Standards Tasmania PO Box 56 Rosny Park TAS 7018 T: 03 6233 7657 E: wstinfo@justice.tas.gov.au

Pest management sector

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Occupational licenses are required to perform pest management work. The requirements vary from state to state.

In Western Australia, completion of Certificate III in Pest Management is the minimum requirement for pest management work. In all other states and territories, completion of the following units of competency in the pest management sector is the minimum requirement for pest management work:

- Pest management technician (pest control activity)
- CPPPMT3005A Modify environment to manage pests
- CPPPMT3006A Apply pesticides to manage pests
- CPPPMT3018A Maintain equipment and chemical storage areas
- Pest management technician (fumigation activity)
- CPPPMT3006A Apply pesticides to manage pests
- CPPPMT3011A Conduct fumigation.

The Building Services Authority Queensland, stipulates the following units as the minimum requirements for timber pest management:

- CPPPMT3008A Inspect and report on timber pests
- CPPPMT3010A Control timber pests.

To satisfy the licensing arrangements, RTOs must meet the regulatory requirements of their state or territory. Contact your local regulatory agency to confirm jurisdictional requirements and ensure that training delivers a national outcome consistent with regulatory arrangements that currently apply in the state or territory in which the training is delivered.

In addition to specific licensing requirements for working in the pest management industry, companies and personnel engaged in pest management must comply with environmental, industrial, occupational, and public health and safety legislation and regulations.

State and territory licensing and regulatory authorities for pest management		
Jurisdiction	**Licensed occupations in specific jurisdictions**	**Licensing authority**
Australian Capital Territory	Pest Management Technician	David Power ACT and Municipal Services Assistant Manager GPO Box 158 Canberra ACT 2601 T: 02 6207 5311 E: david.power@act.gov.au
New South Wales	Pest Management Technician	Michael Carroll Work Cover NSW

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State and territory licensing and regulatory authorities for pest management		
Jurisdiction	**Licensed occupations in specific jurisdictions**	**Licensing authority**
		Manager Licensing Team Locked Bag 2906 Lisarow NSW 2252 T: 02 4321 5929 E: michael.carroll@workcover.nsw.gov.au
Northern Territory	Pest Management Technician	Helgi Stone Dept of Heath and Families Manager Poisons Control PO Box 40596 Casuarina NT O811 T: 08 8922 7341 E: helgi.stone@nt.gov.au
Queensland	Pest Management Technician	Chris Boyle Building Services Authority Executive Manager Policy Legislation, Research and Support Services GPO Box 5099 Brisbane QLD 4001 T: 07 3225 2830 E: chris.boyle@bsa.qld.gov.au Don Smith Queensland Health GPO Box 48 Brisbane QLD 4001 T: 07 3234 0963 E: don_smith@health.qld.gov.au
South Australia	Pest Management Technician	Michael Cooper Department of Health

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State and territory licensing and regulatory authorities for pest management		
Jurisdiction	**Licensed occupations in specific jurisdictions**	**Licensing authority**
		Manager Level 1 CitiCentre 11-13 Hindmarsh Square Adelaide SA 5000 T: 08 8226 7117 E: michael.cooper@health.sa.gov.au
Tasmania	Pest Management Technician	Maria Hawksley Department of Primary Industries and Water Licence Coordinator GPO Box 44 Hobart TAS 7001 T: 03 6336 5332 E: maria.hawksley@dpiw.tas.gov.au
Victoria	Pest Management Technician	Katherine Smith Department of Human Services Manager GPO Box 4057 Melbourne Vic 3001 T: 03 9096 5472 E: Katherine.Smith@dhs.vic.gov.au
Western Australia	Pest Management Technician	Geoff Harcombe Dept of Health WA PO Box 8172 Perth Business Centre WA 6849 T: 08 9383 4244 E: geoff.harcombe@health.wa.gov.au David Cox AQIS

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State and territory licensing and regulatory authorities for pest management		
Jurisdiction	**Licensed occupations in specific jurisdictions**	**Licensing authority**
		GPO Box 858 Canberra ACT 2601 T: 02 6272 3933 Freecall: 1800 020 504 E: David.T.Cox@AQIS.gov.au

Licensing requirements for building design

State and territory licensing and regulatory contacts for information about licensing requirements for building design.

Occupational licenses are required to operate as a building designer in Victoria, Queensland and Tasmania. In New South Wales multi-storey residential projects (3 storey and 4 or more units) are restricted to registered architects only.

Contact your local regulatory agency to confirm jurisdictional requirements. In addition to specific licensing requirements for working as a building designer, companies and personnel must comply with environmental, industrial and work health and safety legislation and regulations.

Jurisdiction	Licensing authority
Queensland	Chris Boyle Executive Manager Policy, Legislation, Research and Support Services Building Services Authority PO Box 5099 BRISBANE QLD 4001 299 Montague Road WEST END QLD 4101 T: 07 3225 2830 M: 0417 200 742 E: Chris.Boyle@bsa.qld.gov.au
Tasmania	Graeme Hunt Manager

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Jurisdiction	Licensing authority
	Building Standards and Regulation Workplace Standards Department of Justice PO Box 56 ROSNY PARK TAS 7018 30 Gordons Hill Road ROSNY PARK TAS 7018 T: 03 6233 6575 M: 0408 146 752 E: graeme.hunt@justice.tas.gov.au
Victoria	Julie Dalton Acting Registrar Building Practitioners Board Building Commission PO Box 536 MELBOURNE VIC 3001 Goods Shed North 733 Bourke Street Docklands VIC 3008 T: 03 9618 9275 M: 0418 142 943 E: jdalton@buildingcommission.com.au

Pathways

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

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

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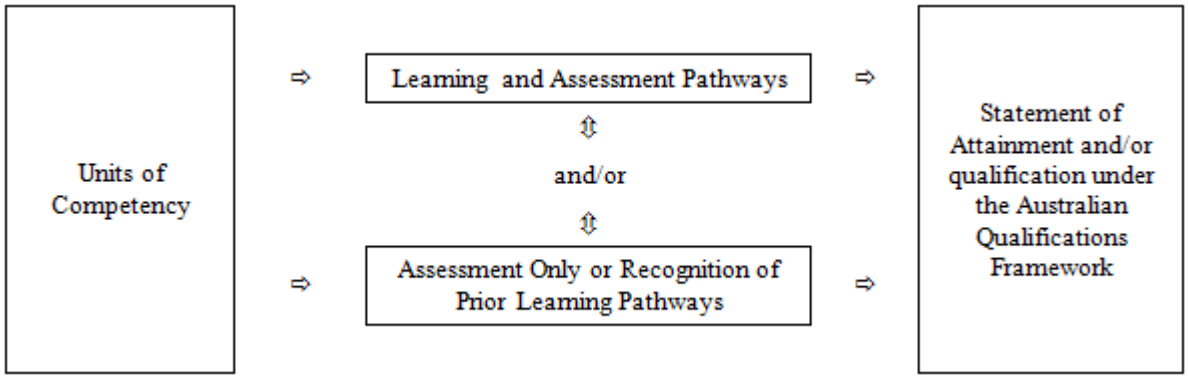
Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



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

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package and the AQTF 2007.

Learning and assessment pathways

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

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

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

Assessment-only or recognition of prior learning pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

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In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF 2007 must be met.

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

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

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies;
- existing workers;
- individuals with overseas qualifications;
- recent migrants with established work histories;
- people returning to the workplace; and
- people with disabilities or injuries requiring a change in career.

Combination of pathways

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

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

Assessor requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor competencies

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

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

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

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

c) continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services.

Industry assessment contextualisation

In accordance with the Disability Standards for Education (2005), reasonable adjustments are to be made to ensure equity in training and assessment of people with disabilities. This means that all 'education providers are under a positive obligation to make changes to reasonably accommodate the needs of a student with a disability'.

Adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility. This should include:

- checking their initial assumptions about the capacity to include people with various disabilities
- seeking advice from people with experience and expertise in training, assessing and otherwise supporting people with disabilities.

Designing assessment tools

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

Use of assessment tools

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

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

Using prepared assessment tools

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If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service <*www.ntis.gov.au*>. Materials on the list have been noted by the National Quality Council as meeting their quality criteria for Training Package support materials.

Developing assessment tools

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

- are benchmarked against the relevant unit or units of competency;
- are reviewed as part of the validation of assessment strategies required under the AQTF 2007; and
- meet the assessment requirements expressed in the AQTF 2007 *Essential Standards for Registration*.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*.

Conducting assessment

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

Mandatory assessment requirements

Assessments must meet the criteria set out in the AQTF 2007 *Essential Standards for Registration*.

For information, the mandatory assessment requirements from Standard 1 from the AQTF 2007 *Essential Standards for Registration* are as follows:

1.5	Assessment, including Recognition of Prior Learning (RPL):
a)	meets the requirements of the relevant Training Package or accredited course
b)	is conducted in accordance with the principles of assessment and the rules of evidence
c)	meets workplace and, where relevant, regulatory requirements.

Assessment of employability skills

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

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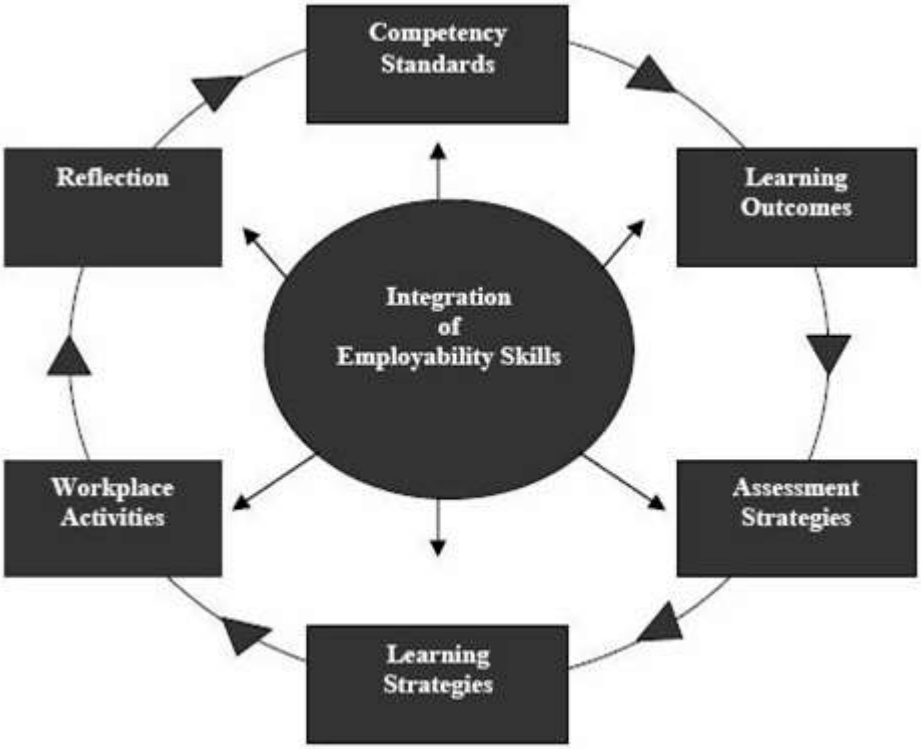

Employability skills are embedded and explicit within each unit of competency. Training providers must use employability skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

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

Employability skills in the property services context

For more information on employability skills in Construction and Property Services Industry Skills Council (CPSISC) Training Packages go to the CPSISC website at www.cpsisc.com.au.

Access and equity

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

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

Reasonable adjustments

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

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

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

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship. See Part 4, Chapter 2 of the *Training Package Development Handbook* (DEEWR, September 2007) for more information on reasonable adjustment, including examples of adjustments.

Further sources of information

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

Contacts

Construction and Property Services Industry Skills Council

PO Box 151
Belconnen ACT 2616
Telephone: 02 6253 0002
Fax: 02 6253 0004
Web: www.cpsisc.com.au
Email: info@cpsisc.com.au

TVET Australia Ltd

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Level 21, 390 St Kilda Road
MELBOURNE VIC 3004
PO Box 12211
A'Beckett Street PO
MELBOURNE VIC 8006
Telephone: (03) 9832 8100
Fax: (03) 9832 8199
Web: www.atpl.net.au
Email: sales@atpl.net.au

Innovation and Business Industry Skills Council

Level 11
175 Wellington Parade
EAST MELBOURNE VIC 3022
Telephone: (03) 9815 7000
Fax: (03) 9815 7001
Web: www.ibsa.org.au
Email: reception@ibsa.org.au

General resources

Refer to http://antapubs.dest.gov.au/publications/search.asp to locate the following ANTA publications.

AQF Implementation Handbook, 3rd Edition. Australian Qualifications Framework Advisory Board, 2002, *www.aqf.edu.au*

Australian Quality Training Framework (AQTF) – for general information go to: *www.dest.gov.au/sectors*

Australian Quality Training Framework (AQTF) – for resources and information go to: *www.dest.gov.au*

Australian Quality Training Framework *Standards for Registered Training Organisations*, Australian National Training Authority, Melbourne, 2005. Available in hard copy from State or Territory Training Authorities or can be downloaded from *www.dest.gov.au*

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses – *www.ntis.gov.au*

Style Guide for Training Package Support Materials, Australian National Training Authority, Melbourne 2003 – can be downloaded from the ANTA page at *www.dest.gov.au*

TAA04 Training and Assessment Training Package – this is available from Innovation and Business Skills Australia (IBSA) and can be viewed, and components downloaded, from the National Training Information Service (NTIS)

Assessment resources

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Training Package Assessment Guides – a range of resources to assist RTOs in developing Training Package assessment materials developed by DEST with funding from the Department of Education, Training and Youth Affairs. It is made up of 10 separate titles, as described at the ANTA publications page of www.dest.gov.au. Go to **www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm**

Printed and/or CD ROM versions of the Guides can be purchased from TVET Australia. The resource includes the following guides:

1 Training Package Assessment Materials Kit

2 Assessing Competencies in Higher Qualifications

3 Recognition Resource

4 Kit to Support Assessor Training

5 Candidate's Kit: Guide to Assessment in New Apprenticeships

6 Assessment Approaches for Small Workplaces

7 Assessment Using Partnership Arrangements

8 Strategies for Ensuring Consistency in Assessment

9 Networking for Assessors

10 Quality Assurance Guide for Assessment

An additional guide 'Delivery and Assessment Strategies' has been developed to complement these resources.

Assessment tool design and conducting assessment

VETASSESS & Western Australian Department of Training and Employment 2000, Designing Tests – Guidelines for designing knowledge based tests for Training Packages

Vocational Education and Assessment Centre 1997, Designing Workplace Assessment Tools, *A self-directed learning program*, NSW TAFE

Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne

Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra

Assessor training

Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program – learning materials*, Australian Training Products, Melbourne

Australian National Training Authority, *A Guide for Professional Development*, ANTA, Brisbane

Australian Training Products Ltd Assessment and Workplace Training, Training Package – Toolbox, ATPL Melbourne

Green, M. et al 1997, *Key competencies professional development package*, Department for Education and Children's Services, South Australia

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Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne

Assessment system design and management

Office of Training and Further Education 1998, Demonstrating best practice in VET project – assessment systems and processes, OTFE Victoria

Toop, L., Gibb, J. & Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra

Western Australia Department of Training and VETASSESS 1998, *Kit for Skills Recognition Organisations*, WADOT, Perth

Access and equity resources

For supporting resources, regularly check DEEWR publications, and also refer to:

http://www.dest.gov.au/sectors/training_skills/publications_resources

http://antapubs.dest.gov.au/publications

Legislation

Racial Discrimination Act 1975 http://scaleplus.law.gov.au/html/pasteact/0/47/top.htm

Disability Discrimination Act 1992 (DDA)
http://scaleplus.law.gov.au/html/pasteact/0/311/top.htm

Human Rights and Equal Opportunity Commission www.hreoc.gov.au

Working with Diversity – AQTF supporting resources

Working with Diversity: A Guide to Equity and the AQTF

Working with Diversity: Quality Training for People With a Disability

Working with Diversity: Quality Training for Indigenous Australians

Language and literacy

Adult literacy http://www.dest.gov.au/literacynet/

Indigenous

Partners in a Learning Culture: National Strategy and Blueprint for Implementation available from ANTA publications

Australian Indigenous Training Advisory Council (AITAC)
http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/vet/aitac.htm

Indigenous Education Online https://indigo.dest.gov.au/

www.indigenous.gov.au

Indigenous Education Consultative Bodies (IECB): contact State & Territory Training Authorities or Telephone 1800 800 821, or go to
http://www.dest.gov.au/sectors/indigenous_education/organisation_contacts

Disability

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Australian Disability Training Advisory Council (ADTAC)
http://www.trainability.edu.au/ADTAChomepage.htm

Disability employment agencies: contact State and Territory offices of Department of Family and Community Services for details of local disability employment agencies – or go to http://www.facs.gov.au/internet/facsinternet.nsf/disabilities/services-cdes.htm

Women

Women: Shaping Our Future
http://antapubs.dest.gov.au/publications/publication.asp?qsID=607

Equal Opportunity in the Workplace Agency (EOWA). www.eowa.gov.au

Competency Standards

What is competency?

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

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

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

Contextualisation of units of competency by RTOs

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

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

- RTOs must not remove or add to the number and content of elements and performance criteria.
- RTOs can include specific industry terminology in the range statement.
- Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency, or reduce its portability.

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- RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure—but only where these expand the breadth of the competency and do not limit its use.

Components of units of competency

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

Unit title

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

Unit descriptor

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

Employability skills

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

Prerequisite units (optional)

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

Application of the unit

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

Competency field (optional)

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

Sector (optional)

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

Elements of competency

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

Performance criteria

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

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Required skills and knowledge

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

Range statement

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

Evidence guide

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

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

Employability skills in units of competency

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

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

How employability skills relate to the key competencies

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

Employability Skills	**Mayer Key Competencies**
Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

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

Explicitly embedding employability skills in units of competency

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

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

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

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

Sample unit of competency components showing employability skills

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

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

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

Employability Skills Summaries and units of competency

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

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CPP10211 Certificate I in Cleaning Operations

Modification History

Not applicable.

Description

This qualification applies to individuals undertaking a pre-vocational program. It provides a flexible pathway for potential entrants to the industry.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	• convey workplace safety information to colleagues and supervisors • listen to and understand work instructions, directions and feedback • read and interpret workplace related documentation, such as OHS requirements and material safety data sheets, manuals and labels • complete basic workplace documentation appropriately • speak clearly, courteously and effectively with others
Teamwork	• work as a team member • work with diverse individuals and groups • give feedback

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Problem-solving	• apply basic numeracy skills to workplace requirements involving measuring and counting • clarify problems with others • contribute to workplace solutions • use PPE and equipment appropriately for the situation
Initiative and enterprise	• adapt to new situations • generate a range of options in response to workplace matters
Planning and organising	• collect, analyse and organise information • explore and plan career and learning opportunities
Self-management	• understand scope of own work role and relationship to others in the workplace • manage personal presentation and hygiene in line with workplace requirements • demonstrate understanding and commitment to own work rights and those of others, including employers
Learning	• be open to learning new ideas and techniques • learn in a range of settings, including informal learning • participate in ongoing learning • learn new skills and techniques • contribute to own learning
Technology	• use technology and related workplace equipment • apply OHS knowledge when using technology

Packaging Rules

To achieve this qualification, the candidate must demonstrate competency in:

- 4 units of competency:
- 3 core units
- 1 elective unit.

The elective unit is to be chosen as follows:

- from a Certificate I or II qualification in CPP07 or another current Training Package or state-accredited course, provided the integrity of the AQF alignment is ensured, and it contributes to a valid, industry-supported vocational outcome.

The unit CPCCOHS1001A Work safely in the construction industry is the nationally recognised unit that underpins the awarding of the ‘white card’ that is mandatory for entering any construction worksite.

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Core units of competency

Unit code	Unit title
CPCCOHS1001A	Work safely in the construction industry
CPPCLO1040A	Prepare for work in the cleaning industry
CPPCLO1041A	Apply basic communication skills

Custom Content Section

Not applicable.

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CPP10107 Certificate I in Security Operations

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• apply literacy skills to: • assess and use workplace information • interpret and understand basic legal, financial, procedural and technical requirements • process workplace documentation • read and record data • apply numeracy skills to accurately record and collate and to undertake basic computations • assess and record information from varied sources • communicate demonstrating social and cultural sensitivity and respect • communicate in a clear and concise manner, in written and verbal modes

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Employability Skills Qualification Summary	
	• follow procedures and instructions as they relate to legal and regulatory requirements, occupational health and safety (OHS), industry standards and codes of practice, and emergency procedures • process routine workplace documentation • report hazards, potential hazards and risks • research and access routine sources of security data • understand meanings of safety signs and symbols • understand workplace safety procedures • use basic workplace documents and user manuals
Teamwork	• assist in gathering basic security information • develop effective personal relationships and discusses career opportunities with relevant people • participate in OHS management • relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • seek feedback and clarification where appropriate • share information with others to achieve individual and team goals • use interpersonal skills such as cooperation and flexibility • work effectively as part of a team
Problem solving	• follow workplace procedures for dealing with incidents and emergencies • identify and apply industry information • identify and research existing data sources for suitability • use basic problem-solving techniques
Initiative and enterprise	• identify opportunities for vocational development in consultation with appropriate persons
Planning and organising	• estimate time to complete activities and prioritise tasks • source, record and organise information

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Employability Skills Qualification Summary	
Self management	• demonstrate a commitment to complying with applicable legislative and procedural requirements • estimate time to complete work • identify and discuss career opportunities • prioritise tasks
Learning	• identify and access future career opportunities • identify terms and conditions of employment
Technology	• use computers and other information technology to complete tasks

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules	
To achieve this qualification, the candidate must demonstrate competency in: • 4 units of competency: • 3 core units • 1 elective unit.	
Core units	
CPPSEC2001A	Communicate effectively in the security industry
CPPSEC2002A	Follow workplace safety procedures in the security industry
CPPSEC2003B	Work effectively in the security industry
Elective units	
CPPSEC1001A	Identify and report security risk situations
CPPSEC1002A	Apply retail security procedures

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Packaging rules	
CPPSEC1003A	Apply security procedures for the responsible service of alcohol
CPPSEC1004A	Apply health care security procedures
CPPSEC1005A	Apply critical infrastructure protection procedures
CPPSEC1006A	Apply x-ray image interpretation procedures
CPPSEC1007A	Apply walk through metal detection procedures
CPPSEC1008A	Apply hand-held metal detection procedures
CPPSEC1009A	Apply Explosive Trace Detection (ETD) procedures

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CPP20111 Certificate II in Surveying and Spatial Information Services

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• assess and record information from varied sources • communicate in a clear and concise manner, in written and verbal modes • apply numeracy skills to accurately record and collate and to undertake basic computations • apply literacy skills to: • assess and use workplace information • interpret and understand basic legal, financial, procedural and technical requirements • process workplace documentation • read and record data • research and access routine sources of spatial

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Employability Skills Qualification Summary	
	data • use basic workplace documents and user manuals • document metadata according to accepted industry standards • maintain and update records according to workplace procedures • record data according to organisational guidelines • report to the appropriate personnel any occurrence in the work area which may affect the safety and efficiency of operations • use basic workplace documents and user manuals
Teamwork	• assist in gathering basic spatial data and finalising the collection process • carry out support tasks under direction, often in a team environment, and according to specifications • present spatial data to relevant personnel • relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • use interpersonal skills such as cooperation and flexibility • work within a team in a range of SIS activities • work effectively as part of a team
Problem solving	• address minor technical vehicle problems as directed, using problem-solving techniques • apply appreciation of height, depth, breadth, dimension and position to basic virtual representation • apply understanding of height, depth, breadth, dimension and position to actual operational activity (basic) • assess legislation, procedural requirements and OHS issues relevant to employment in the SIS industry • identify and apply industry information • identify and research existing data sources for suitability • report contingencies that may affect equipment usage

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Employability Skills Qualification Summary	
	• select and assess appropriate categories of data sources • use basic problem-solving techniques
Initiative and enterprise	• identify opportunities for vocational development in consultation with appropriate persons • use analytical skills in relation to a limited range of routine areas
Planning and organising	• assist in accessing, retrieving and storing spatial data • estimate time to complete activities and prioritise tasks • compile and record basic spatial data administrative, legal and operational requirements for data collection • prepare to collect basic spatial data • collect spatial and aspatial data using electronic equipment and SIS technologies • store all data and documentation according to organisational guidelines
Self-management	• apply organisational skills to prioritise daily activities • comply with all legislation associated with job specifications and procedures • prioritise daily activities • take into account personal values and attitudes regarding work and business when planning for future work/career directions • work on an individual basis
Learning	• apply knowledge of terms and conditions of employment • identify future career opportunities • update skills and knowledge to accommodate the vocational needs of the SIS sector • update skills and knowledge to accommodate changes in work environment
Technology	• select equipment, resources and SIS technologies according to the task requirements • store tools, resources and equipment, and SIS technologies safely and in appropriate locations, and according to manufacturer

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Employability Skills Qualification Summary	
	specifications • use computers to perform basic data collection • use and maintain equipment under supervision • use a range of equipment in the field safely and accurately, as required for the task

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules	
To achieve this qualification, the candidate must demonstrate competency in: • 8 units of competency: • 4 core units • 4 elective units. The elective units are chosen as follows: • 4 units from the elective units listed below • 2 of the units may be chosen from other Certificate II or III qualifications in CPP07 or another current Training Package or state accredited course, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.	
Core units	
CPPSIS2001B	Prepare for work in the spatial information services industry
CPPSIS2002A	Assist in the collection of basic spatial data
CPPSIS2003A	Assist in the storage and retrieval of spatial data
PRMCMN201A	Participate in workplace safety arrangements
Elective units	
BSBSUS201A	Participate in environmentally sustainable work practices

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Packaging rules	
CPPSIS2004A	Assist in the selection, operation and maintenance of equipment and supplies
CPPSIS2005A	Assist in field activity
CPPSIS2006A	Assist with personnel and load transfer
CPPSIS2007A	Use information technology for spatial information services activity
ICAU1128B	Operate a personal computer
ICAU1129B	Operate a word processing application
ICAU1130B	Operate a spreadsheet application
ICAU1131B	Operate a database application
ICAU2006B	Operate computing packages
MNQGEN200A	Conduct local risk control
PRMCMN202A	Provide effective client service
PSPGOV202B	Use routine workplace communication techniques

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CPP20411 Certificate II in Waste Management

Modification History

Not applicable.

Description

This qualification applies to individuals undertaking pre-vocational programs or those entering the workforce. They may be responsible for routine waste management activities, but work under close supervision.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	• listen to and understand work instructions, directions and feedback • speak clearly and directly to relay information • read and interpret workplace related documentation, such as OHS requirements • write for record keeping and documentation • interpret the needs of team members from clear interaction • apply basic numeracy skills to workplace requirements involving measuring and counting • establish and use networks • share information, e.g. with other staff • negotiate responsively, e.g. regarding own work role and conditions

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	• be appropriately assertive, e.g. in relation to OHS issues
Teamwork	• work as an individual and a team member • work with diverse individuals and groups • apply knowledge of own role as part of a team • identify and use the strengths of other team members • give feedback
Problem-solving	• develop practical and creative solutions to workplace problems • show independence and initiative in identifying problems • solve problems individually or in teams • use numeracy skills to solve problems, such as managing time and using resources • test assumptions and take context into account • listen to and resolve concerns in relation to workplace issues • resolve client concerns relative to workplace responsibilities
Initiative and enterprise	• adapt to new situations • be creative in response to workplace challenges, within relevant guidelines and protocols • identify opportunities that might not be obvious to others within a team or supervised work context and in line with guidelines • generate a range of options in response to workplace matters • translate ideas into action • develop innovative solutions • develop a strategic, creative and long-term vision
Planning and organising	• collect, analyse and organise information • use basic business systems for planning and organising • be appropriately resourceful • take limited initiative and make decisions within workplace role • participate in continuous improvement and planning processes • work within or establish clear work goals and deliverables • determine or apply required resources • allocate people and other resources to tasks and workplace requirements • manage time and priorities • adapt resource allocations to cope with contingencies
Self-management	• be self-motivated • articulate own ideas and vision within a team or supervised work context • balance own ideas, values and vision with workplace values

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	and requirements • monitor and evaluate own performance • take responsibility at the appropriate level
Learning	• be open to learning new ideas and techniques • learn in a range of settings, including informal learning • participate in ongoing learning • learn in order to accommodate change • learn new skills and techniques • take responsibility for own learning • contribute to the learning of others, for example by sharing information • apply a range of learning approaches • develop own learning pathways • participate in developing own learning plans, e.g. as part of performance management
Technology	• use technology and related workplace equipment • use basic technology skills to organise data • adapt to new technology skill requirements • apply OHS knowledge when using technology

Packaging Rules

To achieve this qualification, the candidate must demonstrate competency in:

- 9 units of competency:
  - 4 core units
  - 5 elective units.

The elective units are to be chosen as follows:

- a minimum of 2 units from Group A
- up to 3 units from Group A or Group B

up to 2 units from Certificate II or III qualifications in CPP07 or another current Training Package or state-accredited course, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.

Core units of competency

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Unit code	Unit title
CPPCMN2002A	Participate in workplace safety arrangements
CPPCMN3001B	Participate in environmentally sustainable work practices
CPPWMT2001A	Prepare for work in the waste management industry
CPPWMT3044A	Identify wastes and hazards

Elective units of competency

Group A elective units

Unit code	Unit title
BSBWOR203A	Work effectively with others
CPPCMN2001B	Control and direct traffic
CPPCMN2003A	Provide effective client service
CPPWMT2034A	Maintain equipment and consumables storage area
CPPWMT2047A	Assist with resource recovery
CPPWMT2048A	Prepare work areas for waste sorting
CPPWMT2049A	Identify waste emergency

Group B elective units

Unit code	Unit title
BSBCMM201A	Communicate in the workplace
BSBINN201A	Contribute to workplace innovation
BSBITU201A	Produce simple word processed documents

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BSBITU202A	Create and use spreadsheets
BSBITU203A	Communicate electronically
TLIB2003A	Carry out vehicle servicing and maintenance
TLIB2004A	Carry out vehicle inspection
TLIC2002A	Drive light rigid vehicle
TLIC3003A	Drive medium rigid vehicle
TLID2003A	Handle dangerous goods/hazardous substances
TLID2004A	Load and unload goods/cargo
TLID2021A	Use specialised bulk transfer equipment (dry)
TLIE2007A	Use communication systems
TLIF2010A	Apply fatigue management strategies
TLILIC2014A	Licence to drive light rigid vehicle
TLILIC2015A	Licence to drive medium rigid vehicle

Custom Content Section

Not applicable.

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CPP20511 Certificate II in Fire Protection Inspection and Testing

Modification History

Unit HLTFA301C Apply first aid - updated and equivalent

Description

This qualification applies to fire protection technicians responsible for non-trade installation and regular servicing of fire protection equipment and systems.

Fire protection technicians may specialise in activities relating to certain groups of equipment or systems, such as:

- inspect and test fire protection equipment in the field
- maintain, test and refill extinguishers in the workshop
- inspect, test and maintain pre-engineered fire-suppression systems
- inspect and test water-based fire-suppression systems
- inspect, test and maintain gaseous fire-suppression systems
- inspect, test and maintain passive fire and smoke containment products and systems
- inspect and test fire detection and warning systems
- recover, reclaim, fill and store scheduled gaseous fire-extinguishing agents

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	• be appropriately assertive, e.g. in relation to OHS issues

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	• establish and use networks • interpret the needs of team members from clear interaction • listen to and understand work instructions, directions and feedback • negotiate responsively, for example own work role and conditions • read and interpret workplace related documentation, such as OHS requirements • share information, e.g. with other staff • speak clearly and directly to relay information • write for record keeping and documentation
Teamwork	• work as an individual and a team member • work with diverse individuals and groups • apply knowledge of own role as part of a team • identify and use the strengths of other team members • give feedback
Problem-solving	• apply basic numeracy skills to workplace requirements involving measuring and counting • develop practical and creative solutions to workplace problems • show independence and initiative in identifying problems • solve problems individually or in teams • apply a range of strategies in problem solving • use numeracy skills to solve problems, e.g. time management, using resources • test assumptions and take context into account • listen to and resolve concerns in relation to workplace issues • resolve client concerns relative to workplace responsibilities
Initiative and enterprise	• adapt to new situations • be creative in response to workplace challenges within relevant guidelines and protocols • identify opportunities that might not be obvious to others, e.g. within a team or supervised work context and in line with guidelines • generate a range of options in response to workplace matters • translate ideas into action within scope of own work role • develop innovative solutions within established guidelines, e.g. within a team or supervised work context • develop a strategic, creative and long-term vision

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Planning and organising	• collect, analyse and organise information • use basic business systems for planning and organising • be appropriately resourceful • take limited initiative and make decisions within workplace role and authorised limits • participate in continuous improvement and planning processes • work within or establish clear work goals and deliverables • determine or apply required resources • allocate people and other resources to tasks and workplace requirements • manage time and priorities • adapt resource allocations to cope with contingencies
Self-management	• be self-motivated in relation to requirements of own work role • articulate own ideas and vision within a team or supervised work context • balance own ideas, values and vision with workplace values and requirements • monitor and evaluate own performance within a team or supervised work context • take responsibility at the appropriate level
Learning	• be open to learning new ideas and techniques • learn in a range of settings, including informal learning • participate in ongoing learning • learn in order to accommodate change • learn new skills and techniques • take responsibility for own learning • contribute to the learning of others, e.g. by sharing information • apply a range of learning approaches • develop own learning pathways • participate in developing own learning plans, e.g. as part of performance management
Technology	• use technology and related workplace equipment • use basic technology skills to organise data • adapt to new technology skill requirements • apply OHS knowledge when using technology

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Packaging Rules

To achieve this qualification, the candidate must demonstrate competency in:

- 13 units of competency:
  - 7 core units
  - 6 elective units.

The elective units are chosen as follows:

- up to 6 units from the elective units listed below
- up to 2 fire industry units from Certificate III qualifications in CPP07 or another current Training Package, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.

Core units of competency

Unit code	Unit title
BSBWOR202A	Organise and complete daily work activities
CPPCMN2002A	Participate in workplace safety arrangements
CPPCMN2003A	Provide effective client service
CPPFES2004A	Identify types of installed fire safety equipment and systems
CPPFES2005A	Demonstrate first attack firefighting equipment
CPPFES2006A	Prepare for installation and servicing operations
CPPFES2007A	Maintain quality of work and promote continuous improvement

Elective units of competency

Unit code	Unit title
CPCPFS3020A	Conduct basic functional testing of water-based fire-suppression systems
CPCPFS3021A	Inspect and test fire pumpsets

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CPPFES2003A	Safely move loads and dangerous goods
CPPFES2010A	Inspect and test fire hose reels
CPPFES2011A	Install portable fire extinguishers and fire blankets
CPPFES2016A	Inspect, test and maintain delivery lay flat fire hoses
CPPFES2020A	Conduct routine inspection and testing of fire extinguishers and fire blankets
CPPFES2021A	Inspect, test and maintain fire extinguishers
CPPFES2025A	Inspect, test and maintain gaseous fire-suppression systems
CPPFES2026A	Inspect and test emergency and exit lighting systems
CPPFES2027A	Inspect, test and maintain non-gaseous pre-engineered fire-suppression systems
CPPFES2029A	Conduct functional tests on fire detection, warning and intercommunication devices
CPPFES2035A	Identify, inspect and test fire and smoke doors
CPPFES2037A	Inspect and test fire hydrant systems
CPPFES2039A	Identify, inspect and test passive fire and smoke containment products and systems
CPPFES2043A	Prevent ozone depleting substance and synthetic greenhouse gas emissions
CPPFES2047A	Inspect and test control and indicating equipment
CPPFES2048A	Receive and dispatch scheduled gaseous fire-extinguishing agents
CPPFES2049A	Conduct recovery, reclaim and fill operations for scheduled gaseous fire-extinguishing agents
CPPFES2050A	Monitor storage operations for scheduled gaseous fire-extinguishing agents
HLTFA301C	Apply first aid

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Custom Content Section

Not applicable.

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CPP20611 Certificate II in Cleaning Operations

Modification History

Unit HLTFA301C Apply first aid - updated and equivalent

Description

This qualification applies to individuals undertaking pre-vocational programs or those in the workforce responsible for routine cleaning work under supervision.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	• convey workplace safety information to colleagues and supervisors • interpret the requirements of clients • listen to and understand work instructions, directions and feedback • read and interpret workplace related documentation, such as manufacturer instructions, manuals and OHS requirements • share information, e.g. with other staff • speak clearly and directly to relay information
Teamwork	• work as an individual and a team member • work with diverse individuals and groups

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	• identify and use the strengths of other team members • give feedback
Problem-solving	• identify materials, stains and appropriate cleaning methods • assess and apply environmentally sustainable solutions • apply basic numeracy skills to workplace requirements involving measuring and counting • develop practical and creative solutions to workplace problems • show independence and initiative in identifying problems • solve problems individually or in teams • use numeracy skills to solve problems, for example time management, using resources • resolve client concerns relative to workplace responsibilities
Initiative and enterprise	• adapt to new situations • be creative in response to workplace challenges, for example within relevant guidelines and protocols • generate a range of options in response to workplace matters • translate ideas into action within scope of own work role • develop innovative solutions, for example within a team or supervised work context and within established guidelines
Planning and organising	• collect, analyse and organise information • plan and organise work spaces and work • be appropriately resourceful • take initiative and make decisions within workplace role and authorised limits • determine or apply required resources • adapt resource allocations to cope with contingencies
Self-management	• be self-motivated in relation to requirements of own work role • articulate own ideas and vision within a team or supervised work context • monitor and evaluate own performance within a team or supervised work context • take responsibility at the appropriate level
Learning	• be open to learning new ideas and techniques • learn in a range of settings, including informal learning • participate in ongoing learning • learn in order to accommodate change • learn new skills and techniques • take responsibility for own learning • contribute to the learning of others, for example by sharing

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	information
Technology	• use technology and related workplace equipment • use basic technology skills to organise data • adapt to new technology skill requirements • apply OHS knowledge when using technology

Packaging Rules

To achieve this qualification, the candidate must demonstrate competency in:

- 11 units of competency:
  - 3 core units
  - 8 elective units.

The elective units are to be chosen as follows:

- a minimum of 6 units from the elective units listed below
- up to 2 units from CPP31011 Certificate III in Cleaning Operations
- up to 2 units from Certificate II qualifications in CPP07 or another current Training Package or state-accredited course, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.

Core units of competency

Unit code	Unit title
CPPCLO2033A	Plan for safe and efficient cleaning activities
CPPCLO2035A	Maintain cleaning storage areas
CPPCMN2002A	Participate in workplace safety arrangements

Elective units of competency

Unit code	Unit title
CPPCCL2007A	Perform basic stain removal

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CPPCLO2001A	Maintain hard floor surfaces
CPPCLO2004A	Maintain carpeted floors
CPPCLO2009A	Clean glass surfaces
CPPCLO2010A	Clean ceiling surfaces and fittings
CPPCLO2015A	Maintain furniture, fittings and room dressing
CPPCLO2017A	Clean wet areas
CPPCLO2019A	Sort and remove waste and recyclable materials
CPPCLO2037A	Clean external surfaces
CPPCLO2043A	Clean using microfibre techniques
CPPCLO2044A	Prepare rooms for guests and residents
CPPCMN2003A	Provide effective client service
HLTFA301C	Apply first aid
MTMP2192A	Clean carcase hanging equipment
MTMP2196B	Overview cleaning program
MTMP2197B	Clean after operations – boning room
MTMP2198B	Clean after operations – slaughter floor
MTMPS201B	Clean work area during operations
MTMPS205B	Clean chillers

Custom Content Section

Not applicable.

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CPP20711 Certificate II in Carpet Cleaning Operations

Modification History

Not applicable.

Description

This qualification applies to candidates undertaking pre-vocational programs or those responsible for routine carpet cleaning work under supervision.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	• convey workplace safety information to colleagues and supervisors • interpret the requirements of clients • listen to and understand work instructions, directions and feedback • read and interpret workplace related documentation, such as manufacturer instructions, manuals and OHS requirements • share information, for example with other staff • speak clearly and directly to relay information
Teamwork	• work as an individual and a team member • work with diverse individuals and groups • identify and use the strengths of other team members

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	• give feedback
Problem-solving	• identify materials, stains and appropriate cleaning methods • assess and apply environmentally sustainable solutions • apply basic numeracy skills to workplace requirements involving measuring and counting • develop practical and creative solutions to workplace problems • show independence and initiative in identifying problems • solve problems individually or in teams • use numeracy skills to solve problems, e.g. time management, use of resources • resolve client concerns relative to workplace responsibilities
Initiative and enterprise	• adapt to new situations • be creative in response to workplace challenges within relevant guidelines and protocols • generate a range of options in response to workplace matters • translate ideas into action within scope of own work role • develop innovative solutions within established guidelines, e.g. within a team or supervised work context
Planning and organising	• collect, analyse and organise information • plan and organise work spaces and work • be appropriately resourceful • take initiative and make decisions within workplace role and authorised limits • determine or apply required resources • adapt resource allocations to cope with contingencies
Self-management	• be self-motivated in relation to requirements of own work role • articulate own ideas and vision within a team or supervised work context • monitor and evaluate own performance within a team or supervised work context • take responsibility at the appropriate level
Learning	• be open to learning new ideas and techniques • learn in a range of settings, including informal learning • participate in ongoing learning • learn in order to accommodate change • learn new skills and techniques • take responsibility for own learning • contribute to the learning of others, e.g. by sharing information

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Technology	• use technology and related workplace equipment • use basic technology skills to organise data • adapt to new technology skill requirements • apply OHS knowledge when using technology

Packaging Rules

To achieve this qualification, the candidate must demonstrate competency in:

- 9 units of competency:
- 6 core units
- 3 elective units.

The elective units are to be chosen as follows:

- a minimum of 2 units from the elective units listed below

1 unit from CPP31111 Certificate III in Carpet Cleaning Operations or from Certificate II or III qualifications in CPP07 or another current Training Package or state-accredited course, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.

Core units of competency

Unit code	Unit title
CPPCCL2006A	Identify carpet fibre and construction
CPPCCL2007A	Perform basic stain removal
CPPCLO2033A	Plan for safe and efficient cleaning activities
CPPCLO2035A	Maintain cleaning storage areas
CPPCMN2002A	Participate in workplace safety arrangements
CPPCMN2003A	Provide effective client service

Elective units of competency

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Unit code	Unit title
CPPCCL2001A	Use hot water extraction
CPPCCL2002A	Use bonnet cleaning
CPPCCL2003A	Use dry foam shampoo
CPPCCL2004A	Use dry absorbent compound
CPPCCL2005A	Use wet foam shampoo

Custom Content Section

Not applicable.

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CPP20307 Certificate II in Technical Security

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• apply literacy skills to: • assess and use workplace information • communicate in a clear and concise manner, in written and verbal modes • interpret and understand basic legal, financial, procedural and technical requirements • process workplace documentation • read and record data • apply numeracy skills to accurately record and collate and to undertake basic computations • ask for advice and clarification where appropriate • clearly and appropriately articulate product and service information to clients

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Employability Skills Qualification Summary	
	• communicate demonstrating social and cultural sensitivity and respect • communicate in a clear and concise manner, in written and verbal modes • give and receive information accurately • interpret and follow procedures and instructions as they relate to legal, regulatory and licensing requirements; occupational health and safety (OHS); industry standards and codes; work orders; plans and specifications; manufacturers' specifications; and emergency procedures • maintain and update records according to workplace procedures • provide clear quotes to clients • report and/or record routine workplace information such as client details, wear and damage to tools, system and equipment faults, as well as incidents that cause injury, are dangerous or potentially dangerous or are emergencies • report hazards, potential hazards and risks • report to the appropriate personnel any occurrence in the work area which may affect the safety and efficiency of operations • understand technical industry terminology as well as meanings of safety signs and symbols and call signs • use basic workplace documents and user manuals
Teamwork	• participate in and encourage others' contributions to OHS management • relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • seek feedback from team members • seek specialist advice where appropriate • seek support to improve own performance • understand roles and responsibilities of self and team members • use interpersonal skills such as cooperation and flexibility • work effectively as part of a team

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Employability Skills Qualification Summary	
	• work within a team in a range of technical security activities
Problem solving	• anticipate potential security equipment installation problems and take appropriate action • apply understanding of height, depth, breadth, dimension and position to actual operational activity • assess legislation, procedural requirements and OHS issues relevant to own work role and activities • identify and control workplace risks and hazards • identify and resolve customer service problems • perform various calculations relating to pricing estimates for labour, equipment and materials, time and quantities • repair and adjust security equipment and systems • respond appropriately to emergencies • solve routine problems • use basic problem-solving techniques
Initiative and enterprise	• identify areas for improvement of OHS • identify opportunities for vocational development in consultation with appropriate persons • maximise sales opportunities • recognise situations requiring variations to security system installation plans • respond appropriately to changing circumstances as indicated by security information • use analytical skills in relation to a limited range of routine areas
Planning and organising	• estimate time to complete activities and prioritise tasks • maintain an inventory of resources • maintain information and records system • obtain information necessary to address clients' inquiries • prepare for routine maintenance and

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Employability Skills Qualification Summary	
	installation work • prioritise security responses • source, organise and record information • store all information and documentation according to organisational and legislative guidelines
Self management	• apply organisational skills to prioritise daily activities • comply with all legislation associated with job specifications and procedures • demonstrate a commitment to complying with applicable legislative and procedural requirements • identify opportunities for professional development • organise, prioritise and complete daily work activities • seek feedback to improve own work performance • understand limitations of own role and abilities • understand required standards of uniform and personal grooming • use feedback and reflection to improve own work performance • work on an individual basis
Learning	• apply knowledge of terms and conditions of employment • identify future career opportunities • update skills and knowledge to accommodate changes in work environment and security equipment and systems
Technology	• install a range of security equipment, components and systems • operate and check a range of tools and equipment to install security systems • store tools, resources and equipment safely and in appropriate locations, and according to manufacturer specifications • use computers and other information technology to communicate, prepare documentation and to operate security

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Employability Skills Qualification Summary	
	monitoring functions

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules	
To achieve recognition at the Certificate II level, the candidate must demonstrate competency in the seven core units, plus one elective unit (total eight units). The required elective unit may be selected from other qualifications aligned at the Certificate I, II or III level in this Training Package or from other relevant endorsed Training Package qualifications aligned at the Certificate I, II or III level.	
Core units	
CPPSEC2001A	Communicate effectively in the security industry
CPPSEC2002A	Follow workplace safety procedures in the security industry
CPPSEC2003B	Work effectively in the security industry
CPPSEC2020A	Provide technical security services to clients
CPPSEC2021A	Install security equipment and systems
CPPSEC2026A	Perform routine maintenance on security equipment and system
ICTCBL2136A	Install, maintain and modify customer premises communication cabling: ACA Restricted Rule
Elective units	
CPPSEC2022A	Install mechanical lock and locking system
CPPSEC2023A	Install CCTV equipment and system

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Packaging rules	
CPPSEC2024A	Implement electronic monitoring procedures
CPPSEC2025A	Sell security products and services

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CPP30111 Certificate III in Surveying and Spatial Information Services

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include the following facets**:
Communication	• communicate in a clear and concise manner in both written and verbal modes • apply literacy skills to: • assess and use workplace information • interpret and understand basic legal, financial, procedural and technical requirements • process workplace documentation • read and record data • record spatial data in index according to organisational guidelines • record and report discrepancies between specifications and actual activities • record administrative and legal requirements

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Employability Skills Qualification Summary	
	for spatial data • report any occurrence in the work area which may affect the safety and efficiency of operations to appropriate personnel • complete spatial business documentation according to established work procedures and organisational guidelines • provide appropriate information and follow-up on a variety of predictable issues • address client in a courteous and businesslike manner • apply numeracy skills to: • record and collate accurately • undertake basic computations
Teamwork	• relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • assist relevant personnel in the data-collection process • apply interpersonal skills e.g. cooperation and flexibility • work within a team in a range of SIS activities • work with others in performing set task requirements • work with others on site to perform key organisational requirements within an SIS framework • advise co-workers and supervisors of work implications, where appropriate • carry out support tasks under direction and according to specifications
Problem solving	• identify and describe different types of maps • identify nature and type of spatial enquiry • apply spatial skills to understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation • perform key organisational requirements within a spatial information services framework, working from site drawings and specifications • determine and mark surface positions according to accepted standards using

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Employability Skills Qualification Summary	
	information available from site drawings and references
Initiative and enterprise	• interpret and create simple maps • interpret and act upon available information using discretion and judgement • apply analytical skills • assess client needs in routine matters • restore site as near as practicable to original condition
Planning and organising	• apply purpose, application and scope of cartography in the context of the project objective • allocate a priority for enquiries regarding additional spatial research • document metadata according to accepted industry standards • collect basic data through a range of methods • update relevant files and records • plan and adhere to OHS requirements
Self-management	• use time management skills • use personal protective equipment according to OHS guidelines • prioritise daily activities • establish client spatial requirements and degree of urgency
Learning	• update skills and knowledge to accommodate changes in: • client enquiries • field support services • equipment and operating procedures • apply cartographic requirements
Technology	• use computers and software systems (basic) • use spatial reference systems to measure, locate and plot features on maps • use indexing system to locate basic spatial data source • use a range of equipment in the field safely and accurately • perform a range of basic activities in the use of information technology and equipment within a spatial information handling

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Employability Skills Qualification Summary	
	framework • select equipment, supplies and spatial information services technologies according to task requirements • check equipment to ensure it is in safe working order • organise repair work for unsafe or faulty tools and equipment • operate appropriate equipment according to task requirements and manufacturer specifications

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules	
To achieve this qualification, the candidate must demonstrate competency in: • 11 units of competency: • 7 core units • 4 elective units. The elective units are chosen as follows: • 4 units from the elective units listed below • 2 of the units may be chosen from other Certificate II, III or IV qualifications in CPP07 another current Training Package or state accredited course, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.	
Core units	
CPPSIS3001A	Apply map presentation principles
CPPSIS3002A	Store and retrieve basic spatial data

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Packaging rules	
CPPSIS3004A	Respond to client spatial enquiry
CPPSIS3005A	Collect basic spatial data
CPPSIS3010A	Perform basic spatial computations
PRMCMN301A	Contribute to workplace safety arrangements
RIIG005A	Read and interpret maps
Elective units	
BSBCUS301A	Deliver and monitor a service to customers
BSBFLM303C	Contribute to effective workplace relationships
BSBFLM312B	Contribute to team effectiveness
CPPCMN3001B	Participate in environmentally sustainable work practices
CPPSIS2001B	Prepare for work in the spatial information services industry
CPPSIS3003A	Support spatial process improvement
CPPSIS3006A	Provide field support services
CPPSIS3007A	Select, operate and maintain equipment and supplies
CPPSIS3008A	Transfer personnel and loads
CPPSIS3009A	Perform basic drafting
CPPSIS4006A	Read and interpret basic image data
CPPSIS4010A	Operate surveying equipment
HLTFA301B	Apply first aid
ICAU2006B	Operate computing packages
MNQGEN300A	Apply risk management processes
TLIC2507B	Operate four wheel drive vehicle

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CPP30211 Certificate III in Property Services (Agency)

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• apply reading skills to access organisational information • apply literacy skills to access and interpret a variety of texts, including legislation, regulations and rules of ethics; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete standard forms • apply numeracy skills to calculate and interpret data and to interpret customer requirements and meet their needs • communicate the workplace safety requirements • communicate with and relate to a range of

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Employability Skills Qualification Summary	
	people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities • employ effective communication strategies to establish rapport with clients, determine client needs, and provide accurate advice and follow-up services in line with agency practice • explain features and benefits of relevant products and services to customers • follow written and verbal instructions • record and report details of incidents in the work area and clearly explain information on OHS issues • use communication techniques appropriate to the relationship and the purpose of interaction • use language skills to communicate adequately with the customer • use effective communication strategies to establish rapport with clients, ascertain client needs, and provide accurate advice and follow-up services in line with agency practice • produce different forms of reports using information retrieved from relevant property and client information databases • review and check reports for accuracy
Teamwork	• apply interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities • contribute with colleagues to participative arrangements for OHS management in the workplace • identify roles and responsibilities of key personnel involved in agencies in line with legislative requirements and agency practice • identify and seek advice from relevant people about limitations in responding to customer needs • provide feedback to relevant personnel • raise OHS issues with relevant people according to legislative and organisational requirements • recognise and report hazards at work to relevant people according to organisational

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Employability Skills Qualification Summary	
	requirements • seek feedback from customers
Problem solving	• analyse situations and make decisions regarding the selection of property or client information • apply appropriate responses to emergency situations • clarify and meet customer needs and expectations in the property industry in a single encounter or multiple encounters, on a one-to-one basis with a customer • evaluate potential or existing risks and hazards in the workplace and interpret and comply with OHS safety signs and symbols • identify and control workplace risks and hazards • identify causes and potential impact of risks on agency • identify and solve problems when establishing and maintaining customer relationships • identify and correctly use processes and procedures relevant to customer relationships • make decisions consistent with legislative and ethical requirements
Initiative and enterprise	• assist with the implementation of safety policy and procedures into the workplace • comply with ergonomic and environmental protection requirements • follow safe operating practices and procedures when using tools and equipment • identify special requirements of customers and provide appropriate advice on relevant products and services • identify and interpret property information for use in the preparation of reports • negotiate to assist clients with property sales and property management matters
Planning and organising	• apply risk management strategies associated with advising clients on property sales and property management options • check information for clarity, accuracy, currency and relevance in line with agency procedures, legislative requirements and

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Employability Skills Qualification Summary	
	privacy guidelines • identify key operations of estate agencies in the context of legislative and agency requirements • identify limitations in responding to customer needs • follow emergency procedures according to OHS and organisational requirements • plan, organise and schedule work-related tasks • provide client with options and alternatives where appropriate • undertake work-related tasks associated with identifying and responding to risks
Self-management	• assess personal skills in identifying and responding to agency risk • assist the implementation of safety policy and procedures into the workplace • apply relevant agreements, codes of practice or other legislative requirements to work processes • conduct work using safe workplace practices and according to OHS policies and procedures and organisational requirements • comply with industry and agency norms in regard to personal presentation and professional image • comply with workplace safety agreements according to legislative and organisational requirements • ensure compliance with legislative requirements and industry and agency practice by identifying ethical and conduct standards • identify key legislation and regulations relevant to agency operations • interpret and comply with legislative and agency requirements • model ethical practice • source specialist advice in line with agency practice
Learning	• assess personal knowledge and skills in providing real estate services against industry competency standards and other relevant benchmarks to determine continuing training

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Employability Skills Qualification Summary	
	needs and priorities • identify and plan opportunities for continuing training to maintain currency of competence and develop specialist and advanced skills and knowledge in line with agency practice • understand OHS procedures and guidelines relevant to workplace operations • understand the range and meaning of OHS safety signs and symbols • understand relevant federal, state or territory, and local government legislation and regulations • understand specified products and services to provide assistance to customers
Technology	• access the internet and web pages • prepare online forms • lodge electronic documents • search online and agency databases • receive emails and complete standard forms online • identify appropriate property or client database

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules
To achieve this qualification, the candidate must demonstrate competency in: • 14 units of competency: • 5 core units • 9 elective units. The elective units are chosen as follows:

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Packaging rules	
• 9 units from the Group A or Group B electives units listed below • 4 of the units may be chosen from other Certificate III or IV qualifications in CPP07 or Certificate III qualifications in BSB07 Business Services or FNS10 Financial Services Training Packages, or from a current state accredited course, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.	
Core units	
CPPDSM3009A	Maintain workplace safety in the property industry
CPPDSM3010B	Meet customer needs and expectations in the property industry
CPPDSM3015B	Use and maintain property and client information databases
CPPDSM3018B	Identify risks to agency operations
CPPDSM4080A CPPDSM4081A	Work in the real estate industry or Work in the stock and station agency sector
Elective units	
Group A Agency administration	
BSBADM311A	Maintain business resources
BSBCMM301A	Process customer complaints
BSBDIV301A	Work effectively with diversity
BSBINM301A	Organise workplace information
BSBITS401A	Maintain business technology
BSBITU306A	Design and produce business documents
BSBSUS201A	Participate in environmentally sustainable work practices
BSBWOR301A	Organise personal work priorities and development
BSBWRT301A	Write simple documents
FNSICGEN302B	Use technology in the workplace

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Packaging rules	
FNSICGEN305B	Maintain daily financial/business records
Group B Property sales and management	
CPPDSM3001A	Assist in listing properties for lease
CPPDSM3002A	Assist in listing properties for sale
CPPDSM3003A	Assist in marketing properties for lease
CPPDSM3004A	Assist in marketing properties for sale
CPPDSM3005A	Assist with the sale of properties
CPPDSM3006B	Collect and process property information
CPPDSM3008A	Maintain and protect condition of managed properties
CPPDSM3013A	Perform and record property management activities and transactions
CPPDSM4007A	Identify legal and ethical requirements of property management to complete agency work
CPPDSM4008A	Identify legal and ethical requirements of property sales to complete agency work

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CPP30311 Certificate III in Property Services (Operations)

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• access organisational information outlining OHS policies and procedures • apply numeracy skills to interpret customer requirements and meet their needs • apply literacy skills to process complaints • apply literacy skills to access and understand a variety of information, prepare and present information in a suitable format and check for accuracy of information • apply communication skills to follow financial requirements, such as trust account procedures and access and understand a variety of information • apply technical skills to complete OHS reports

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Employability Skills Qualification Summary	
	• communicate workplace safety requirements • complete documentation and report findings • discuss client requirements and access arrangements • document and report identified risks and opportunities • explain features and benefits of relevant products and services to customers • follow written and verbal instructions • identify and complete appropriate documentation • interpret written and oral information • interpret and understand legal, financial and procedural requirements • prepare risk and opportunity findings in a format suitable for presentation and review, using standardised styles and formats • record and report details of incidents in the work area and clearly explain information on OHS issues • use language skills to communicate adequately with the customer • use interviewing and questioning techniques to obtain information • use communication techniques appropriate to relationship and purpose of interaction • use consultative processes to review, maintain and improve existing information collection and reporting processes • write to meet organisational standards of language, accuracy and relevance and use in an ethically and legally appropriate manner
Teamwork	• apply interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities • contribute with colleagues to participative arrangements for OHS management in the workplace • identify and seek advice from relevant people limitations in responding to customer needs • provide feedback to relevant personnel • raise OHS issues with relevant people

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Employability Skills Qualification Summary	
	according to legislative and organisational requirements • recognise and report hazards at work to relevant people according to organisational requirements • seek feedback from customers
Problem solving	• apply appropriate responses to emergency situations • clarify and meet customer needs and expectations in the property industry in a single encounter or multiple encounters, on a one-to-one basis with a customer • follow safe operating practices and procedures when using tools and equipment • evaluate potential or existing risks and hazards in the workplace and interpret and comply with OHS safety signs and symbols • identify and control workplace risks and hazards • identify and solve problems when establishing and maintaining customer relationships • identify and correctly use processes and procedures relevant to customer relationships
Initiative and enterprise	• apply analytical skills to identify and clarify client needs, preferences and requirements • apply negotiation skills to assist clients with property sales and property management matters • assist with the implementation of safety policy and procedures in the workplace • comply with ergonomic and environmental protection requirements • identify special requirements of customers and provide appropriate advice on relevant products and services • identify potential risks associated with a range of activities within the property industry • identify key principles relating to consumer protection and trade practices and interpret according to legislative and industry requirements • observe to assess operational condition of building facilities

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Employability Skills Qualification Summary	
	• use reflection skills to differentiate between professional and personal values • use research skills to identify and locate information on agency database and printed information held by industry and community groups
Planning and organising	• arrange for routine maintenance and service • establish and maintain client records and details, maintaining client confidentiality, ensuring secure storage and using client records to maximise client interest in agency services • follow emergency procedures according to OHS and organisational requirements • gather formal and informal information and take appropriate notes for file • identify limitations in responding to customer needs • identify, schedule and complete work tasks within designated timeframes according to client and organisational requirements • monitor building facilities against work order to ensure completion of designated tasks occurs within required timeframes • provide client with options and alternatives where appropriate
Self-management	• apply relevant agreements, codes of practice or other legislative requirements to work processes • apply self-evaluation skills to evaluate own work practices in order to identify ways to improve performance or understanding • comply with workplace safety agreements according to legislative and organisational requirements • conduct work using safe workplace practices and according to OHS policies and procedures and organisational requirements • identify own role and responsibilities and confirmed with relevant people according to organisational requirements • interpret and comply with legislative, financial and procedural requirements

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Employability Skills Qualification Summary	
	• interpret and comply with ethical practices and rules of conduct • maintain professional ethics with the client to promote agency image and credibility • maintain client confidentiality as required by agency practice and legal requirements • seek feedback from clients and colleagues and use to ascertain professional competency, quality of performance and identify key areas for improvement • seek specialist advice
Learning	• assess personal knowledge and skills in providing real estate services against industry competency standards and other relevant benchmarks to determine continuing training needs and priorities • identify and plan opportunities for continuing training to maintain currency of competence and develop specialist and advanced skills and knowledge in line with agency practice • identify opportunities for improving own professional development • understand the range and meaning of OHS safety signs and symbols • understand specified products and services to provide assistance to customers • understand relevant federal, state or territory, and local government legislation and regulations • understand OHS procedures and guidelines relevant to workplace operations • record and maintain learning and professional development information
Technology	• access the internet and web pages • prepare online forms • lodge electronic documents • search online and agency databases • receive emails and complete standard forms online • use business equipment and technology to maintain relevant documentation according to applicable OHS, legislative and organisational requirements

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Employability Skills Qualification Summary	
	• use telephone systems

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules	
To achieve this qualification, the candidate must demonstrate competency in: • 11 units of competency: • 7 core units • 4 elective units. The elective units are chosen as follows: • 4 units from the elective units listed below • 2 of the units may be chosen from the Certificate IV in Property Services (Operations), other Certificate III qualifications in CPP07, another current Training Package or state accredited course, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.	
Core units	
BSBFLM303C	Contribute to effective workplace relationships
CPPDSM3006B	Collect and process property information
CPPDSM3007B	Identify risks and opportunities in the property industry
CPPDSM3009A	Maintain workplace safety in the property industry
CPPDSM3010B	Meet customer needs and expectations in the property industry
CPPDSM3011B	Monitor building facilities
CPPDSM3016A	Work in the property industry

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Packaging rules	
Elective units	
BSBADM311A	Maintain business resources
BSBFIA301A	Maintain financial records
BSBSUS201A	Participate in environmentally sustainable work practices
CPPDSM3014A	Undertake property inspection
CPPDSM3017A	Work in the strata/community management sector
CPPDSM3019B	Communicate with clients as part of agency operations

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CPP30507 Certificate III in Technical Security

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include the following facets**:
Communication	• apply literacy skills to: • assess and use workplace information • interpret and understand basic legal, financial, procedural and technical requirements • process workplace documentation • read and record data • apply numeracy skills to: • record and collate accurately • undertake basic computations • ask for advice, feedback and clarification where appropriate • communicate demonstrating social and cultural sensitivity and respect • communicate in a clear and concise manner,

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Employability Skills Qualification Summary	
	in written and verbal modes • draw security system schematics and specifications • explain OHS requirements to others • handle customer complaints sensitively and courteously • interpret and follow a range of documents including relevant legislative, regulatory, licensing and organisational requirements; codes and standards; plans, designs and specifications; work orders; manufacturers' specifications; charts and diagrams; and occupational health and safety (OHS) • interpret data, information and specifications • prepare and complete routine business documentation including security assessment reports; test reports; work logs; orders, invoices and supply requisitions; and quotes • provide feedback to others • report and record faulty security equipment, tools and systems • understand technical industry terminology and meanings of symbols • use interactive communication techniques to elicit and clarify information
Teamwork	• apply interpersonal skills including cooperation and flexibility • build and maintain effective working relationships with team members • implement procedures to encourage others' contributions to OHS management • lead, supervise, coach and mentor team members and monitor performance • provide assistance to team members as required • relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • seek assistance where appropriate • understand own and team members' roles and responsibilities
Problem solving	• identify and manage risks and hazards and applies emergency control measures

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Employability Skills Qualification Summary	
	• identify, diagnose and rectify a range of malfunctioning security equipment • perform various calculations relating to pricing estimates for labour, equipment and materials, time and quantities • resolve conflict • resolve customer service problems • solve routine problems
Initiative and enterprise	• adapt service to meet customer requirements • apply analytical skills • customise equipment and systems to client requirements • evaluate security equipment and system design options • interpret and act upon available information using discretion and judgement • recommend improvements to policies and procedures
Planning and organising	• gather information to assist in designing modifications • maintain records and information systems • organise and allocate resources and schedule work • plan and adhere to OHS requirements • plan, schedule, coordinate and supervise installation of a range of security equipment and systems • prepare for programming and testing work, commissioning and decommissioning, fault diagnosis and maintenance work • prepare work orders and plan for contingencies • update and maintain relevant information and records
Self management	• organise work methodically • present a professional image • prioritise daily activities • understand limitations of own role and responsibilities • use personal protective equipment according to OHS guidelines • use time management skills

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Employability Skills Qualification Summary	
Learning	• identify and provide advice on individuals' and teams' OHS training needs • update skills and knowledge to accommodate changes in: • client enquiries • technical security services and products • equipment installation, maintenance and operating procedures
Technology	• check equipment to ensure it is in safe working order • operate appropriate equipment according to task requirements and manufacturer specifications • organise repair work for unsafe or faulty tools and equipment • program, configure, test, commission and decommission a range of security equipment and systems • understand electrical concepts • use and check a range of tools and equipment • use computers and understand relevant computer software types and functions

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules
To achieve recognition at the Certificate III level, the candidate must demonstrate competency in the ten core units, plus four electives (total fourteen units). Up to two of the required electives may be selected from other qualifications aligned at the Certificate II, III or IV level in this Training Package or from other relevant endorsed Training Package qualifications aligned at the Certificate II, III or IV level.

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Packaging rules	
Core units	
CPPSEC3001A	Maintain workplace safety in the security industry
CPPSEC3006A	Coordinate a quality security service to customers
CPPSEC3035A	Identify technical security requirements
CPPSEC3036A	Program security equipment and system
CPPSEC3037A	Test installed security equipment and system
CPPSEC3038A	Commission and decommission security equipment and system
CPPSEC3039A	Identify and diagnose electronic security equipment and system fault
CPPSEC3040A	Plan and coordinate installation of security equipment and system
CPPSEC3041A	Maintain and service security equipment and system
ICTCBL2137A	Install, maintain and modify customer premises communication cabling: ACA Open Rule
Elective units	
BSBFLM306C	Provide workplace information and resourcing plans
CPPSEC3004A	Lead small teams in the security industry
CPPSEC3005A	Prepare and present security documentation and reports
CPPSEC3024A	Install biometrics equipment and systems
CPPSEC3025A	Identify and diagnose biometric system fault
CPPSEC3042A	Identify and diagnose CCTV equipment and system fault
CPPSEC3043A	Establish and set up electronic monitoring parameters
CPPSEC3044A	Maintain and repair mechanical lock and locking system
CPPSEC3045A	Determine security equipment and system modifications
CPPSEC3046A	Configure a security system

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Packaging rules	
CPPSEC3047A	Provide estimate and quote on security system
CPPSEC3048A	Maintain effective relationships with security clients
CPPSEC3049A	Modify and repair security equipment and system

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CPP30607 Certificate III in Investigative Services

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include the following facets**:
Communication	• apply literacy skills to: • assess and use workplace information • interpret and understand basic legal, financial, procedural and technical requirements • process workplace documentation • read and record data • apply numeracy skills to: • record and collate accurately • undertake basic computations • ask for advice, feedback and clarification where appropriate • communicate demonstrating social and cultural sensitivity and respect • communicate in a clear and concise manner,

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Employability Skills Qualification Summary	
	in written and verbal modes • explain OHS requirements to others • follow procedures, guidelines and instructions as they relate to legal, regulatory, licensing and organisational requirements, occupational health and safety (OHS), industry standards and codes of practice, and manufacturers' specifications • give, receive and record information accurately • handle client complaints courteously • interpret and use maps and street directories • prepare and complete routine business documentation including reports, financial records, and continuity logs • prepare and present evidential information suitable for use in legal proceedings • report and/or record routine workplace information and breaches of codes of practice • report faulty equipment • seek feedback where appropriate • use interactive communication techniques to elicit and clarify information
Teamwork	• build and maintain effective professional networks and working relationships with team members • seek assistance where appropriate • implement procedures to encourage others' contributions to OHS management • supervise, coach and mentor team members • relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • assist relevant personnel in the evidence collection process • apply interpersonal skills including cooperation and flexibility • advise others of work implications, where appropriate
Problem solving	• analyse and resolve ambiguities or inconsistencies in information • constructively resolve conflict situations

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Employability Skills Qualification Summary	
	• identify and rectify financial discrepancies • identify hazards and implement risk assessment and control methods • resolve client service problems • take action to resolve equipment faults and malfunctions
Initiative and enterprise	• adapt service to meet client requirements • apply analytical skills • assess client needs in routine matters • determine and recommend appropriate method of investigation • evaluate validity, reliability and relevance of information • identify and introduce new ways to improve own performance • identify operational inadequacies and opportunities for further improvement • interpret and act upon available information using discretion and judgement • recommend improvements to policies and procedures
Planning and organising	• develop work plan to achieve personal and client deadlines and targets • estimate and coordinate required resources • manage resource acquisition and maintain inventories and databases • organise and maintain investigative information and records in compliance with legislative requirements • plan and organise own work • plan, prepare, organise and sequence surveillance and factual investigation activities and contingencies including interviews • prepare and manage evidence for presentation in legal proceedings • scope investigations and gather and collate relevant background information
Self management	• apply competency standards to own performance • demonstrate a commitment to complying with applicable legislative and procedural

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Employability Skills Qualification Summary	
	requirements • maintain own work performance and identify opportunities for professional development • organise, prioritise and complete daily work activities • present a professional image • seek feedback and support to improve own work performance • understand limitations of own role, responsibilities and authority • use personal protective equipment according to OHS guidelines • use time management skills
Learning	• access learning opportunities to extend own personal work competencies to improve service delivery • identify and comply with relevant equipment training, licensing and legislative requirements • identify and provide advice on own and team OHS training needs • update skills and knowledge to accommodate changes in: • client investigative service requirements • investigative methods • equipment and operating procedures
Technology	• check, equip, maintain and drive surveillance vehicle • operate security, surveillance, recording and information gathering equipment • understand capabilities of security equipment and information technology • use computers and other information technology to access, record and organise information

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

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Packaging Rules

Packaging rules	
To achieve this qualification, the candidate must demonstrate competency in: • 15 units of competency: • 12 core units • 3 elective units. The elective units are chosen as follows: • 3 units from the elective units listed below • 2 of the units may be chosen from Certificate II, III or IV qualifications in CPP07 or another Training Package, provided the integrity of the AQF alignment is ensured; they contribute to a valid, industry-supported vocational outcome; and no more than 1 unit is from Certificate II.	
Core units	
BSBFLM303C	Contribute to effective workplace relationships
BSBWOR301A	Organise personal work priorities and development
CPPSEC3001A	Maintain workplace safety in the security industry
CPPSEC3009A	Prepare and present evidence in court
CPPSEC3026A	Work effectively in the investigative services industry
CPPSEC3027A	Develop investigative plan
CPPSEC3028A	Compile investigative report
CPPSEC3029A	Provide quality investigative services to clients
CPPSEC3030A	Conduct surveillance
CPPSEC3031A	Organise and operate a surveillance vehicle
CPPSEC3032A	Gather information by factual investigation
CPPSEC3033A	Conduct interviews and take statements
Elective units	
BSBSMB301A	Investigate micro business opportunities

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Packaging rules	
CPPSEC3012A	Store and protect information
CPPSEC3034A	Operate information gathering equipment
FNSMERC304B	Locate subjects
PSPPOL404A	Support policy implementation
PSPREG401C	Exercise regulatory powers

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CPP30711 Certificate III in Waste Management

Modification History

Not applicable.

Description

This qualification applies to individuals who apply a broad range of competencies in a varied work context using some discretion, judgement and relevant theoretical knowledge. They may be responsible for operational waste management activities, under supervision, supporting a team.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	• listen to and understand work instructions, directions and feedback • speak clearly and directly to relay information • read and interpret workplace related documentation, such as job sheets and material safety data sheets • write reports and documentation • interpret the needs of team members from clear information and feedback • apply basic numeracy skills to workplace requirements involving measuring and counting • establish and use networks

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	• share information, e.g. with other staff, and working as part of a team • negotiate responsively, e.g. regarding own work role and conditions, and possibly with contractors • persuade effectively • be appropriately assertive, e.g. in relation to safe or ethical work practices and own work role
Teamwork	• work as an individual and a team member • work with diverse individuals and groups • apply knowledge of own role as part of a team • identify and use the strengths of other team members • give feedback, coach and mentor
Problem-solving	• develop practical and creative solutions to workplace problems • show independence and initiative in identifying problems • solve problems individually or in teams • use numeracy skills to solve problems, e.g. time management, simple calculations, and shift handover • test assumptions and take context into account • listen to and resolve concerns in relation to workplace issues • resolve client concerns relative to workplace responsibilities
Initiative and enterprise	• adapt to new situations • be creative in response to workplace challenges within relevant guidelines and protocols • identify opportunities that might not be obvious to others • generate a range of options in response to workplace matters • translate ideas into action • develop innovative solutions
Planning and organising	• collect, analyse and organise information • use basic business systems for planning and organising • be appropriately resourceful • take limited initiative and make decisions within workplace role • participate in continuous improvement and planning processes • work within or establish clear work goals and deliverables • determine or apply required resources • allocate resources to tasks and workplace requirements (only for team leader or leading hand roles) • manage time and priorities • adapt resource allocations to cope with contingencies
Self-management	• be self-motivated

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	• articulate own ideas and vision • balance own ideas, values and vision with workplace values and requirements • monitor and evaluate own performance • take responsibility at the appropriate level
Learning	• be open to learning new ideas and techniques • learn in a range of settings, including informal learning • participate in ongoing learning • learn in order to accommodate change • learn new skills and techniques • take responsibility for own learning • contribute to the learning of others, e.g. by sharing information • apply a range of learning approaches • develop own learning pathways • participate in developing own learning plans, e.g. as part of performance management
Technology	• use technology and related workplace equipment • use basic technology skills to organise data • adapt to new technology skill requirements • apply OHS knowledge when using technology • apply technology as a management tool

Packaging Rules

To achieve this qualification, the candidate must demonstrate competency in:

- 17 units of competency:
  - 5 core units
  - 12 elective units.

The elective units are to be chosen as follows:

- a minimum of 4 from Group A, of which up to 2 may be from the Group A elective units listed in CPP40911 Certificate IV in Waste Management
- up to 8 units from Group A or Group B
- up to 2 units from a Certificate III qualification, or a level above or below, in CPP07 or another current Training Package or state-accredited course, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.

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Core units of competency

Unit code	Unit title
CPPCMN3001B	Participate in environmentally sustainable work practices
CPPCMN3003A	Contribute to workplace safety arrangements
CPPCMN3004A	Respond to enquiries and complaints
CPPWMT3041A	Identify operational requirements of waste management industry
CPPWMT3044A	Identify wastes and hazards

Elective units of competency

Group A elective units

Unit code	Unit title
BSBDIV301A	Work effectively with diversity
BSBFLM306C	Provide workplace information and resourcing plans
BSBRKG304B	Maintain business records
BSBWOR301A	Organise personal work priorities and development
CPPWMT3005A	Identify and segregate waste
CPPWMT3011A	Respond to waste emergencies
CPPWMT3013A	Receive waste
CPPWMT3014A	Manually sort waste
CPPWMT3015A	Move waste using loadshifting equipment
CPPWMT3016A	Operate waste processing plant
CPPWMT3017A	Store waste

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CPPWMT3018A	Dispatch processed waste
CPPWMT3019A	Prepare waste for re-use
CPPWMT3020A	Place and compact waste
CPPWMT3021A	Cover waste
CPPWMT3023A	Maintain waste disposal sites
CPPWMT3025A	Monitor contained waste
CPPWMT3038A	Process waste
CPPWMT3042A	Follow environmental policies and procedures when transporting waste
CPPWMT3046A	Conduct resource recovery
CPPWMT3051A	Dispose of waste water to sewer
CPPWMT3059A	Plan and conduct waste assessments
CPPWMT3063A	Apply safe operational practices when vehicles contact overhead wires

Group B elective units

Unit code	**Unit title**
BSBCUS301A	Deliver and monitor a service to customers
BSBFIA301A	Maintain financial records
BSBFIA302A	Process payroll
BSBFIA303A	Process accounts payable and receivable
BSBFIA304A	Maintain a general ledger
BSBFLM303C	Contribute to effective workplace relationships
BSBFLM309C	Support continuous improvement systems and processes
BSBFLM312C	Contribute to team effectiveness

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BSBINM301A	Organise workplace information
BSBINN201A	Contribute to workplace innovation
BSBITU306A	Design and produce business documents
BSBPRO301A	Recommend products and services
BSBWOR201A	Manage personal stress in the workplace
CPPCMN2001B	Control and direct traffic
CPPWMT3054A	Maintain credit control
CPPWMT4055A	Develop waste management proposals
HLTFA301C	Apply first aid
HLTFA302A	Provide first aid in remote situation
RTE3323A	Dispatch materials and composted product
RTE3512A	Prepare raw materials and compost the feedstocks
RTE3513A	Prepare value-added compost-based products
RTE4519A	Develop a composting recipe
SIRXSLS003A	Coordinate sales performance
TLIB3006A	Carry out inspection of vehicles designed to carry special loads
TLIC3004A	Drive heavy rigid vehicle
TLIC3005A	Drive heavy combination vehicle
TLIC4006A	Drive multi-combination vehicle
TLID2003A	Handle dangerous goods/hazardous substances
TLID3024A	Use specialised liquid bulk transfer equipment (gravity/pressurised)
TLIF2010A	Apply fatigue management strategies
TLIF3013A	Coordinate breakdowns and emergencies
TLIH3002A	Plan and navigate routes
TLILIC2016A	Licence to drive heavy rigid vehicle

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TLILIC3017A	Licence to drive heavy combination vehicle
TLILIC3018A	Licence to drive multi-combination vehicle

Custom Content Section

Not applicable.

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CPP30811 Certificate III in Fire Protection Inspection and Testing

Modification History

Not applicable.

Description

This qualification applies to fire protection technicians responsible for non-trade installation, commissioning and complex servicing of fire protection systems or for supervision of fire protection services work.

At Certificate III level, fire protection technicians may specialise in activities relating to certain types of systems, such as:

- installing and commissioning pre-engineered fire-suppression systems
- installing gaseous fire-suppression system containers and actuators
- conducting complex servicing of fire protection systems.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	• listen to and understand work instructions, directions and feedback • speak clearly and directly to relay information • read and interpret workplace related documentation, such as Australian standards

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	• write reports and documentation • interpret the needs of team members from clear information and feedback • apply basic numeracy skills to workplace requirements involving measuring and counting • establish and use networks • share information with other staff • negotiate responsively, e.g. about own work role and conditions, possibly with contractors • be appropriately assertive, e.g. in relation to safe or ethical work practices and own work role
Teamwork	• work as an individual and a team member • work with diverse individuals and groups • apply knowledge of own role as part of a team • apply teamwork skills to a limited range of situations • identify and use the strengths of other team members • give feedback, coach and mentor
Problem-solving	• develop practical and creative solutions to workplace problems • show independence and initiative in identifying problems • solve problems individually or in teams • apply a range of strategies in problem solving • use numeracy skills to solve problems, e.g. time management and simple calculations • test assumptions and take context into account • listen to and resolve concerns in relation to workplace issues • resolve client concerns relative to workplace responsibilities
Initiative and enterprise	• adapt to new situations • be creative in response to workplace challenges • identify opportunities that might not be obvious to others • generate a range of options in response to workplace matters • translate ideas into action • develop innovative solutions within established guidelines
Planning and organising	• collect, analyse and organise information • use basic business systems for planning and organising • be appropriately resourceful • take initiative and make decisions within workplace role and authorised limits • participate in continuous improvement and planning processes • work within or establish clear work goals and deliverables • determine or apply required resources

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	• allocate resources to tasks and workplace requirements • manage time and priorities • adapt resource allocations to cope with contingencies
Self-management	• be self-motivated • articulate own ideas and vision • balance own ideas, values and vision with workplace values and requirements • monitor and evaluate own performance • take responsibility at the appropriate level
Learning	• be open to learning new ideas and techniques • learn in a range of settings, including informal learning • participate in ongoing learning • learn in order to accommodate change • learn new skills and techniques • take responsibility for own learning • contribute to the learning of others by sharing information • apply a range of learning approaches • develop own learning pathways • participate in developing own learning plans, for example as part of performance management
Technology	• use technology and related workplace equipment • use basic technology skills to organise data • adapt to new technology skill requirements • apply OHS knowledge when using technology • apply technology as a management tool

Packaging Rules

To achieve this qualification, the candidate must demonstrate competency in:

- 16 units of competency:
  - 6 core units
  - 10 elective units.

The elective units are to be chosen as follows:

- a minimum of 4 units from Group A
- up to 4 units from Group B
- up to 4 vocationally relevant fire industry units from Certificate III or Certificate IV qualifications in the current versions of the following Training Packages:
  - CPP07 Property Services Training Package

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- CPC08 Construction, Plumbing and Services Training Package
- UEE07 Electrotechnology Training Package.

Core units of competency

Unit code	Unit title
BSBWOR301A	Organise personal work priorities and development
CPPCMN2002A	Participate in workplace safety arrangements
CPPFES2004A	Identify types of installed fire safety equipment and systems
CPPFES2005A	Demonstrate first attack firefighting equipment
CPPFES2006A	Prepare for installation and servicing operations
CPPFES2007A	Maintain quality of work and promote continuous improvement

Elective units of competency

Group A elective units

Unit code	Unit title
CPPFES2003A	Safely move loads and dangerous goods
CPPFES2047A	Inspect and test control and indicating equipment
CPPFES3024A	Inspect and maintain portable foam-generating equipment
CPPFES3032A	Conduct enclosure integrity testing
CPPFES3038A	Inspect, test and maintain portable fire monitors
CPPFES3040A	Install passive fire and smoke containment systems
CPPFES3042A	Install and commission pre-engineered fire-suppression systems
CPPFES3044A	Interpret installation requirements for gaseous fire-suppression

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	systems
CPPFES3045A	Install gaseous agent containers and actuators
CPPFES3046A	Decommission gaseous agent containers and actuators
CPCPFS3022A	Conduct annual functional testing of complex water-based fire-suppression systems
CPCPFS3023A	Conduct functional water flow testing

Group B elective units

Unit code	**Unit title**
BSBCMN311B	Maintain workplace safety
BSBCUS301A	Deliver and monitor a service to customers
BSBFLM303C	Contribute to effective workplace relationships
BSBFLM306C	Provide workplace information and resourcing plans
BSBFLM309C	Support continuous improvement systems and processes
BSBFLM311C	Support a workplace learning environment
BSBFLM312C	Contribute to team effectiveness
BSBWOR301A	Organise personal work priorities and development
CPPCMN3001B	Participate in environmentally sustainable work practices
HLTFA301C	Apply first aid
TAEDEL301A	Provide work skill instruction

Custom Content Section

Not applicable.

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CPP30911 Certificate III in Pest Management

Modification History

Not applicable.

Description

This qualification applies to people working in the pest management industry as pest management technicians who identify pests, assess pest problems, consider pest management options, liaise with customers and implement pest management strategies.

In most cases, the technician will work alone and have responsibility for managing chemicals and equipment used in pest management as well as a vehicle, including the vehicle storage area.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	• be appropriately assertive • establish and use networks • interpret the needs of clients and colleagues • listen to and understand requests, specifications, directions and feedback • negotiate responsively • persuade effectively • read and interpret workplace related documentation, such as job sheets and material safety data sheets

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	• share information, e.g. with customers • speak clearly and directly to relay information • write plans, reports and other documentation
Teamwork	• apply knowledge of own role as part of a team • give feedback, coach and mentor • identify and use the strengths of other team members • work independently and as a team member to support team and workplace goals • work with diverse individuals and groups
Problem-solving	• develop practical and creative solutions to workplace problems • listen to and resolve concerns in relation to workplace issues • resolve client concerns in line with workplace responsibilities • show independence and initiative in identifying problems • solve problems individually or in teams • test assumptions and take context into account • use numeracy skills to solve problems, for example time management, simple calculations, measurement and counting
Initiative and enterprise	• adapt to new situations, such as new rules and regulations • be appropriately resourceful • be creative in response to workplace challenges within relevant guidelines and protocols • develop innovative solutions within established guidelines • generate a range of options in response to workplace matters • identify opportunities that might not be obvious to others • take limited initiative and make decisions within workplace role • translate ideas into action
Planning and organising	• adapt resource allocations to cope with contingencies • allocate resources to tasks and workplace requirements • collect, analyse and organise information • determine and apply required resources • manage time and priorities • participate in continuous improvement and planning processes • use basic business systems for planning and organising • work within or establish clear work goals and deliverables
Self-management	• articulate own ideas and vision • balance own ideas, values and vision with workplace values and requirements

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	• be self-motivated in relation to requirements of own work • monitor and evaluate own performance • take responsibility at the appropriate level
Learning	• apply a range of learning approaches • be open to learning new ideas and techniques • contribute to the learning of others by sharing information • develop own learning pathways • learn in a range of settings, including informal learning • learn in order to accommodate change • learn new skills and techniques • participate in developing own learning plans • participate in ongoing learning • take responsibility for own learning
Technology	• adapt to new technology skill requirements • apply OHS knowledge when using technology • apply technology as a management tool • use basic technology skills to organise data • use technology and related workplace equipment

Packaging Rules

To achieve this qualification, the candidate must demonstrate competency in:

- 13 units of competency:
  - 10 core units
  - 3 elective units.

The elective units are to be chosen as follows:

- a minimum of 2 units from Group A
- up to 1 unit from Group B or a Certificate III or IV qualification in CPP07 or another current Training Package, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.

Core units of competency

Unit code	**Unit title**
CPPCMN3004A	Respond to enquiries and complaints

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CPPPMT3002A	Assess pest management options
CPPPMT3005A	Modify environment to manage pests
CPPPMT3006A	Apply pesticides to manage pests
CPPPMT3007A	Implement pest management plans
CPPPMT3009A	Advise clients on pest management options
CPPPMT3017A	Repair and maintain service equipment
CPPPMT3018A	Maintain equipment and chemical storage areas
CPPPMT3026A	Select and obtain pest management vehicles, equipment and materials
CPPPMT3043A	Prepare and present pest management proposals

Elective units of competency

Group A elective units

Unit code	**Unit title**
CPPPMT3008A	Inspect and report on timber pests
CPPPMT3010A	Control timber pests
CPPPMT3011A	Conduct fumigation
CPPPMT3019A	Organise and monitor pest management operations
CPPPMT3029A	Plan and schedule pest management operations
CPPPMT3042A	Install physical termite barriers

Group B elective units

Unit code	**Unit title**

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BSBFIA301A	Maintain financial records
BSBHRM402A	Recruit, select and induct staff
BSBSMB407A	Manage a small team
CPPCMN3001B	Participate in environmentally sustainable work practices
HLTFA301C	Apply first aid
TAEDEL301A	Provide work skill instruction

Custom Content Section

Not applicable.

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CPP31011 Certificate III in Cleaning Operations

Modification History

Not applicable.

Description

This qualification applies to individuals working in the cleaning industry as cleaners who are responsible for planning work, liaising with customers and operating in a range of general domestic and commercial settings as well as specialist cleaning environments.

The cleaner may work alone or under supervision and have responsibility selecting the method of cleaning to be used and ensuring safe work practices.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	• listen to and understand work instructions, directions and feedback • speak clearly and directly to relay information • read and interpret workplace related documentation, such as work instructions, manufacturer specifications and product labels • write reports as required • interpret the needs of team members from clear information and feedback • apply basic numeracy skills to workplace requirements

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	involving measuring and counting • share information with other staff, colleagues, clients and others • communicate with colleagues and supervisors regarding safe work practices and own work role
Teamwork	• work as an individual and a team member • work with diverse individuals and groups • apply knowledge of own role as part of a team • identify and use the strengths of other team members
Problem-solving	• develop practical and creative solutions to workplace problems • assess and apply environmentally sustainable solutions • adopt strategies to maximise infection control and avoid contamination in work sites • develop appropriate responses to workplace safety matters • show independence and initiative in identifying problems • solve problems individually or in teams • use numeracy skills to solve problems, including time management and simple calculations • test assumptions and take context into account • listen to and resolve concerns in relation to workplace issues • resolve client concerns relative to workplace responsibilities
Initiative and enterprise	• adapt to new situations • be creative in response to workplace challenges • identify opportunities that might not be obvious to others • generate a range of options in response to workplace matters • translate ideas into action • develop innovative solutions within established guidelines
Planning and organising	• collect, analyse and organise information • plan and organise for a safe work site • be appropriately resourceful • take initiative and make decisions within workplace role and authorised limits • work within or establish clear work goals and deliverables • determine or apply required resources • allocate resources to tasks and workplace requirements • manage time and priorities • adapt resource allocations to cope with contingencies
Self-management	• be self-motivated • articulate own ideas and vision • balance own ideas, values and vision with workplace values and requirements

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	• monitor and evaluate own performance • take responsibility at the appropriate level
Learning	• be open to learning new ideas and techniques • learn in a range of settings, including informal learning • participate in ongoing learning • learn in order to accommodate change • learn new skills and techniques • take responsibility for own learning • contribute to the learning of others by sharing information • apply a range of learning approaches • participate in developing own learning plans, e.g. as part of performance management
Technology	• use technology and related workplace equipment • use basic technology skills to organise data • adapt to new technology skill requirements • apply OHS knowledge when using technology • apply technology as a management tool

Packaging Rules

To achieve this qualification, the candidate must demonstrate competency in:

- 19 units of competency:
  - 4 core units
  - 15 elective units.

The elective units must ensure the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome and are to be chosen as follows:

- a minimum of 8 units from the electives listed below
- up to 6 units from CPP20611 Certificate II in Cleaning Operations
- up to 2 units from Certificate III or Certificate IV qualifications in CPP07 or another current Training Package or state-accredited course.

Core units of competency

Unit code	**Unit title**
CPPCLO2033A	Plan for safe and efficient cleaning activities

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CPPCLO2035A	Maintain cleaning storage areas
CPPCLO3039A	Support leadership in the workplace
CPPCMN3003A	Contribute to workplace safety arrangements

Elective units of competency

Unit code	**Unit title**
CPPCCL2002A	Use bonnet cleaning
CPPCCL2003A	Use dry foam shampoo
CPPCCL2004A	Use dry absorbent compound
CPPCCL2005A	Use wet foam shampoo
CPPCLO3002A	Restore hard floor surfaces
CPPCLO3003A	Replace a hard floor finish
CPPCLO3013A	Clean window coverings
CPPCLO3014A	Maintain ‘clean room’ environments
CPPCLO3016A	Wash furniture and fittings
CPPCLO3020A	Clean using pressure washing
CPPCLO3021A	Clean industrial machinery
CPPCLO3036A	Clean at high levels
CPPCLO3038A	Clean food-handling areas
CPPCLO3044A	Clean using steam sanitising techniques
CPPCMN3001B	Participate in environmentally sustainable work practices
CPPCMN3004A	Respond to enquiries and complaints
HLTIN301C	Comply with infection control policies and procedures

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HLTIN403B	Implement and monitor infection control policy and procedures
TAEDEL301A	Provide work skill instruction

Custom Content Section

Not applicable.

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CPP31111 Certificate III in Carpet Cleaning Operations

Modification History

Not applicable.

Description

This qualification applies to carpet cleaners requiring specialist and comprehensive skills. They may be self-employed or operators, and are capable of working autonomously while being overseen by area supervisors or managers.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	• listen to and understand work instructions, directions and feedback • speak clearly and directly to relay information • read and interpret workplace related documentation, such as work instructions, manufacturer specifications and product labels • write reports and documentation • interpret the needs of team members from clear information and feedback • apply basic numeracy skills to workplace requirements involving measuring and counting • share information with other staff, colleagues, clients and

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	others • communicate with colleagues and supervisors regarding safe work practices and own work role
Teamwork	• work as an individual and a team member • work with diverse individuals and groups • apply knowledge of own role as part of a team • identify and use the strengths of other team members
Problem-solving	• develop practical and creative solutions to workplace problems • assess and apply environmentally sustainable solutions • develop appropriate responses to workplace safety matters • show independence and initiative in identifying problems • solve problems individually or in teams • apply a range of strategies in problem solving • use numeracy skills to solve problems, including time management and simple calculations • test assumptions and take context into account • listen to and resolve concerns in relation to workplace issues • resolve client concerns relative to workplace responsibilities
Initiative and enterprise	• adapt to new situations • be creative in response to workplace challenges • identify opportunities that might not be obvious to others • generate a range of options in response to workplace matters • translate ideas into action • develop innovative solutions within established guidelines
Planning and organising	• collect, analyse and organise information • use basic business systems for planning and organising • be appropriately resourceful • take initiative and make decisions within workplace role and authorised limits • work within or establish clear work goals and deliverables • determine or apply required resources • allocate resources to tasks and workplace requirements • manage time and priorities • adapt resource allocations to cope with contingencies
Self-management	• be self-motivated • articulate own ideas and vision • balance own ideas, values and vision with workplace values and requirements • monitor and evaluate own performance • take responsibility at the appropriate level

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Learning	• be open to learning new ideas and techniques • learn in a range of settings, including informal learning • participate in ongoing learning • learn in order to accommodate change • learn new skills and techniques • take responsibility for own learning • contribute to the learning of others by sharing information • apply a range of learning approaches • participate in developing own learning plans, e.g. as part of performance management
Technology	• use technology and related workplace equipment • use basic technology skills to organise data • adapt to new technology skill requirements • apply OHS knowledge when using technology • apply technology as a management tool

Packaging Rules

To achieve this qualification, the candidate must demonstrate competency in:

- 18 units of competency:
- 7 core units
- 11 elective units.

The elective units are to be chosen as follows:

- a minimum of 6 units from the electives listed below
- up to 5 units from CPP20711 Certificate II in Carpet Cleaning Operations
- up to 2 units from CPP31011 Certificate III in Cleaning Operations
- up to 1 unit from CPP41011 Certificate IV in Cleaning Management
- up to 2 units from Certificate III qualifications in CPP07 or another current Training Package or state-accredited course, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.

Core units of competency

Unit code	Unit title
CPPCCL2006A	Identify carpet fibre and construction

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CPPCCL3015A	Perform advanced stain removal
CPPCLO2033A	Plan for safe and efficient cleaning activities
CPPCLO2035A	Maintain cleaning storage areas
CPPCMN3001B	Participate in environmentally sustainable work practices
CPPCMN3004A	Respond to enquiries and complaints
And **one from the following two** workplace safety units. **The option is provided** to enable an appropriate selection, depending on whether candidates are working on their own or in a collaborative work environment where there is the opportunity to contribute.	
CPPCMN2002A	Participate in workplace safety arrangements
CPPCMN3003A	Contribute to workplace safety arrangements

Elective units of competency

Unit code	**Unit title**
CPPCCL3008A	Mitigate water damage
CPPCCL3009A	Restore smoke damaged carpet
CPPCCL3010A	Apply odour control
CPPCCL3011A	Perform carpet repair and reinstallation
CPPCCL3012A	Perform carpet colour repair and restoration
CPPCCL3013A	Clean leather upholstery
CPPCCL3014A	Clean fabric upholstery
CPPCCL3016A	Apply topical treatments
CPPCCL3017A	Identify upholstery fibre and construction
CPPCCL3018A	Inspect sites with water damage
CPPCCL3019A	Inspect sites prior to cleaning or treatment
CPPCCL3020A	Develop a plan to mitigate water damage and restore carpet

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Custom Content Section

Not applicable.

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CPP40109 Certificate IV in Surveying

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include the following facets**:
Communication	• apply communication skills to discuss vocational issues effectively with colleagues and impart knowledge and ideas through oral, written and visual means • apply literacy skills to: • assess and use workplace information • interpret and understand legal, financial and procedural requirements • process workplace documentation • read and record data and write routine reports • research and access routine sources of spatial data • apply numeracy skills to: • record and interpret statistics

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Employability Skills Qualification Summary	
	• record with accuracy and precision • undertake computations • complete all required documentation according to organisational guidelines
Teamwork	• plan and execute set tasks in a team environment • apply interpersonal skills e.g. cooperation and flexibility • relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • support, and often lead, team debate on the application of various improvement processes • show team leadership • work effectively as part of a team • work with others • discuss and evaluate ideas with team to determine viability and compliance with relevant legislation
Problem solving	• solve surveying problems involving circular curves • identify and address any discrepancies between specifications and actual activities • identify problems and communicate to relevant personnel to improve service and prevent recurrence according to organisational guidelines • identify, analyse and evaluate image data to fulfil project requirements • apply spatial skills to: • understand the holistic implications of height, depth, breadth, dimension, direction and position to actual operational activity and virtual representation • exercise precision and accuracy in surveying computations • perform global positioning system data archival and retrieval • perform global positioning system data management and manipulation • perform file management • solve basic problems relating to height, depth, breadth, dimension, direction and position in

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Employability Skills Qualification Summary	
	actual operational activity and virtual representation • interpret technical task requirements • validate and record measurements according to project specifications • solve problems involving acquired image data according to organisational policies and principles
Initiative and enterprise	• apply analytical skills to determine the data requirements of a survey project • apply negotiation skills • create, extract and output information from engineering plans • analytical skills • participate in assessing the viability of new ideas and implementing new or improved processes
Planning and organising	• archive spatial data according to project specifications • use organisational skills to prioritise activities to meet contractual requirements and to prepare and administer documentation • prepare and collect data using basic global positioning system equipment • prepare to perform traverse computations • plan survey field work • plan and adhere to OHS requirements
Self-management	• time management • prioritise activities • adhere to correct OHS practices
Learning	• apply knowledge of organisational policies and guidelines • update skills and knowledge to accommodate changes in spatial reference systems • update skills and knowledge to accommodate changes in equipment and operations • train others in the use of equipment • apply knowledge of legislative, statutory and industry requirements and standards • operate global positioning system equipment according to manufacturer specifications and organisational guidelines

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Employability Skills Qualification Summary	
Technology	• use computers (technical user level) to complete business documentation • use suitable software to communicate with a global positioning system receiver • conduct navigation operations • select and use appropriate tools • maintain equipment

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules	
To achieve recognition at the Certificate IV level, the candidate must demonstrate competency in the eight core units, plus seven electives (total fifteen units). Up to two of the required electives may be selected from other qualifications aligned at the Certificate III, IV or Diploma level in this Training Package or from other relevant endorsed Training Package qualifications aligned at the Certificate III, IV or Diploma level.	
Core units	
CPPSIS4002A	Store and retrieve spatial data
CPPSIS4005A	Collect basic GPS data
CPPSIS4006A	Read and interpret basic image data
CPPSIS4009A	Collect and set out basic surveying data
CPPSIS4010A	Operate surveying equipment
CPPSIS4011A	Perform surveying computations
CUVCRS03B	Produce computer-aided drawings

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Packaging rules	
ICAU2006B	Operate computing packages
Elective units	
BSBITU402A	Develop and use complex spreadsheets
BSBLED401A	Develop teams and individuals
BSBWOR402A	Promote team effectiveness
CPPCMN4002A	Implement and monitor environmentally sustainable work practices
CPPDSM3009A	Maintain workplace safety in the property industry
CPPSIS4007A	Organise field services
CPPSIS4008A	Organise equipment and supplies
CPPSIS4012A	Plan and conduct survey expeditions
CPPSIS4013A	Participate in spatial process improvement
ICAA5139B	Design a database
LGAPLEM404A	Prepare and present geographic information systems data
MNQGEN400A	Apply site risk management system
PRMCMN403A	Facilitate effective teamwork
PRMCMN404A	Facilitate effective workplace relationships

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CPP40211 Certificate IV in Spatial Information Services

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include the following facets**:
Communication	• apply communication skills to discuss vocational issues effectively with colleagues • impart knowledge and ideas through oral, written and visual means • apply communication skills that assist in facilitating client relationships, including: • accessing, synthesising and using information • assertiveness • communicating effectively on the telephone • displaying empathy, tact and diplomacy • negotiating • written skills to document follow-up action • apply literacy skills to:

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Employability Skills Qualification Summary	
	• assess and use workplace information • interpret and understand legal, financial and procedural requirements • process workplace documentation • read, record data and write routine reports • research and access routine sources of spatial data • apply numeracy skills to: • record and interpret statistics • record with accuracy and precision • undertake computations • document spatial data collection and set out process • complete all required documentation according to organisational guidelines
Teamwork	• plan and execute set tasks in a team environment • apply interpersonal skills e.g. cooperation and flexibility • relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • work with and lead others on site • monitor team activity according to plan
Problem solving	• assess client needs and provide appropriate information and follow-up on a variety of issues within the spatial information handling framework • develop basic policies and guidelines pertaining to spatial data systems • interpret surveying task requirements • apply spatial skills to: • understand the holistic implications of height, depth, breadth, dimension, direction and position to actual operational activity and virtual representation • perform spatial data archival and retrieval • perform spatial data management and manipulation • perform file management • solve basic problems relating to height, depth, breadth, dimension, direction and position in

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Employability Skills Qualification Summary	
	actual operational activity and virtual representation • interpret technical manuals • interpret surveying task requirements • verify data reliability • solve problems involving acquired image data according to organisational policies and principles
Initiative and enterprise	• apply analytical skills to determine data requirements of a survey project • analyse and evaluate spatial information from a variety of sources • identify and access spatial information for set task requirements • manage contingencies • establish business contacts and networks • work effectively with business contacts • apply negotiation skills
Planning and organising	• confirm reliability of spatial systems • amend spatial data according to changes identified, spatial systems and organisational requirements • source basic spatial data to prepare for data set out • carry out data backup and recovery • archive data • use organisational skills to prioritise activities to meet contractual requirements and to prepare and administer documentation • prepare and collect data using basic global positioning system equipment
Self-management	• adhere to correct OHS practices • time management
Learning	• apply knowledge of organisational policies and guidelines regarding spatial data maintenance • update skills and knowledge to accommodate changes in data requirements • apply knowledge of industry requirements and standards • apply knowledge of legislative, statutory and industry requirements and standards

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Employability Skills Qualification Summary	
Technology	• use computers (technical user level) to complete business documentation • use suitable software to communicate with a global positioning system receiver • select and use appropriate tools

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules	
To achieve this qualification, the candidate must demonstrate competency in: • 15 units of competency: • 9 core units • 6 elective units. The elective units are chosen as follows: • 6 units from the elective units listed below • 2 of the units may be chosen from Certificate III, IV or Diploma qualifications in CPP07 or another current Training Package or state accredited course, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.	
Core units	
CPPDSM3009A	Maintain workplace safety in the property industry
CPPSIS4001A	Maintain spatial systems
CPPSIS4002A	Store and retrieve spatial data
CPPSIS4005A	Collect basic GPS data
CPPSIS4006A	Read and interpret basic image data

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Packaging rules	
CPPSIS4014A	Maintain spatial data
CPPSIS5005A	Obtain and validate existing spatial data
RIIG005A	Read and interpret maps
ICAU2006B	Operate computing packages
Elective units	
BSBINM401A	Implement workplace information system
BSBWOR402A	Promote team effectiveness
CPPCMN3001B	Participate in environmentally sustainable work practices
CPPSIS4003A	Facilitate effective spatial client relationships
CPPSIS4004A	Collect and set out basic spatial data
CPPSIS4007A	Organise field services
CPPSIS4008A	Organise equipment and supplies
CPPSIS4010A	Operate surveying equipment
CPPSIS4013A	Participate in spatial process improvement
CPPSIS4015A	Apply GIS software to problem-solving techniques
CUFMEM07A	Apply principles of visual design and communication to the development of a multimedia product
CUVCRS03B	Produce computer-aided drawings
ICAA4142B	Design a website to meet technical requirements
ICAA5139B	Design a database
ICAB4135B	Create a simple mark-up language document to specification
ICAB4137B	Produce basic client side script for dynamic web pages
ICAI3020B	Install and optimise operating system software
LGAPLEM404A	Prepare and present geographic information systems data

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Packaging rules	
MNQGEN400A	Apply site risk management system
PRMCMN403A	Facilitate effective teamwork
PRMCMN404A	Facilitate effective workplace relationships

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CPP40307 Certificate IV in Property Services (Real Estate)

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include the following facets**:
Communication	• apply literacy skills to access and interpret a variety of texts, including leases; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete prescribed forms • apply numeracy skills to calculate and interpret data such as deposits, entitlements and commissions • communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities • demonstrate effective communication strategies to establish rapport with clients, determine client needs, provide accurate

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Employability Skills Qualification Summary	
	advice, address client concerns and deal with conflict in line with agency practice • identify and assess property marketing strategies in the context of legislative requirements and agency practice • identify effective communication strategies for managing conflicts involving clients, and evaluate them in line with legislative requirements and agency practice • use verbal communication skills for face-to-face communication with real estate sellers and buyers
Teamwork	• identify roles and responsibilities of government agencies regulating the lease and management of property • identify roles and responsibilities of agents in leasing and managing property in line with legislative requirements and agency practice • work effectively in and promote communication between teams in an agency environment
Problem solving	• apply decision making and problem solving skills to analyse situations and make decisions consistent with legislative and regulatory requirements • apply strategies for resolving disputes between landlords and tenants and evaluate them in line with legislative requirements and agency practice
Initiative and enterprise	• analyse causes and potential impact of risks on agency, clients and other stakeholders • apply analytical skills to interpret documentation, such as parliamentary documents, legislation, regulations and codes of conduct • apply research skills to identify and locate legislation, regulations and codes of conduct • apply negotiation and conflict resolution skills to resolve disputes with tenants and landlords • negotiate to assist clients with property sales and property management matters
Planning and organising	• apply risk management strategies associated

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Employability Skills Qualification Summary	
	with advising clients on property sales and property management options • identify and assess listing opportunities in the context of legislative requirements and agency practice • plan, organise and schedule work-related tasks, such as inspecting properties • identify changes to legislation and regulations affecting agency operations • identify information on key operations of estate agencies in the context of legislative and agency requirements • implement agency procedures and systems to minimise risk to agency • maintain relevant records of legislation and industry codes of conduct • identify and access source documents for legislation and regulations relevant to the provision of real estate agency services
Self-management	• demonstrate a commitment to comply with industry codes of conduct by own personal ethical behaviour • interpret and comply with legislative and agency requirements • understand legislative requirements and verify with relevant people • manage competing work demands • model ethical practice • ensure personal presentation and professional image comply with industry and agency norms • organise own work • source specialist advice in line with agency practice
Learning	• apply knowledge of ethical and conduct standards and key principles of consumer protection, equal employment opportunity and privacy in relation to the leasing and management of property • apply knowledge of the process of leasing and managing property • assess personal knowledge and skills in providing real estate services against industry

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Employability Skills Qualification Summary	
	competency standards and other relevant benchmarks to determine continuing training needs and priorities • identify and plan opportunities for continuing training to maintain currency of competence and develop specialist and advanced skills and knowledge in line with agency practice
Technology	• access the internet and web pages • apply computing skills to access agency and resource databases • send and receive emails and complete standard forms and documents online • use standard software packages

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules
To achieve recognition at the Certificate IV level, the candidate must demonstrate competency in the five core units, plus nineteen electives (total twenty-four units). At least ten elective units must be selected from property, sales and management, with the remaining elective units chosen from one or more of the following: • property sales and management • specialist • common. Up to two of the elective units may be chosen from: • the Diploma of Property Services (Agency Management) • any Certificate IV qualification in CPP07 Property Services Training Package • any Certificate IV qualification in BSB07 Business Services or FNS04 Financial Services Training Package, provided that the units do not duplicate units in CPP07 Property Services Training Package.

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Packaging rules	
All units must contribute to a valid, industry-supported vocational outcome.	
Core units	
CPPDSM4007A	Identify legal and ethical requirements of property management to complete agency work
CPPDSM4008A	Identify legal and ethical requirements of property sales to complete agency work
CPPDSM4009B	Interpret legislation to complete agency work
CPPDSM4015B	Minimise agency and consumer risk
CPPDSM4080A	Work in the real estate industry
Elective units	
Property sales and management	
CPPDSM3008A	Maintain and protect condition of managed properties
CPPDSM4001A	Act as a buyer's agent
CPPDSM4002A	Apply knowledge of state or territory legislative and regulatory framework to complete agency work
CPPDSM4003A	Appraise property
CPPDSM4004A	Conduct auction
CPPDSM4005A	Establish and build client-agency relationships
CPPDSM4006A	Establish and manage agency trust accounts
CPPDSM4010A	Lease property
CPPDSM4011A	List property for lease
CPPDSM4012A	List property for sale
CPPDSM4013A	Market property for lease
CPPDSM4014A	Market property for sale
CPPDSM4016A	Monitor and manage lease or tenancy agreement

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Packaging rules	
CPPDSM4017A	Negotiate effectively in property transactions
CPPDSM4018A	Prepare and present property reports
CPPDSM4019A	Prepare for auction and complete sale
CPPDSM4020A	Present at tribunals
CPPDSM4022A	Sell and finalise the sale of property by private treaty
CPPDSM4046A	Manage tenancy disputes
CPPDSM4049A	Implement maintenance plan for managed properties
Specialist	
CPPDSM3017A	Work in the strata/community management sector
CPPDSM4021A	Sell and finalise sale of rural property by private treaty
CPPDSM4023A	Act as a tenant's agent
CPPDSM4029A	Appraise business
CPPDSM4030A	Appraise rural property
CPPDSM4033A	Assess and value goods, chattels, plant and equipment
CPPDSM4034A	Assess and implement strata/community management agreement
CPPDSM4036A	Broker sale of industrial, commercial and retail property
CPPDSM4038A	Conduct goods, chattels or equipment clearing sale or auction
CPPDSM4040A	Contribute to life cycle maintenance strategy
CPPDSM4041A	Contribute to development of a tenancy mix strategy
CPPDSM4043A	Coordinate fit-out of property and facilities
CPPDSM4050A	Lease industrial, commercial and retail property
CPPDSM4051A	Lease rural property
CPPDSM4053A	List business for sale

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Packaging rules	
CPPDSM4058A	Monitor service requirements in the property industry
CPPDSM4059A	Monitor space use in the property industry
CPPDSM4060A	Negotiate sale and manage sale to completion or settlement
CPPDSM4061A	Obtain prospects for listing
CPPDSM4062A	Occupy space
CPPDSM4069A	Promote and market listed business
CPPDSM4074A	Select and appoint contractors in the property industry
CPPDSM4078A	Sell rural property by tender
CPPDSM4079A	Work in the business broking sector
Common	
BSBCMM401A	Make a presentation
BSBHRM402A	Recruit, select and induct staff
BSBITS401A	Maintain business technology
BSBLED401A	Develop teams and individuals
BSBRKG304B	Maintain business records
BSBSMB404A	Undertake small business planning
BSBSMB406A	Manage small business finances
BSBWOR402A	Promote team effectiveness
CPPDSM4045A	Facilitate meetings in the property industry
CPPDSM4056A	Manage conflict and disputes in the property industry
CPPDSM4057A	Monitor a safe workplace in the property industry

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CPP40407 Certificate IV in Property Services (Stock and Station Agency)

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• apply literacy skills to access and interpret a variety of texts, including leases; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete prescribed forms • apply numeracy skills to calculate and interpret data such as deposits, entitlements and commissions • demonstrate effective communication strategies to establish rapport with clients, determine client needs, provide accurate advice, address client concerns and deal with conflict in line with agency practice

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Employability Skills Qualification Summary	
	• communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities • complete sale or purchase documentation in line with agency practice, ethical standards and legislative requirements and in a timely manner that reflects agreement reached • prepare proposal for sale or purchase of livestock • use verbal communication skills required for face-to-face communication with real estate sellers and buyers • use written communication skills to prepare proposals for clients and complete documentation relating to livestock sale and purchase
Teamwork	• determine staff requirements for auction • explain roles and responsibilities of key personnel involved in stock and station agencies in the context of legislative and agency requirements
Problem solving	• assess risks associated with transport, delivery, drafting and penning of livestock and manage them in line with agency practice • establish encumbrances on livestock to ensure that clear title may be transferred to buyer
Initiative and enterprise	• apply written communication skills to prepare proposals for clients and complete documentation relating to livestock sale and purchase • apply negotiation skills to gain commitment to sell or purchase livestock • negotiate in line with agency practice, ethical standards and relevant legislative requirements to reach agreement and close sale
Planning and organising	• arrange delivery of livestock to the appropriate buyer in line with buyer or seller instructions following an auction sale, including the preparation of relevant documentation associated with the transportation of livestock

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Employability Skills Qualification Summary	
	• arrange inspection of livestock at a mutually convenient time for seller and buyer
	• implement transport arrangements in line with agreed delivery schedule • give the client relevant information on market conditions and selling and buying options to enable the client to decide on sale or purchase options • plan, organise and schedule to undertake work-related tasks, such as arranging livestock inspections • secure deposits and make appropriate arrangements to account for the deposit on subsequent settlement
Self-management	• understand and apply agency codes, ethical standards and relevant federal, and state or territory legislation and regulations in relation to the sale and purchase of livestock • identify and explain key legislation and regulations relevant to stock and station agency operations, including legislative limitations on agency practice, to ensure compliance with legislative and agency requirements • assess and verify with relevant people personal understanding of legislative requirements • adhere to ethical and conduct standards, including penalties for breaches, to ensure compliance with legislative requirements and industry and agency practice
Learning	• assess personal knowledge and skills in providing stock and station agency services against industry competency standards and other relevant benchmarks to determine continuing training needs and priorities • apply knowledge of and ability to source and interpret common information on market conditions related to livestock sale and purchase • apply knowledge of the relative advantages and disadvantages of different methods of selling and buying livestock • identify, plan and apply in line with agency

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Employability Skills Qualification Summary	
	practice, opportunities for continuing training to maintain currency of competence and develop specialist and advanced skills and knowledge in relation to stock and station agency operations • understand and apply agency codes, ethical standards and relevant federal, and state or territory legislation and regulations in relation to the sale of livestock
Technology	• apply computing skills to access agency databases, send and receive emails, and complete standard forms online

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules	
To achieve recognition at the Certificate IV level, the candidate must demonstrate competency in the twelve core units, plus six units selected from the rural property sales and management units, plus a further three units selected from the common units (total twenty-one units). One of the three common units may be selected from: • the Diploma of Property Services (Agency Management) • any Certificate IV qualification in CPP07 Property Services Training Package • any Certificate IV qualification in RTE03 Rural Production, BSB07 Business Services or FNS04 Financial Services Training Packages, provided that the units do not duplicate units in CPP07 Property Services Training Package. All units selected must contribute to a valid, industry-supported vocational outcome.	
Core units	
CPPDSM4008A	Identify legal and ethical requirements of property sales to complete agency work

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Packaging rules	
CPPDSM4009B	Interpret legislation to complete agency work
CPPDSM4015B	Minimise agency and consumer risk
CPPDSM4021A	Sell and finalise sale of rural property by private treaty
CPPDSM4024A	Advise clients on livestock sale and purchase options
CPPDSM4039A	Conduct livestock sale by auction
CPPDSM4052A	List and market rural property for sale or lease
CPPDSM4067A	Plan for and complete sale of rural property by auction
CPPDSM4068A	Prepare livestock for sale at saleyards
CPPDSM4075A	Select livestock for sale
CPPDSM4077A	Sell livestock by private sale
CPPDSM4081A	Work in the stock and station agency sector
Rural property sales and management units	
CPPDSM4001A	Act as a buyer's agent
CPPDSM4005A	Establish and build client-agency relationships
CPPDSM4006A	Establish and manage agency trust accounts
CPPDSM4007A	Identify legal and ethical requirements of property management to complete agency work
CPPDSM4030A	Appraise rural property
CPPDSM4037A	Conduct auction of rural property
CPPDSM4038A	Conduct goods, chattels or equipment clearing sale or auction
CPPDSM4051A	Lease rural property
CPPDSM4073A	Provide rural property management services
CPPDSM4078A	Sell rural property by tender
Common units	

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Packaging rules	
BSBADM409A	Coordinate business resources
BSBCMM401A	Make a presentation
BSBFIA402A	Report on financial activity
BSBHRM402A	Recruit, select and induct staff
BSBITS401A	Maintain business technology
BSBLED401A	Develop teams and individuals
BSBRKG304B	Maintain business records
BSBSMB404A	Undertake small business planning
BSBSMB406A	Manage small business finances
BSBWOR402A	Promote team effectiveness
CPPDSM4045A	Facilitate meetings in the property industry
CPPDSM4056A	Manage conflict and disputes in the property industry
CPPDSM4057A	Monitor a safe workplace in the property industry
CPPDSM4072A	Provide leadership in the property industry

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CPP40507 Certificate IV in Property Services (Business Broking)

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• apply literacy skills to access and interpret a variety of texts, including legislation, regulations, trust account records and financial reports; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete standard forms • apply numeracy skills to calculate and interpret data contained in trust account records and financial reports • apply reading skills to access and interpret a variety of information relating to appraising a business and relevant information regarding legislative requirements • canvass, clarify and resolve client questions or

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Employability Skills Qualification Summary	
	concerns according to agency and legislative requirements • clarify and assess buyer requirements using appropriate interpersonal communication techniques • communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities • communicate with clients to enable the appraisal process and resolve complications • communicate and negotiate with relevant parties and monitor the marketing process to ensure effective marketing of the property occurs • discuss, draft and agree on possible marketing strategies and budgets for the sale of the business and related components • document agreements and distribute relevant documents and information to clients and other relevant internal and external parties • establish appropriate rapport with buyers • identify and complete appropriate documentation • produce and distribute formal documents to reflect agreements made by parties involved in the listing process • review documentation and other reporting requirements for compliance with legislative requirements
Teamwork	• ensure agency trust accounts comply with legislative requirements by referring to third parties and other professionals • interact with clients and resolve their concerns and issues • participate in professional networks to identify and build relationships with relevant individuals and organisations and to obtain and maintain personal knowledge • relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities • use networks to assist in the implementation of promotional activities

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Employability Skills Qualification Summary	
Problem solving	• apply decision making and problem solving skills to analyse and make decisions about agency trust accounts consistent with legislative and ethical requirements • assess the effectiveness of planning and marketing processes to identify possible improvements in future activities • determine profitability of the business and associated components using appropriate appraisal practices according to agency requirements • determine most appropriate marketing methods • discuss and document points of agreement, and rights and obligations to ensure clarity and to avoid potential misunderstanding and conflict • interpret and apply financial, legal and procedural requirements • resolve potential negotiation dilemmas, buyer or seller concerns and issues, and conflict arising from sale process • resolve potential marketing dilemmas
Initiative and enterprise	• apply analytical skills to interpret documents such as legislation, regulations, trust account records and financial reports • analyse business and associated plant and equipment ownership and status, as they relate to listing a business with a brokerage office • analyse sales process, buyer intentions and seller expectations • analyse marketing options and current market trends • identify and access source documents for trust transactions in line with legislative requirements • identify and analyse current market trends and positions and determine best listing options • maximise opportunities for repeat or future business according to agency procedures and requirements • process and analyse market information to assist in making an assessment of the listed

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Employability Skills Qualification Summary	
	business' marketability and viability
Planning and organising	• access and understand a variety of information relating to listing a business and relevant information regarding legislative requirements and business broking services • collect and evaluate current business financial data to determine financial status according to agency requirements • draft, determine and agree on marketing plans and budgets for the sale of business and related components • identify and prepare personnel and resources required to support, promote and market the listed business • obtain and analyse source and occupancy documents according to legislative and agency requirements • obtain information relevant to appraising a business and provide information on the appraisal process and final appraisal • prepare and structure information and documents relating to the negotiation and completion of a sale
Self-management	• adapt work processes as appropriate to meet the specific needs of the client and other staff • explain and negotiate with client according to agency and legislative requirements and expectations • identify ways to improve performance through seeking feedback from clients and colleagues • interpret and comply with relevant legislative requirements • monitor own performance and identify any personal development needs • plan and implement business broking services and work practices according to client requirements and agency values, legislative requirements and ethical standards • understand mechanisms to obtain and analyse client comments and feedback • understand and respect individual differences • work ethically and professionally with clients, colleagues and external agencies and model

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Employability Skills Qualification Summary	
	and maintain high standards of performance
Learning	• apply knowledge of agency practice, ethical standards and legislative requirements associated with appraising a business • apply knowledge of agency practice, ethical standards and legislative requirements for the operation of agency trust accounts • access learning opportunities to extend own personal work competencies to improve service delivery in business broking • identify and implement opportunities for personal development strategies to maintain currency of professional competency in providing effective business broking services • assess against occupational competency standards and other relevant benchmarks personal knowledge and skills in providing business broking services to determine professional development needs and priorities • provide ongoing training of all relevant agency staff to ensure efficient operation of trust accounts, financial and IT systems and compliance with agency practice and legislative requirements
Technology	• use business technology to access and organise information according to agency requirements • select and use technology appropriate to task

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules

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Packaging rules	
To achieve recognition at the Certificate IV level, the candidate must demonstrate competency in the eight core units, plus four electives (total twelve units). The candidate must select three or four electives from the list below. In cases where three electives are chosen, one further elective must be undertaken from: • any Certificate IV qualification in CPP07 Property Services Training Package • any Certificate IV qualification in any other endorsed Training Package. All units must contribute to a valid, industry-supported vocational outcome.	
Core units	
CPPDSM4006A	Establish and manage agency trust accounts
CPPDSM4015B	Minimise agency and consumer risk
CPPDSM4029A	Appraise business
CPPDSM4053A	List business for sale
CPPDSM4060A	Negotiate sale and manage sale to completion or settlement
CPPDSM4061A	Obtain prospects for listing
CPPDSM4069A	Promote and market listed business
CPPDSM4079A	Work in the business broking sector
Elective units	
BSBADM409A	Coordinate business resources
BSBCMM401A	Make a presentation
BSBCUS401A	Coordinate implementation of customer service strategies
BSBFIA401A	Prepare financial reports
BSBFIA402A	Report on financial activity
BSBITS401A	Maintain business technology
BSBLED401A	Develop teams and individuals
BSBMKG401B	Profile the market

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Packaging rules	
BSBMKG402B	Analyse consumer behaviour for specific markets
BSBMKG507A	Interpret market trends and developments
BSBMKG514A	Implement and monitor marketing activities
BSBREL401A	Establish networks
BSBRES401A	Analyse and present research information
BSBSMB401A	Establish legal and risk management requirements of small business
BSBSMB402A	Plan small business finances
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning
BSBSMB405A	Monitor and manage small business operations
BSBSMB406A	Manage small business finances
BSBSMB407A	Manage a small team
BSBWOR402A	Promote team effectiveness

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CPP40611 Certificate IV in Property Services (Operations)

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• apply communication skills to negotiate client and tenant requirements and access arrangements • apply literacy skills to interpret written and oral information, complete documentation and report findings • apply numeracy skills to analyse customer service data, interpret customer requirements and meet their needs • apply technical skills to prepare contract documentation • assess and clarify customer needs using appropriate communication techniques • establish and agree on communication

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Employability Skills Qualification Summary	
	channels and processes with relevant people according to organisational requirements • develop and maintain documentation to support implementation of OHS policies and procedures • discuss and confirm procurement arrangements, interpret written and oral information, liaise with suppliers and obtain feedback • prepare contract according to contract specifications and in consultation with relevant people using appropriate communication techniques • use communication to monitor effectively the implementation of the procurement process against budget parameters • use effective communication techniques to introduce and monitor change, while providing support to and maintaining relationships with clients and colleagues throughout the change process • use effective observation and active listening skills to elicit and interpret verbal and non-verbal information
Teamwork	• adhere as a team to control risks and hazards in work area according to organisational requirements • apply interpersonal skills to negotiate repair or maintenance process, relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities, and resolve conflict • determine space lease requirements in consultation with relevant people according to organisational requirements • develop a rapport with customers and relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities • distribute contract to relevant people to check accuracy of information and that contract specifications and requirements are clearly addressed • encourage, value and reward individual and

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Employability Skills Qualification Summary	
	team efforts and contributions according to organisational requirements
	• implement and monitor consultative processes to ensure all team members have an opportunity to contribute to management of OHS in the workplace • refer health and safety issues to relevant people for resolution according to organisational requirements • seek feedback on suitability of contract from relevant people and recommend improvements to be incorporated into contract where appropriate
Problem solving	• apply problem solving skills to manage repair or maintenance problems • identify and negotiate variations to leasing requirements with relevant people and make amendments according to client, legislative and organisational requirements • interpret and comply with financial, legislative and procedural requirements • overcome problems in implementation of change in consultation with relevant people
Initiative and enterprise	• apply analytical skills to interpret property plans and lease documentation, analyse and assess lease requirements and terms, and devise retention strategies • research to source site and resource requirements • recognise and report breaches of organisational codes of ethics and practices according to organisational and industry standards and procedures
Planning and organising	• access and assess specialist resources and sources of information according to client and organisational requirements • apply organisational skills to maintain assets, manage risk, plan and arrange repair or maintenance work, and schedule and meet time lines and client requirements • apply organisational skills to introduce and monitor change, plan and maintain own professional development, and plan and meet

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Employability Skills Qualification Summary	
	work priorities • apply planning skills to determine short and long-term goals • gather and analyse information to determine market conditions according to organisational requirements • securely store lease records and relevant information according to legislative and organisational requirements • use organisational skills to prepare advice and recommendations • use organisational filing systems
Self-management	• apply reflection skills to differentiate between professional and personal values • identify site access and specific site requirements and make appropriate arrangements according to client, organisational and legislative requirements • identify limitations of work role, responsibility and professional abilities • identify and confirm needs, priorities and expectations of the organisation and owner in delivering services to customers • prepare work order and plan contingencies to ensure client and organisational requirements are met in an efficient and effective manner • use self-evaluation skills to review and assess own work practices systematically in order to identify ways to improve performance or understanding
Learning	• address identified OHS training needs in consultation with relevant people according to organisational policies and procedures • apply knowledge of organisational policy and procedures for customer service, including handling customer complaints • apply knowledge of organisation's practices, ethical standards and legislative requirements associated with providing advice to customers and evaluating customer service • coach and mentor to be a positive influence on others and provide support to colleagues • understand organisation's practices, ethical

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Employability Skills Qualification Summary	
	standards and legislative requirements associated with planning and coordinating the repair, maintenance and modification of properties and facilities
Technology	• apply technology skills to use financial and assessment software and spreadsheets efficiently and to access market information • use computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases • use business equipment and technology to maintain relevant documentation according to applicable OHS, legislative and organisational requirements • use technology skills to organise customer service data, prepare and present information to customers, and prepare reports on improvements to customer service strategies

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules
To achieve recognition at the Certificate IV level, the candidate must demonstrate competency in the eight core units, plus five common electives plus a further five specialist electives (total eighteen units). Up to two of the common electives may be chosen from: • either the Certificate III in Property Services (Operations) or the Diploma of Property Services (Asset and Facility Management) • any Certificate IV qualification in CPP07 Property Services Training Package • any Certificate IV qualification in any other endorsed Training Package.

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Packaging rules	
All units must contribute to a valid, industry-supported vocational outcome.	
Core units	
BSBREL401A	Establish networks
CPPDSM4028A	Identify and analyse risks and opportunities in the property industry
CPPDSM4044A	Coordinate maintenance and repair of properties and facilities
CPPDSM4047A	Implement and monitor procurement process
CPPDSM4048B	Implement customer service strategies in the property industry
CPPDSM4057A	Monitor a safe workplace in the property industry
CPPDSM4063A	Participate in developing and establishing property or facilities contracts
CPPDSM4072A	Provide leadership in the property industry
Elective units	
Group A Common	
BSBADM409A	Coordinate business resources
BSBCMM401A	Make a presentation
BSBFIA402A	Report on financial activity
BSBHRM402A	Recruit, select and induct staff
BSBITS401A	Maintain business technology
BSBLED401A	Develop teams and individuals
BSBMGT402A	Implement operational plan
BSBMKG413A	Promote products and services
BSBRKG304B	Maintain business records
BSBSMB402A	Plan small business finances

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Packaging rules	
BSBSMB404A	Undertake small business planning
BSBSMB406A	Manage small business finances
BSBSUS301A	Implement and monitor environmentally sustainable work practices
BSBWOR402A	Promote team effectiveness
Group B Specialist	
CPPCMN4009A	Develop team understanding of and commitment to sustainability
CPPCMN4010A	Cost and quote sustainable product and service provision
CPPCMN4011A	Communicate and market sustainable solutions
CPPCMN4012A	Contribute to sustainable solutions throughout a building's life cycle
CPPCMN4013A	Operate a sustainable business
CPPDSM4006A	Establish and manage agency trust accounts
CPPDSM4025A	Advise on performance of asset
CPPDSM4026A	Analyse property and facility inform
CPPDSM4027A	Analyse resource use in building operations
CPPDSM4031A	Arrange lease of space
CPPDSM4032A	Arrange valuation of facilities and assets
CPPDSM4034A	Assess and implement strata/community management agreement
CPPDSM4040A	Contribute to life cycle maintenance strategy
CPPDSM4041A	Contribute to development of a tenancy mix strategy
CPPDSM4042A	Coordinate construction contract
CPPDSM4043A	Coordinate fit-out of property and facilities
CPPDSM4045A	Facilitate meetings in the property industry

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Packaging rules	
CPPDSM4055A	Maintain asset management system
CPPDSM4056A	Manage conflict and disputes in the property industry
CPPDSM4058A	Monitor service requirements in the property industry
CPPDSM4059A	Monitor space use in the property industry
CPPDSM4062A	Occupy space
CPPDSM4064A	Participate in research of property investment
CPPDSM4066A	Plan and coordinate property and facility inspection
CPPDSM4071A	Promote process improvement in the property industry
CPPDSM4074A	Select and appoint contractors in the property industry

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CPP40707 Certificate IV in Security and Risk Management

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include the following facets**:
Communication	• apply literacy skills to: • assess and use workplace information • understand and conform with relevant legislative, regulatory, licensing and organisational policy requirements, codes and standards • interpret plans, designs and specifications, assignment instructions, system and network specifications, charts, and diagrams • process workplace documentation • read and record data and write reports • research and access security information • apply numeracy skills to: • record and interpret statistics

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Employability Skills Qualification Summary	
	• record with accuracy and precision • undertake computations • communicate clearly and assertively while also demonstrating social and cultural sensitivity and respect • discuss vocational issues effectively with colleagues and impart knowledge and ideas through oral, written and visual means • give and receive feedback where appropriate • interpret non-verbal communication effectively • prepare and present reports, tenders, security system schematics and specifications • provide and explain information, including policies and procedures • relay information to others effectively • report and record a range of company information including incidents that cause injury, are dangerous or potentially dangerous, or are emergencies • report and record information accurately and write reports • understand meanings of relevant call signs, phonetic alphabet, signals, symbols and codes, and technical terminology • use appropriate interpersonal skills to elicit and clarify information • use negotiation and interactive communication techniques to manage, negotiate and defuse conflict situations
Teamwork	• apply interpersonal skills including cooperation and flexibility • deploy team members according to operational objectives and back-up support requirements • discuss and evaluate ideas with team to determine viability and compliance with relevant legislation • encourage input from team members and monitor arrangements for team participation • implement procedures to encourage others' contributions to OHS management • maintain effective client and colleague

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Employability Skills Qualification Summary	
	relations • relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • seek expert advice or assistance where appropriate • show team leadership • support, and often lead, team debate on the application of various improvement processes • understand own and team members' roles and responsibilities • work effectively as part of a team • work with others to resolve workplace conflict
Problem solving	• apply complex problem solving techniques • calculate asset values, quantities, measurements and understand basic statistics • determine appropriate responses to safety and security risk situations • diagnose and rectify security system faults • identify and address any discrepancies between specifications and actual activities • implement and monitor procedures for identifying hazards and assessing and controlling risks, and implement contingencies • negotiate and resolve conflict situations
Initiative and enterprise	• adapt responses to changing circumstances • adapt service to meet client requirements • apply analytical skills • design and develop data collection and analysis tools and key performance indicators • design security system architecture and configuration solutions • develop criteria to gauge threat levels and risks • develop system maintenance strategies • identify opportunities to improve security operations, systems and work processes • participate in assessing the viability of new ideas and implementing new or improved processes • present a range of appropriate security options to clients

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Employability Skills Qualification Summary	
	• understand strategic planning
Planning and organising	• coordinate responses to incidents • develop risk assessment and system maintenance plans • estimate and organise equipment and resource requirements for security operations • gather information to determine and record asset values and gauge threat levels • manage monitor centres, allocate resources and implement operational plans • plan and implement briefings and debriefings • plan and implement OHS requirements • plan and manage installation of a range of network software and hardware components • plan, document and coordinate resources to manage and review investigations
Self management	• adhere to correct OHS practices • apply time management skills • demonstrate ethical and professional behaviour • organise and prioritise own work • prioritise activities
Learning	• develop professional development plans, and identify and arrange own and others' professional development • implement and monitor the work group's OHS training needs, organisational OHS procedures and OHS training provision • coach and mentor to be a positive influence on others and provide support to colleagues • promote available learning methods and opportunities for improvement to assist colleagues • train others in the use of equipment • update skills and knowledge to accommodate changes in equipment and operations • update skills and knowledge to accommodate changes in security procedures and operational requirements
Technology	• install, program, configure, test, commission and decommission, monitor and maintain a range of networked security equipment and

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Employability Skills Qualification Summary	
	systems • operate, control, monitor, test and maintain a range of advanced security systems and equipment • understand electrical concepts • use and check a range of tools and equipment • use computers for data entry and understand relevant computer software types and functions

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules	
To achieve recognition at the Certificate IV level, the candidate must demonstrate competency in the eleven core units, plus four electives (total fifteen units). Up to two of the required electives may be selected from other qualifications aligned at the Certificate III, IV or Diploma level in this Training Package or from other relevant endorsed Training Package qualifications aligned at the Certificate III, IV or Diploma level (with a maximum of one unit from Certificate III).	
Core units	
BSBWOR401A	Establish effective workplace relationships
BSBWOR402A	Promote team effectiveness
BSBWOR404A	Develop work priorities
CPPSEC4001A	Manage a safe workplace in the security industry
CPPSEC4002A	Implement effective communication techniques
CPPSEC4003A	Advise on security needs

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Packaging rules	
CPPSEC4004A	Monitor and review security operations
CPPSEC4005A	Facilitate workplace briefing and debriefing processes
CPPSEC4006A	Assess risks
CPPSEC4007A	Assess threat
CPPSEC4012A	Identify and assess security of assets
Elective units	
BSBADM409A	Coordinate business resources
BSBCUS401A	Coordinate implementation of customer service strategies
BSBFIA402A	Report on financial activity
BSBINN301A	Promote innovation in a team environment
BSBITS401A	Maintain business technology
BSBMGT403A	Implement continuous improvement
BSBSMB401A	Establish legal and risk management requirements of small business
BSBSMB402A	Plan small business finances
CPPSEC4008A	Prepare a detailed tender
CPPSEC4009A	Interpret information from advanced security equipment
CPPSEC4010A	Manage monitoring centres
CPPSEC4011A	Coordinate field staff activity from control room
CPPSEC4013A	Undertake case management of investigations
CPPSEC4014A	Commission and decommission networked security system
CPPSEC4015A	Maintain networked security system
CPPSEC4016A	Install networked security system
CPPSEC4017A	Determine security system configurations

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Packaging rules	
CPPSEC4018A	Configure security devices on IT networks
CPPSEC4019A	Identify and diagnose security systems or network fault
CPPSEC4020A	Advise on the application of biometrics
CPPSEC4021A	Prepare standard operating procedures for the use of biometrics technology

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CPP40811 Certificate IV in Access Consulting

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• displays sensitivity to disability issues • displays empathy when eliciting client needs • uses appropriate techniques to give clear and accurate information to clients • relays information and provides feedback to team members • interprets relevant regulations, legislation and definitions, relevant codes, organisational policies, industry standards, safety signs, financial requirements, plans, drawings and specifications, and project documentation • consults with others to determine terms of reference • researches and prepares a variety of reports,

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Employability Skills Qualification Summary	
	including access audits, and maintains company documentation • is sensitive to individual, social and cultural differences • discusses interpretation and implementation of relevant legislation with appropriate people • prepares and presents a range of documents, including contracts, quotes, briefs, discussion papers, policy documents and action plans • facilitates meetings with a range of audiences and makes public educational presentations • uses effective interpersonal skills and communication techniques to provide advice on fitout, renovations and services • uses active listening skills and appropriate techniques to manage and resolve conflict • prepares and presents evidence suitable for use in legal proceedings
Teamwork	• works effectively with others • consults with others to determine team roles and responsibilities • supports and encourages team members to accept responsibility for their work and resolve problems • seeks specialist advice and feedback where required • maintains effective working relationships • understands team dynamics and causes of conflict and stress within teams • facilitates meetings
Problem solving	• assesses environmental barriers and develops appropriate access solutions • negotiates and resolves conflict between clients and stakeholders • seeks satisfactory resolution of issues raised by team members • uses appropriate strategies to identify, mitigate and eliminate risks • uses appropriate strategies and options to address access non-compliance issues and makes suitable recommendations • estimates the cost of service provision

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Employability Skills Qualification Summary	
Initiative and enterprise	• facilitates change for greater awareness to disability access • analyses own work practices and process outcomes critically • engages colleagues and shares disability access knowledge • adapts to new workplace situations
Planning and organising	• prepares and administers documentation and implements organisational policies and procedures • collects, organises and collates information • contributes to team planning • develops risk management plans, research plans, personal development plans, Disability Discrimination Act action plans • gathers information and resources necessary to undertake access audits and provides input into strategic policy development • establishes policy and program monitoring and evaluation processes • prepares educational presentations • plans processes needed to achieve renovated building space compliance • coordinates meeting arrangements • prepares evidence for presentation in legal proceedings
Self management	• understands limitations of role, responsibilities and abilities and follows ethical practices, regulatory and organisational requirements and business standards • works without supervision • acts as a role model for others • uses feedback to improve own performance • uses personal presentation, manner and language consistent with protocols
Learning	• identifies and accesses professional development opportunities • maintains knowledge of current codes, standards, regulations, practices and industry updates
Technology	• uses information technology to undertake research, complete business documents, and

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Employability Skills Qualification Summary	
	deliver presentations • calibrates relevant tools and equipment

Due to the high proportion of electives required by this qualification, the detail of the above employability skills is representative of the property services industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements as identified in units of competency that meet packaging guidelines.

This table is a summary of employability skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules	
To achieve this qualification, the candidate must demonstrate competency in: • 20 units of competency: • 12 core units • 8 elective units. The elective units are chosen as follows: • 8 units may be chosen from Group A • 2 of the units may be chosen from Group B or a Diploma qualification in CPP07 or CPC08 or a current state accredited course, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.	
Core units	
BSBMED301B	Interpret and apply medical technology appropriately
BSBWOR402A	Promote team effectiveness
CHCPOL3A	Undertake research activities
CPPACC4001A	Apply disability awareness to assessing access situations
CPPACC4002A	Apply building control legislation to assess small-scale buildings for access
CPPACC4004A	Communicate effectively as an access consultant

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Packaging rules	
CPPACC4015A	Follow site occupational health and safety requirements
CPPACC4016A	Manage risk
CPPACC4017A	Prepare access reports
CPPACC4022A	Work effectively as an access consultant
HLTHIR403B	Work effectively with culturally diverse clients and co-workers
PSPREG402C	Promote client compliance
Elective units - Group A	
CPCCCM2001A	Read and interpret plans and specifications
CHCPOL2A	Contribute to policy development
CPPACC4003A	Assess construction plans
CPPACC4005A	Conduct a building access audit
CPPACC4006A	Conduct a playground access audit
CPPACC4007A	Conduct a streetscape access audit
CPPACC4008A	Conduct a transport conveyance and boarding device access audit
CPPACC4009A	Conduct a transport premises access audit
CPPACC4010A	Conduct an aged care facility access audit
CPPACC4011A	Conduct an educational facility access audit
CPPACC4012A	Conduct an outdoor recreation area access audit
CPPACC4013A	Contribute effectively to building development teams
CPPACC4014A	Facilitate the development of Disability Discrimination Act Action Plans
CPPACC4018A	Prepare, deliver and evaluate public education sessions on access
CPPACC4019A	Provide access advice on building fitout
CPPACC4020A	Provide access advice on building renovations

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Packaging rules	
CPPACC4021A	Provide access advice on the provision of services
CPPDSM4045A	Facilitate meetings in the property industry
CPPDSM4056A	Manage conflict and disputes in the property industry
CPPSEC3009A	Prepare and present evidence in court
LMFFT4010B	Identify and calculate production costs
TAADEL401B	Plan and organise group-based delivery
TAADEL402B	Facilitate group-based learning
TAADEL403B	Facilitate individual learning
TAADEL404B	Facilitate work-based learning
TAADEL405B	Coordinate and facilitate distance-based learning
TAADES401B	Use Training Packages to meet client needs
TAADES402B	Design and develop learning programs
Elective units - Group B	
BSBHRM402A	Recruit, select and induct staff
BSBSMB401A	Establish legal and risk management requirements of small business
BSBSMB402A	Plan small business finances
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning
BSBSMB405A	Monitor and manage small business operations
BSBSMB406A	Manage small business finances
BSBSMB407A	Manage a small team
BSBWRK410A	Implement industrial relations procedures

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CPP40911 Certificate IV in Waste Management

Modification History

Not applicable.

Description

This qualification applies to individuals who use well developed skills and a broad knowledge base in a wide variety of waste management contexts. They may be responsible for wide-ranging operational waste management activity and a defined range of unpredictable problems. They may be required to analyse and evaluate information from a variety of sources. They may also be required to provide leadership and guidance and have responsibility for the output of others.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	• listen to and understand work instructions, directions and feedback, including communication with contractors • speak clearly and directly to relay information, including to staff • read and interpret workplace related documentation, such as OHS requirements and hazard and risk instructions • write reports and documentation • interpret the needs of clients and staff • apply numeracy skills to workplace requirements involving

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	measuring and counting • establish and use networks • share information with other staff and clients • negotiate responsively, e.g. regarding own work role and conditions • persuade effectively • be appropriately assertive, e.g. in relation to safe or ethical work practices, own work role or issues relating to hazardous waste
Teamwork	• work as an individual and a team member • work with diverse individuals and groups • apply knowledge of own role as part of a team • identify and use the strengths of other team members • give feedback, coach and mentor
Problem-solving	• develop practical and creative solutions to workplace problems • show independence and initiative in identifying problems • solve problems individually or in teams • use numeracy skills to solve problems, e.g. time management, simple calculations, shift handover, weights and volume measurements • test assumptions and take context into account • listen to and resolve concerns in relation to workplace issues • resolve client concerns relative to workplace responsibilities if role has direct client contact
Initiative and enterprise	• adapt to new situations • be creative in response to workplace challenges within relevant guidelines and protocols • identify opportunities that might not be obvious to others • generate a range of options in response to workplace matters • implement theoretical ideas • develop innovative solutions • develop a strategic, creative and long-term vision
Planning and organising	• collect, analyse and organise information • use organisation's basic business systems for planning and organising • be appropriately resourceful • take initiative and make decisions within workplace role • participate in continuous improvement and planning processes • work within or establish clear work goals and deliverables • determine or apply required resources • allocate people and other resources to tasks and workplace

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	requirements • manage time and priorities • adapt resource allocations to cope with contingencies
Self-management	• be self-motivated • articulate own ideas and vision within a team or supervised work context • balance own ideas, values and vision with workplace values and requirements • monitor and evaluate own performance • take responsibility at the appropriate level
Learning	• be open to learning new ideas and techniques • learn in a range of settings, including informal learning • participate in ongoing learning • learn in order to accommodate change • learn new skills and techniques • take responsibility for own learning • contribute to the learning of others, for example by sharing information • apply a range of learning approaches • develop own learning pathways • participate in developing own learning plans, e.g. as part of performance management
Technology	• use technology and related workplace equipment • use basic technology skills to organise data • adapt to new technology skill requirements • apply OHS knowledge when using technology • apply technology as a management tool

Packaging Rules

To achieve this qualification, the candidate must demonstrate competency in:

- 18 units of competency:
- 7 core
- 11 elective units.

The elective units must ensure the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome and are to be chosen as follows:

- a minimum of 4 units from Group A, of which up to 2 may be from the Group A elective units listed in CPP30711 Certificate III in Waste Management or CPP508011 Diploma

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of Waste Management
- up to 7 units from Group A or Group B
- up to 2 units from Certificate IV qualifications, or a level above or below, in CPP07 or another current Training Package or state-accredited course.

Core units of competency

Unit code	Unit title
CPPCMN4002B	Implement and monitor environmentally sustainable work practices
CPPCMN4004B	Facilitate effective client relationships
CPPCMN4005A	Facilitate effective teamwork
CPPCMN4006A	Facilitate effective workplace relationships
CPPCMN4007A	Manage workplace safety arrangements
CPPWMT4030A	Determine waste management services
CPPWMT4050A	Deliver training in hazard identification and waste emergency responses

Elective units of competency

Group A elective units

Unit code	Unit title
BSBINN301A	Promote innovation in a team environment
CPPWMT4001A	Plan waste audits
CPPWMT4002A	Carry out waste audits
CPPWMT4003A	Review, evaluate and document waste assessment findings
CPPWMT4006A	Organise waste recovery

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CPPWMT4007A	Implement waste management plans
CPPWMT4022A	Monitor waste disposal sites
CPPWMT4027A	Select and obtain waste management plant, equipment and materials
CPPWMT4032A	Inform and educate clients on waste management issues
CPPWMT4035A	Undertake waste process audits
CPPWMT4037A	Conduct minor maintenance and repairs on waste processing plant and equipment
CPPWMT4052A	Organise waste management operations
CPPWMT4053A	Conduct and monitor waste management operations
CPPWMT4055A	Develop waste management proposals
CPPWMT4056A	Implement landfill rehabilitation plans
CPPWMT4060A	Apply lean management techniques
CPPWMT4062A	Apply waste avoidance techniques

Group B elective units

Unit code	**Unit title**
BSBADM504B	Plan or review administrative systems
BSBATSIW416C	Obtain and manage consultancy services
BSBFIA302A	Process payroll
BSBFIA402A	Report on financial activity
BSBHRM401A	Review human resources functions
BSBHRM402A	Recruit, select and induct staff
BSBITB501A	Establish and maintain a workgroup computer network
BSBLED401A	Develop teams and individuals
BSBMGT406A	Plan and monitor continuous improvement

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BSBMKG514A	Implement and monitor marketing activities
BSBRSK501A	Manage risk
BSBSLS407A	Identify and plan sales prospects
BSBSLS408A	Present, secure and support sales solutions
CPPPMT3005A	Modify environment to manage pests
TAEASS401A	Plan assessment activities and processes
TAEDEL301A	Provide work skill instruction
TAEDEL401A	Plan, organise and deliver group-based learning
TLID2016A	Load and unload explosives and dangerous goods
TLIF3063A	Administer the implementation of fatigue management strategies

Custom Content Section

Not applicable.

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CPP41011 Certificate IV in Cleaning Management

Modification History

Not applicable.

Description

This qualification applies to individuals who use well developed skills and a broad knowledge base in a wide variety of cleaning management contexts. They may be responsible for wide-ranging operational cleaning management activity and are responsible for managing staff, providing quotations, planning and overseeing work and providing customer support.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	• listen to, understand and give work instructions, directions and feedback • speak clearly and directly to relay information • negotiate effectively with clients • read and interpret workplace related documentation, such as work instructions, manufacturer specifications and product labels • write reports as required • interpret the needs of team members from clear information and feedback • apply basic numeracy skills to workplace requirements

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	involving measuring and counting • share information with other staff, colleagues, clients and others • communicate with colleagues and supervisors regarding safe work practices and own work role
Teamwork	• lead and develop teams • work with diverse individuals and groups • apply knowledge of own role as part of a team and of the roles of all team members • identify and use the strengths of other team members • recruit and manage staff
Problem-solving	• develop practical and creative solutions to workplace problems • assess, develop and apply environmentally sustainable solutions • control materials and resources for the work site • prepare quotations • develop appropriate responses to workplace safety matters • show independence and initiative in identifying problems • solve problems individually or in teams • use numeracy skills to solve problems, e.g. time management and simple calculations • test assumptions and take context into account • listen to and resolve concerns in relation to workplace issues • resolve client concerns relative to workplace responsibilities
Initiative and enterprise	• secure new business opportunities • represent the business to clients and others • adapt to new situations • be creative in response to workplace challenges • identify opportunities that might not be obvious to others • generate a range of options in response to workplace matters • translate ideas into action • develop innovative solutions within established guidelines
Planning and organising	• collect, analyse and organise information • plan and organise for a safe work site • plan for and organise sustainability strategies within the workplace • be appropriately resourceful • take initiative and make decisions within workplace role and authorised limits • work within and establish clear work goals and deliverables • determine or apply required resources

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	• allocate resources to tasks and workplace requirements • manage time and priorities • adapt resource allocations to cope with contingencies
Self-management	• be self-motivated • articulate own ideas and vision • balance own ideas, values and vision with workplace values and requirements • monitor and evaluate own performance • take responsibility at the appropriate level
Learning	• be open to learning new ideas and techniques • learn in a range of settings, including informal learning • participate in ongoing learning • learn in order to accommodate change • learn new skills and techniques • take responsibility for own learning • contribute to the learning of others by sharing information • apply a range of learning approaches • participate in developing own learning plans, e.g. as part of performance management
Technology	• use technology and related workplace equipment • use basic technology skills to organise data • adapt to new technology skill requirements • apply OHS knowledge when using technology • apply technology as a management tool

Packaging Rules

To achieve this qualification, the candidate must demonstrate competency in:

- 13 units of competency:
- 8 core units
- 5 elective units.

The elective units are to be chosen as follows:

- up to 3 units from the elective units listed below
- up to 5 units from units in Certificate IV qualifications in BSB07 Business Services Training Package that are not listed or equivalent to the core units below
- up to 1 unit from a Certificate III qualification in CPP07 Property Services Training Package
- up to 2 units from Certificate IV or Diploma qualifications in CPP07 or another current

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Training Package or state-accredited course, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.

Core units of competency

Unit code	**Unit title**
BSBHRM402A	Recruit, select and induct staff
BSBRSK501A	Manage risk
CPPCLO4022A	Organise and monitor cleaning operations
CPPCLO4024A	Control the supply of resources to the work site
CPPCLO4025A	Provide quotation for cleaning services
CPPCMN4004B	Facilitate effective client relationships
CPPCMN4006A	Facilitate effective workplace relationships
CPPCMN4007A	Manage workplace safety arrangements

Elective units of competency

Unit code	Unit title
CPPCMN4001B	Develop workplace policies and procedures for sustainability
CPPCMN4002B	Implement and monitor environmentally sustainable work practices
CPPCMN4005A	Facilitate effective teamwork

Custom Content Section

Not applicable.

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CPP41110 Certificate IV in Home Sustainability Assessment

Modification History

Not Applicable

Description

Qualification Notes
This qualification is designed to meet the needs of home sustainability assessors. Potential users of this qualification include home sustainability assessors, enterprises, government agencies and community organisations employing home sustainability assessors, and organisations funding home sustainability programs.

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Employability Skill**
Communication	• uses appropriate techniques to give clear and accurate information to clients • relays information and provides feedback to team members • interprets relevant regulations, legislation and definitions, codes, organisational policies, industry standards, safety signs,

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Employability Skills Qualification Summary	
	financial requirements, plans, drawings and specifications, and project documentation • demonstrates awareness of individual, social and cultural differences • researches, prepares and presents a range of documents relating to home sustainability, including contracts, quotes, reports and action plans • uses effective interpersonal skills and communication techniques to provide advice on home sustainability measures • uses active listening skills and appropriate techniques to manage and resolve conflict
Teamwork	• develops effective and friendly relationships with clients and users of client facilities • works effectively with others • consults with others to determine individual and team roles and responsibilities • seeks specialist advice and feedback where required • maintains effective working relationships • identifies team dynamics and causes of conflict and stress within teams • facilitates meetings
Problem solving	• conducts home sustainability assessments and identifies ways of improving home environmental performance in relation to heating and cooling, energy consumption and water use • negotiates and resolves conflict between clients and stakeholders • seeks satisfactory resolution of issues raised by clients • uses appropriate strategies to identify, mitigate and eliminate risks • estimates the cost of home sustainability measures
Initiative and enterprise	• promotes adoption of change in householders' sustainability practices • analyses own work practices and process

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Employability Skills Qualification Summary	
	outcomes critically • engages colleagues and shares knowledge on home sustainability matters • adapts to new workplace situations
Planning and organising	• prepares and administers documentation and implements organisational policies and procedures • collects, organises and collates information • plans home sustainability assessments within time and cost restraints • develops risk management plans, personal development plans, home sustainability action plans and reports
Self management	• identifies limitations of role, responsibilities and abilities and follows ethical practices, regulatory and organisational requirements and business standards • works without supervision • models sustainable practices • uses feedback to improve own performance • uses personal presentation, manner and language consistent with industry code of practice • assesses competing demands for work time and identifies and organises tasks to achieve individual, team and enterprise work priorities
Learning	• identifies and accesses professional development opportunities • maintains knowledge of current codes, standards, regulations, practices and industry updates • assesses personal strengths and weaknesses in providing home sustainability assessment services against job requirements, industry competency standards and other relevant benchmarks to determine personal development priorities and action where necessary

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Employability Skills Qualification Summary	
Technology	• uses information technology to undertake research and complete business documents • uses a range of measuring equipment in gathering information relevant to home sustainability assessments • calibrates relevant tools and equipment • uses the functions of energy use calculators • applies general purpose computer software, such as word processing and database packages, to prepare reports • uses the world wide web to access information on sustainability products and services

The detail of the above employability skills is representative of the property services industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements as identified in units of competency that meet packaging guidelines.

This table is a summary of employability skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging Rules
To achieve this qualification, the candidate must demonstrate competency in: • 12 units of competency: • 8 core units • 4 elective units. The elective units are chosen as follows: • all four electives may be chosen from the elective units below • two of the four elective units may be chosen from other Certificate IV qualifications in CPP07, or another current Training Package or state accredited course, provided the integrity of the AQF alignment is ensured, they contribute to a valid, industry-supported vocational outcome, and they have not been previously chosen • one of the two elective units chosen from outside this qualification may be from either a Certificate III or Diploma qualification in CPP07, ensuring that the

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Packaging Rules
industry context of the qualification is maintained.

Core units	
CPPCMN4004B	Facilitate effective client relationships
CPPHSA4001A	Assess household energy use
CPPHSA4002A	Assess household waste generation and management
CPPHSA4003A	Assess household water use
CPPHSA4004A	Assess thermal performance of existing residences using non-rating tools and techniques
CPPHSA4005A	Minimise health, safety and security risks when assessing home sustainability
CPPHSA4006A	Manage own work, professional development and ethical behaviour as a home sustainability assessor
CPPHSA4007A	Promote the adoption of home sustainability practices by residents
Elective units	
CPCCBC4014A	Prepare simple building sketches and drawings
CPPCMN3001B	Participate in environmentally sustainable work practices
CPPCMN3004A	Respond to enquiries and complaints
CPPCMN4008A	Read and extract information from plans, drawings and specifications for residential buildings
CPPHSA4008A	Apply sustainability principles, legislation and information on government programs
CPPHSA4010A	Estimate the cost of home sustainability measures

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CPP50107 Diploma of Surveying

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include the following facets**:
Communication	• apply communication skills • discuss vocational issues effectively with colleagues • impart knowledge and ideas through oral, written and visual means • apply literacy skills to: • assess and use workplace information • locate and interpret legislation and other written documentation • prepare and manage documentation and information flow • read and write key performance reports, including technical reports • research and evaluate (high level) in order to

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Employability Skills Qualification Summary	
	source SIS educational information • document project objectives, deliverables, constraints, principal work activities and equipment requirements according to spatial data specifications and client requirements • implement and maintain agreed communication processes between project members, clients and other stakeholders • complete required documentation promptly, accurately and according to organisational guidelines • implement and apply agreed communication processes between project members, clients and other stakeholders • apply numeracy skills to: • analyse errors • conduct image analysis • interpret and analyse statistics • perform mental calculations • record with accuracy and precision • undertake high level computations
Teamwork	• relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • present project specifications to relevant personnel • inform relevant personnel of the results according to organisational guidelines
Problem solving	• evaluate spatial information to apply knowledge to plan future collection requirements • scope spatial data acquisition requirements • analyse client instructions to determine specific needs and spatial data requirements • evaluate available collection options • research and adhere to pertinent legal and statutory standards • create, extract and output information from engineering plans • spatial skills to: • understand the holistic implications of height, depth, breadth, dimension, direction and position to actual operational activity and

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Employability Skills Qualification Summary	
	virtual representation • exercise precision and accuracy in relation to surveying • solve complex problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation • design and interpret technical documentation
Initiative and enterprise	• select preferred option on the basis of client needs and organisational capability and priorities • develop spatial data collection and validation plan • create survey drawings using suitable software
Planning and organising	• plan spatial data collection and validation • plan the processes and procedures involved in undertaking field surveys, including access, layout, development and provision of services, according to organisational and OHS guidelines • organise resources for survey operations • prepare computer-aided design environment • implement project management mechanisms to measure, record and report progress of activities in relation to the agreed schedule and plans • archive spatial data according to project specifications
Self-management	• delegate duties • prioritise activities • adhere to OHS requirements throughout the conduct of design and drawing procedures
Learning	• perform file management and train others in this task • perform spatial data archival and retrieval and train others in this task • perform spatial data management and manipulation and train others in this task • train others in spatial precision techniques • update skills and knowledge to accommodate changes in operating environment and equipment

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Employability Skills Qualification Summary	
	• apply knowledge of terminology and nomenclature applicable to surveying
Technology	• use a computer (high technical user level) to develop business documentation • create survey drawings using suitable software • conduct operational elements of surveying operations • understand and apply high-level, relevant engineering-related tasks and associated computations

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules	
To achieve recognition at the Diploma level, the candidate must demonstrate competency in the seven core units, plus nine electives (total sixteen units). Up to two of the required electives may be selected from other qualifications aligned at the Certificate IV, Diploma or Advanced Diploma level in this Training Package or from other relevant endorsed Training Package qualifications aligned at the Certificate IV, Diploma or Advanced Diploma level.	
Core units	
CPPSIS5001A	Plan spatial data collection and validation
CPPSIS5017A	Conduct an advanced GPS data collection and set out survey
CPPSIS5018A	Conduct an engineering survey
CPPSIS5020A	Create engineering drawings
CPPSIS5023A	Manage advanced surveying computations

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Packaging rules	
CPPSIS5024A	Perform geodetic surveying computations
CPPSIS5028A	Conduct geodetic surveying
Elective units	
BSBITU402A	Develop and use complex spreadsheets
BSBATSIL502B	Work with the manager
BSBOHS509A	Ensure a safe workplace
CPCCSV5007A	Undertake site surveys and set-out procedures for building projects
CPCCSV5008A	Apply building control legislation to building surveying
CPPCMN4002A	Implement and monitor environmentally sustainable work practices
CPPSIS5003A	Implement a spatial information services project plan
CPPSIS5007A	Maintain complex spatial data systems
CPPSIS5010A	Collate and interpret spatial data
CPPSIS5013A	Design a spatial data storage system
CPPSIS5014A	Develop a subdivision survey design for local government approval
CPPSIS5015A	Undertake spatial process improvement to reduce costs and improve service
CPPSIS5016A	Design a stormwater system
CPPSIS5019A	Conduct an engineering surveying project
CPPSIS5021A	Apply land and planning law to surveying
CPPSIS5022A	Integrate surveying datasets
CPPSIS5025A	Plan and conduct major survey expeditions
CPPSIS5026A	Design road and railway
CPPSIS5027A	Carry out a precision survey

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Packaging rules	
CPPSIS5029A	Determine suitable information sources to create new spatial datasets
CPPSIS6001A	Conduct open mine pit surveying
CPPSIS6002A	Create mine drawings
CPPSIS6013A	Conduct underground mine surveying
FDFOPTRWP3A	Report on workplace performance
ICTTC032C	Undertake a civil site survey
MNCO1046A	Apply and monitor systems and methods of mining
LGAPLEM404A	Prepare and present geographic information systems data
LGAPLEM508A	Manipulate and analyse data within geographic information systems
MNQGEN500A	Implement and maintain management plans to control risk
PSPLAND308A	Compile and check survey plans
RTD4507A	Produce maps for land management purposes

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CPP50211 Diploma of Spatial Information Services

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include the following facets**:
Communication	• communicate data acquisition requirements to relevant personnel • communicate and consult effectively with clients and colleagues • impart knowledge and ideas through oral, written and visual means • apply numeracy skills to: • accurately record • analyse errors • conduct image analysis • perform mental calculations • interpret and analyse statistics • undertake computation

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Employability Skills Qualification Summary	
	• apply literacy skills to: • assess and use workplace information • locate and interpret legislation and other written documentation • prepare and manage documentation • read and write technical reports • research and evaluate
Teamwork	• relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • work effectively as a team • apply team leadership skills • guide staff assisting in the data-collection process • allocate work to individuals matching known competency and capacity to work within organisational policy • consult relevant personnel to identify requirements for spatial data and constraints • refer exception reports to relevant personnel • encourage clients to evaluate spatial product and service options to satisfy their needs according to company requirements • work effectively with business contacts • advise co-workers and supervisors promptly of work implications
Problem solving	• evaluate spatial information to apply knowledge to plan future collection requirements • scope spatial data acquisition requirements • analyse client instructions to determine specific needs and spatial data requirements • evaluate available collection options • capture new data using a variety of methods • apply spatial skills to: • understand the holistic implications of height, depth, breadth, dimension, direction and position to actual operational activity and virtual representation • exercise precision and accuracy in relation to terrain visualisations • solve complex problems relating to height,

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Employability Skills Qualification Summary	
	depth, breadth, dimension, direction and position in actual operational activity and virtual representation
Initiative and enterprise	• select preferred option on the basis of client needs and organisational capability and priorities • develop spatial data collection and validation plan • incorporate technical problems and management requirements and apply appropriate solutions to a range of data collection situations • apply creative and conceptual skills • create 2-D drawings • create and modify a 3-D model or digital elevation model • use a contour plan of an area for analytical purposes
Planning and organising	• plan spatial data collection and validation • plan and execute the data capture process in a supervisory capacity • prepare for data collection • schedule key activities and timelines with full consideration given to specification, available resources and organisational requirements • prepare 2-D or 3-D digital elevation model
Self-management	• delegate duties • prioritise activities • apply time management skills • apply self-management skills
Learning	• update skills and knowledge to accommodate changes in spatial data acquisition requirements • update skills and knowledge to accommodate changes in operating environment and equipment • perform spatial data archival and retrieval and train others in this task • perform spatial data management and manipulation and train others in this task • perform file management and train others in this task

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Employability Skills Qualification Summary	
	• train others in spatial precision techniques
Technology	• use a computer (high technical user level) to complete business documentation • exercise precision and accuracy in relation to the use of electronic equipment • assess spatial computing platforms and software systems for suitability against specification

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules	
To achieve this qualification, the candidate must demonstrate competency in: • 16 units of competency: • 7 core units • 9 elective units. The elective units are chosen as follows: • 9 units from the elective units listed below • 2 of the units may be chosen from Certificate IV, Diploma or Advanced Diploma qualifications in CPP07 or another current Training Package or state accredited course, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.	
Core units	
CPPSIS5001A	Plan spatial data collection and validation
CPPSIS5002A	Capture new spatial data
CPPSIS5003A	Implement a spatial information services project plan
CPPSIS5006A	Integrate spatial datasets

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Packaging rules	
CPPSIS5009A	Produce spatial project deliverables
CPPSIS5029A	Determine suitable information sources to create new spatial datasets
CPPSIS6020A	Develop 2-D and 3-D terrain visualisations
Elective units	
BSBFIM501A	Manage budgets and financial plans
BSBITU402A	Develop and use complex spreadsheets
BSBOHS509A	Ensure a safe workplace
BSBWOR502A	Ensure team effectiveness
CPPCMN4002A	Implement and monitor environmentally sustainable work practices
CPPSIS5004A	Determine spatial data requirements
CPPSIS5005A	Obtain and validate existing spatial data
CPPSIS5007A	Maintain complex spatial data systems
CPPSIS5008A	Develop a complex spatial and aspatial database
CPPSIS5010A	Collate and interpret spatial data
CPPSIS5011A	Monitor and control the spatial components of projects
CPPSIS5012A	Maintain effective internal and external spatial communication networks
CPPSIS5013A	Design a spatial data storage system
CPPSIS5015A	Undertake spatial process improvement to reduce costs and improve service
FDFOPTRWP3A	Report on workplace performance
ICAB3018B	Develop macros and templates for clients using standard products
ICAU3028B	Customise packaged software applications for clients

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Packaging rules	
ICAU3126B	Use advanced features of computer applications
ICPKN315B	Apply knowledge and requirements of the multimedia sector
LGAPLEM508A	Manipulate and analyse data within geographic information systems
LGAPLEM512A	Provide geographic information systems data
MNQGEN500A	Implement and maintain management plans to control risk
PSPLAND302A	Investigate tenure and land use history
PSPLAND501A	Review planning documents and environmental assessments
RTD4507A	Produce maps for land management purposes

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CPP50307 Diploma of Property Services (Agency Management)

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• apply literacy skills to access and interpret a variety of texts, including legislation, regulations, trust account records and financial reports; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete standard forms • apply numeracy skills to calculate and interpret data contained in trust account records and financial reports • apply verbal communication skills for face-to-face communication with real estate sellers and buyers • demonstrate effective communication strategies in establishing rapport with clients,

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Employability Skills Qualification Summary	
	determining client needs, providing accurate advice, addressing client concerns and dealing with conflict • establish rapport with clients and express an interest in client needs, preferences and requirements to enhance client commitment, trust and credibility of agency and to build return client base • identify and evaluate effective communication strategies for managing conflict involving clients • identify and address potential barriers to effective communication with clients • review documentation and other reporting requirements for compliance with legislative requirements • communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities • use culturally appropriate styles of communication for specific cultural groups
Teamwork	• obtain feedback and other forms of data to identify options for improving relationships with clients • identify roles and responsibilities of agent in sale of property, including general disclosure requirements • interpret and assess roles and responsibilities of agent in the context of legislative requirements and agency practice • offer positive feedback to clients in line with agency practice
Problem solving	• use decision making and problem solving skills to analyse risk situations and make decisions consistent with legislative and ethical requirements • use strategies for resolving disputes between landlord and tenant in line with legislative requirements and agency practice
Initiative and enterprise	• analyse causes and potential impact of risks on agency, clients and other stakeholders • apply analytical skills to interpret documents such as legislation, regulations, contracts,

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Employability Skills Qualification Summary	
	contract notes, sale authority documents and Certificates of Title • apply negotiation skills required for interacting with sellers and buyers • use research to identify and locate documents and information relating to identifying and treating risks
Planning and organising	• access sources of information and tools for identification of actual and potential risks • identify changes to legislation and regulations affecting agency operations • identify factors likely to influence the lease of properties and clarify potential tenant intentions • implement agency procedures and systems to minimise risk to agency • maintain relevant records of legislation and industry codes of conduct • undertake work-related tasks associated with identifying, assessing, treating and monitoring risks
Self-management	• comply with relevant industry codes • demonstrate a commitment to comply with industry codes of conduct through personal ethical behaviour • identify requirements of ethical and conduct standards and consumer protection and privacy legislation in relation to the sale of property in line with legislative requirements and agency practice • maintain professional ethics with client to promote agency image and credibility • review personal skills in identifying and assessing consumer risk and where appropriate, implement strategies for improving this aspect of professional practice
Learning	• apply knowledge of general principles of legislation, regulations and industry codes of conduct affecting real estate operations • assess against industry competency standards and other relevant benchmarks personal knowledge and skills in providing real estate services to determine continuing training

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Employability Skills Qualification Summary	
	needs and priorities • identify, plan and apply opportunities for continuing training to maintain currency of competence and develop specialist and advanced skills and knowledge • provide ongoing training for all relevant agency staff to ensure efficient operation of trust accounts, financial and IT systems and compliance with agency practice and legislative requirements • understand ethical and conduct standards and key principles of consumer protection and privacy in relation to the sale of property • understand the sales process, including ways of obtaining listings, methods of selling property, strategies for marketing property, and the process for settling the sale of property
Technology	• access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases • apply technical skills to use necessary equipment to document risk management strategies • apply computing skills to access agency databases, send and receive email and complete standard forms online

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules
To achieve recognition at the Diploma level, the candidate must demonstrate

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Packaging rules	
competency in a total of twenty-six units comprising: • six core units • a minimum of four and a maximum of ten common units • a minimum of eight and a maximum of sixteen elective units chosen from the options below. A minimum of eight of the electives must be taken from the property sales and management units within the Certificate IV in Property Services (Real Estate). The remaining electives may be chosen from: • the specialist or common units in the Certificate IV in Property Services (Real Estate) • the Certificate IV in Property Services (Stock and Station Agency) • any Diploma or Advanced Diploma qualification in CPP07 Property Services Training Package • any Diploma qualification in BSB07 Business Services, RTE03 Rural Production or FNS04 Financial Services Training Packages, provided that the units do not duplicate units in CPP07 Property Services Training Package. All units must contribute to a valid, industry-supported vocational outcome.	
Core units	
CPPDSM4006A	Establish and manage agency trust accounts
CPPDSM4007A	Identify legal and ethical requirements of property management to complete agency work
CPPDSM4008A	Identify legal and ethical requirements of property sales to complete agency work
CPPDSM4009B	Interpret legislation to complete agency work
CPPDSM4015B	Minimise agency and consumer risk
CPPDSM4080A CPPDSM4081A	Work in the real estate industry or Work in the stock and station agency sector
Common units	
BSBFIM501A	Manage budgets and financial plans
BSBHRM402A	Recruit, select and induct staff
BSBMGT502B	Manage people performance

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Packaging rules	
BSBMGT515A	Manage operational plan
BSBMGT605B	Provide leadership across the organisation
CPPDSM4005A	Establish and build client-agency relationships
CPPDSM5009A	Coordinate risk management system in the property industry
CPPDSM5012A	Develop a strategic business plan in the real estate industry
CPPDSM5018A	Ensure a safe workplace in the property industry
CPPDSM5020A	Manage and monitor effective client service in the real estate industry
CPPDSM5030A	Manage projects in the property industry
CPPDSM5032A	Market the agency
CPPDSM5036A	Prepare tender documentation in the property industry
Elective units	
Options for choice of elective units are outlined on previous page.	

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CPP50409 Diploma of Property Services (Business Broking)

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• apply reading skills to access and interpret a variety of information relating to appraising a business and relevant information regarding legislative requirements • clarify concerns and communicate with clients to enable the appraisal process and resolve complications • complete relevant documentation and reports • document agreements and distribute relevant documents and information to clients and other relevant internal and external parties • evaluate and communicate strengths and limitations of current businesses and proposals to the client

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Employability Skills Qualification Summary	
	• identify and complete appropriate documentation • produce and distribute formal documents to reflect agreements made by parties involved in the listing process
Teamwork	• confirm own interpretation and application of financial, legal and procedural requirements with appropriate persons to ensure consistency • interact with clients and resolve their concerns and issues • participate in professional networks to identify and build relationships with relevant individuals and organisations in order to obtain and maintain personal knowledge • relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities • use networks to assist in the implementation of promotional activities
Problem solving	• interpret and apply financial, legal and procedural requirements • resolve potential negotiation dilemmas, buyer or seller concerns and issues, and conflict arising from the sale process • resolve potential client concerns and issues
Initiative and enterprise	• analyse business and associated plant and equipment ownership and status as they relate to listing a business with a brokerage office • analyse sales process, buyer intentions and seller expectations • identify current market trends and positions and determine best listing options • identify synergistic opportunities and incorporate them in assessment
Planning and organising	• access and understand a variety of information relating to listing a business and relevant information regarding legislative requirements • access and understand a variety of information relating to assessing a business and relevant information regarding

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Employability Skills Qualification Summary	
	legislative requirements, especially as they relate to mergers and acquisitions • identify personnel and resources required to support, promote and market the listed business
Self-management	• adapt work processes to meet the specific needs of clients or colleagues as required • allow work to reflect an understanding and respect of individual differences • adapt work processes to meet the specific needs of the client and other staff • interpret and comply with relevant legislative requirements • monitor own performance and identify any personal development needs • plan and implement business broking services and work practices according to client requirements and agency values, legislative requirements and ethical standards • understand mechanisms to obtain and analyse client comments and feedback
Learning	• access learning opportunities to extend own personal work competencies to improve service delivery in business broking • apply knowledge of agency practice, ethical standards and legislative requirements related to business broking operations • apply knowledge of agency practice, ethical standards and legislative requirements associated with listing a business • assess against industry competency standards and other relevant benchmarks personal knowledge and skills in providing business broking services to determine continuing training needs and priorities • identify, plan and apply opportunities for personal development strategies to maintain currency of professional competency in providing effective business broking services
Technology	• compare buyer profile to business buyer database • select and use technology appropriate to task • use business technology to structure and

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Employability Skills Qualification Summary	
	present information on listings

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules	
To achieve recognition at the Diploma level, the candidate must demonstrate competency in the twenty-one core units, plus three electives from any other stream in CPP07 Property Services Training Package (total twenty-four units). The candidate must select two electives from the list below. One of these electives may be undertaken from: • any Diploma qualification in CPP07 Property Services Training Package • any Diploma qualification in any other endorsed Training Package. All units must contribute to a valid, industry-supported vocational outcome.	
Core units	
BSBFIA401A	Prepare financial reports
BSBFIM501A	Manage budgets and financial plans
BSBFIM502A	Manage payroll
BSBHRM402A	Recruit, select and induct staff
BSBLED501A	Develop a workplace learning environment
BSBMGT502B	Manage people performance
BSBMGT617A	Develop and implement a business plan
BSBSMB404A	Undertake small business planning
BSBWOR502A	Ensure team effectiveness

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Packaging rules	
CPPDSM4006A	Establish and manage agency trust accounts
CPPDSM4015B	Minimise agency and consumer risk
CPPDSM4029A	Appraise business
CPPDSM4053A	List business for sale
CPPDSM4060A	Negotiate sale and manage sale to completion or settlement
CPPDSM4061A	Obtain prospects for listing
CPPDSM4069A	Promote and market listed business
CPPDSM4079A	Work in the business broking sector
CPPDSM5006A	Coordinate customer service activities in the property industry
CPPDSM5014A	Develop property marketing and sales strategy
CPPDSM5033A	Merge or acquire a business
CPPDSM5038A	Value a business
Elective units	
BSBADM502B	Manage meetings
BSBITB501A	Establish and maintain a workgroup computer network
BSBMGT516A	Facilitate continuous improvement
CPPDSM4072A	Provide leadership in the property industry
FNSACCT501B	Provide financial and business performance information
FNSACCT507B	Provide management accounting information

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CPP50511 Diploma of Property Services (Asset and Facility Management)

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• apply literacy skills to access and use workplace information and report on customer service strategies • apply numeracy skills to interpret statistical information • apply communication skills to present marketing and sales information to clients, and interpret written and oral information • communicate to all those involved in service delivery within appropriate timeframes • demonstrate report writing skills to create a project brief, terms of reference or project charter and prepare written reports on project's

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Employability Skills Qualification Summary	
	progress • prepare and establish documentation and checklists associated with project plan implementation in established formats and distribute them to relevant people • prepare draft tender documentation which accurately reflects project requirements and complies with specific tender criteria and conditions • select appropriate methods and adapt communication styles when communicating with clients • use language skills to allow for adequate communication with relevant personnel • use effective communication strategies to encourage regular and accurate communication flow and feedback
Teamwork	• inform team of changes in policies and procedures that affect their relations with customers • motivate team to achieve high standard of service to customers • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities • use leadership skills to gain trust and confidence of clients and colleagues
Problem solving	• apply problem solving skills to develop contingency plans and select alternative marketing and sales options and to negotiate strategies with clients • apply problem solving skills to analyse entire work environment in area of responsibility in order to identify hazards, assess risks and judge when intervention to control risks is necessary • modify specific aspects of products, services and their delivery to meet changing customer service requirements • use problem solving skills to deal with complex and non-routine difficulties • use problem solving skills to identify potential barriers to project outcomes, analyse project

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Employability Skills Qualification Summary	
	risks and establish contingencies • use evaluation skills to identify potential or existing risks and hazards in the workplace, identify inadequacies in risk control measures and determine OHS training requirements of the work group
Initiative and enterprise	• analyse and interpret information to identify and assess customer needs, expectations and satisfaction levels • analyse and evaluate information on how organisation compares with competition and best practice • identify and analyse project brief according to organisational requirements to determine project requirements • identify and use systematic review processes and established evaluation methods to assess project processes and outcomes
Planning and organising	• collect and analyse current market and sales information • develop plans to meet customer needs and deliver improved customer service • identify marketing and sales activities and required resources and incorporate into a marketing and sales strategy • identify customer service problems and make adjustments to ensure continued service quality • identify targets and milestones and link to achievement of outcomes according to project plan • monitor and report arrangements for project activities in line with client requirements • source information through both formal and informal channels according to organisational requirements
Self-management	• evaluate own work relationships systematically in order to identify new networking opportunities • develop strategies to obtain ongoing feedback to maintain and improve client relationships • identify when expert advice is needed, obtain advice and act on it promptly

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Employability Skills Qualification Summary	
	• identify personal limitations in assessing tender requirements and seek assistance as required from relevant people • participate and influence business networks • use time management skills to logically sequence project activities
Learning	• apply knowledge of organisation's practices, ethical standards and legislative requirements associated with analysing a population or market segment • coach and mentor to provide support to colleagues • use knowledge of workforce characteristics and how they impact on the design and maintenance of OHS
Technology	• apply computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases • use business equipment and technology to access, analyse and organise information according to organisational requirements • use technology skills to maintain databases and source information

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules
To achieve this qualification, the candidate must demonstrate competency in: • 16 units of competency: • 8 Group A units

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Packaging rules	
• 8 Group B units. The Group A units are chosen as follows: • 8 units may be chosen from Group A • 2 of the units may be chosen from: • Certificate IV in Property Services (Operations) or Advanced Diploma of Property Services (Asset and Facility Management) • any Diploma qualification in CPP07 or another current Training Package. The Group B units are chosen as follows: • 8 units may be chosen from Group B • 2 of the units may be chosen from: • Certificate IV in Property Services (Operations) or Advanced Diploma of Property Services (Asset and Facility Management) • any Diploma qualification in CPP07 or another current Training Package or state accredited course, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.	
Group A Common units	
BSBFIM501A	Manage budgets and financial plans
BSBHRM402A	Recruit, select and recruit staff
BSBMGT502B	Manage people performance
BSBMGT515A	Manage operational plan
BSBSUS501A	Develop workplace policy and procedures for sustainability
CPPCMN5001A	Plan for a sustainable business
CPPDSM5006A	Coordinate customer service activities in the property industry
CPPDSM5009A	Coordinate risk management system in the property industry
CPPDSM5010A	Determine needs of customer populations in the property industry
CPPDSM5014A	Develop property marketing and sales strategy
CPPDSM5018A	Ensure a safe workplace in the property industry
CPPDSM5029A	Manage client relationships and networks in the property

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Packaging rules	
	industry
CPPDSM5030A	Manage projects in the property industry
CPPDSM5036A	Prepare tender documentation in the property industry
Group B Specialist units	
Development	
CPPDSM5004A	Assess viability of regeneration options in the property industry
CPPDSM5005A	Contribute to a detailed property feasibility study
CPPDSM5008A	Coordinate fit-out of premises for user occupation
CPPDSM5011A	Determine space utilisation
CPPDSM5017A	Dispose of property
CPPDSM5019A	Identify and secure a property opportunity
CPPDSM5026A	Manage a consultant property project team
Management	
CPPDSM5002A	Advise on property investment strategy
CPPDSM5013A	Develop a tenancy mix strategy
CPPDSM5016A	Develop strata/community management agreement
CPPDSM5021A	Implement asset maintenance strategy
CPPDSM5022A	Implement asset management plan
CPPDSM5025A	Maintain public relations in the property industry
Facilities	
CPPDSM5001A	Advise on use and design of facilities
CPPDSM5007A	Coordinate construction or renovation of facilities
CPPDSM5023A	Implement facilities management plan

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Packaging rules	
CPPDSM5024A	Implement facilities procurement systems
CPPDSM5027A	Provide facilities and amenities for property users
CPPDSM5034A	Monitor performance of property or facility portfolio

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CPP50611 Diploma of Security and Risk Management

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• analyse a variety of industry and workplace data • apply numeracy skills to interpret and apply statistical information • demonstrate report writing skills to create a project brief, terms of reference or project charter and prepare written reports on project's progress • establish communication and reporting arrangements • negotiate with and interview clients • prepare various complex documents including internal and external reports, checklists, security risk management plans, marketing

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Employability Skills Qualification Summary	
	strategies • provide and explain information clearly, including policies and procedures • review and report on operations and performance • select appropriate methods and adapt communication styles when communicating with clients • understand relevant legislative requirements, organisational policy requirements, codes and standards • use effective communication strategies to encourage regular and accurate communication flow and feedback • use highly developed written communications skills to summarise and explain information • use language skills to allow for adequate communication with relevant personnel
Teamwork	• collaboratively develop business planning objectives • define team members' OHS roles and responsibilities • establish and maintain OHS participative arrangements • inform team of changes in policies and procedures that affect their operations or relations with clients • motivate team to achieve high standard of performance and client service • provide and arrange coaching and mentoring support • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities • use leadership skills to gain trust and confidence of clients and colleagues • work effectively with others
Problem solving	• apply complex problem solving skills to implement contingency plans, select alternative options for responding to incidents and operational requirements • apply problem solving skills to analyse entire

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Employability Skills Qualification Summary	
	work environment in area of responsibility in order to identify hazards, assess risks and judge when intervention to control risks is necessary • calculate revenues and expenditures • implement remedial action to rectify deviations from operational plans • modify specific aspects of products, services and their delivery to meet changing client service requirements • solve complex and non-routine problems • use analytical skills to identify hazards and assess and control risks
Initiative and enterprise	• analyse and interpret information to identify and assess client needs, expectations and satisfaction levels • develop OHS frameworks, and monitor and implement OHS system improvements • evaluate existing controls and develop options to manage security risks • identify and analyse project brief according to organisational requirements to determine project requirements • identify and use systematic review processes and established evaluation methods to assess project processes and outcomes • identify potential markets and opportunities to promote services • recommend improvements to security operation procedures and resourcing
Planning and organising	• coordinate security operations including acquisition and allocation of resources and monitoring of various management systems • develop review criteria, and review and manage effectiveness of plan implementation • identify and provide necessary resources to implement OHS systems and record keeping • identify client service problems and make adjustments to ensure continued service quality • prepare budgets and activity schedules • prepare security risk management plans, action plans, marketing plans, business plans,

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Employability Skills Qualification Summary	
	departmental plans, and monitor and adjust operational plans • research, analyse, investigate and collate information to assess security risks
Self management	• develop strategies to obtain ongoing feedback to maintain and improve client and workplace relationships • identify personal limitations in assessing tender requirements and seek assistance as required from relevant people • identify when expert advice is needed, obtain advice and act on it promptly • manage time effectively • participate and influence business networks • use time management skills to logically sequence project activities
Learning	• coach and mentor to be a positive influence on others and provide support to colleagues • develop OHS training and induction programs • use knowledge of workforce characteristics and how they impact on the design and maintenance of OHS practices
Technology	• understand capability of project management software • use computers and technology to access, analyse and organise information according to organisational requirements • use information technology to prepare documents, research and present information • use technology skills to maintain databases and source information

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

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Packaging Rules

Packaging rules	
To achieve this qualification, the candidate must demonstrate competency in: • 12 units of competency: • 7 core units • 5 elective units. The elective units are chosen as follows: • 5 elective units listed below • 2 of the units may be chosen from other Certificate IV, Diploma or Advanced Diploma qualifications in CPP07 or another current Training Package or state accredited course, provided the integrity of the AQF alignment is ensured; they contribute to a valid, industry-supported vocational outcome; and that no more than 1 unit is from a Certificate IV qualification.	
Core units	
CPPSEC5001A	Establish and maintain an occupational health and safety system
CPPSEC5002A	Coordinate security operations
CPPSEC5003A	Assess security risk management options
BSBCUS501A	Manage quality customer service
BSBMGT502B	Manage people performance
BSBWOR501A	Manage personal work priorities and professional development
BSBWOR502A	Ensure team effectiveness
Elective units	
CPPSEC5004A	Prepare security risk management plan
CPPSEC5005A	Implement security risk management plan
CPPSEC5006A	Determine strategy for the implementation of biometrics technology
CPPSEC5007A	Assess biometrics system
BSBFIM501A	Manage budgets and financial plans

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Packaging rules	
BSBHRM402A	Recruit, select and induct staff
BSBINN502A	Build and sustain an innovative work environment
BSBMGT617A	Develop and implement a business plan
BSBMKG609A	Develop a marketing plan

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CPP50711 Diploma of Access Consulting

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include the following facets**:
Communication	• displays sensitivity to disability issues • displays empathy when eliciting client needs • uses appropriate techniques to give clear and accurate information to clients • relays information and provides feedback to team members • interprets relevant regulations, legislation and definitions, relevant codes, industry standards, safety signs, financial requirements, data, plans, working drawings and specifications, and facilities management plans • consults with relevant people regarding terms of reference, tenders, facilities requirements, facilities management, and procurement

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Employability Skills Qualification Summary	
	systems • uses appropriate techniques to manage and resolve conflict • is sensitive to individual, social and cultural differences • discusses interpretation and implementation of relevant legislation with appropriate people • prepares and presents a range of complex documents, including reports on access issues, quotes, briefs, discussion papers, tenders, contracts, specifications and schedules • records, interprets and compares various data • understands a range of terminology, including that relating to building and construction, anatomy and impairment, medical reports, and legislation • evaluates building approval applications • uses advocacy strategies to target those able to influence policy • provides expert advice and reviews case documentation • negotiates implementation of facilities management plans
Teamwork	• works effectively with others • consults with others to determine team roles and responsibilities • supports and encourages team members to accept responsibility for their work and resolve problems • seeks specialist and expert advice and feedback where required • negotiates resolution of non-compliance issues with building development teams • builds and maintains effective working relationships and networks • participates on expert panels and facilitates effective group processes • leads, motivates, coaches and mentors team members
Problem solving	• assesses environmental barriers and develops appropriate access solutions • negotiates and resolves conflict between clients and stakeholders

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Employability Skills Qualification Summary	
	• seeks satisfactory resolution of issues raised by team members • uses appropriate strategies to identify, mitigate and eliminate risks • performs critical analysis, probability analysis and statistical analysis to interrogate a range of data • performs measurements and calculations, including on body dimensions • takes appropriate action where breaches in conformance or compliance are identified
Initiative and enterprise	• applies the principles of ergonomics to the design of workplaces • develops strategies to implement policies • develops and evaluates public education strategies • prepares concept designs for accessible building work and creative use of space • provides leadership and innovative responses to emerging access issues • finds innovative solutions to property-related problems • facilitates change for greater awareness to disability access • analyses own work practices and process outcomes critically • engages colleagues and shares disability access knowledge • adapts to new workplace situations
Planning and organising	• prepares and administers documentation and implements organisational policies and procedures • collects, organises and collates information, source documentation and data • contributes to team planning • develops risk management plans • scopes work tasks, determines methodology, researches and drafts reports • develops strategies to build effective working relationships • coordinates development of policy documents, facilities and amenities for property users, purchasing systems, facilities construction and

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Employability Skills Qualification Summary	
	renovation, and arranging contractors and consultants • organises effective public education programs • prepares construction time schedules and assembles specifications • controls and monitors resource expenditure and usage • determines and regularly monitors property/facility portfolio performance requirements
Self-management	• understands limitations of role, responsibilities and abilities and follows ethical practices, regulatory and organisational requirements and business standards • works without supervision • acts as a role model for others • uses feedback to improve resources and products
Learning	• identifies and accesses professional development opportunities • provides training on presentation techniques • maintains knowledge of current codes, standards, regulations, practices and industry updates
Technology	• uses information technology to undertake research, complete business documents, and deliver presentations

Due to the high proportion of electives required by this qualification, the detail of the above employability skills are representative of the Property Services industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements as identified in units of competency that meet packaging guidelines.

This table is a summary of employability skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules

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Packaging rules	
To achieve this qualification, the candidate must demonstrate competency in: • 25 units of competency: • 15 core units • 10 elective units. The elective units are chosen as follows: • 1 unit from Group A • 5 units from Group B • the remaining units may include: • elective units not already chosen from Groups A or B • units from another Diploma or higher qualification in CPP07 or another current Training Package or state accredited course, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.	
Core units	
BSBRSK501A	Manage risk
CPCCSV5004A	Apply legislation to urban development and building controls
CPPACC4001A	Apply disability awareness to assessing access situations
CPPACC4002A	Apply building control legislation to assess small-scale buildings for access
CPPACC4004A	Communicate effectively as an access consultant
CPPACC4005A	Conduct a building access audit
CPPACC4015A	Follow site occupational health and safety requirements
CPPACC4017A	Prepare access reports
CPPACC4022A	Work effectively as an access consultant
CPPACC5003A	Apply anthropometric principles to accessible building design and fitout
CPPACC5004A	Apply building codes and standards to accessible large-scale buildings
CPPACC5006A	Apply ergonomic principles to accessible building design and fitout
CPPACC5007A	Apply mechanics of human body functions to accessible building design and fitout

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Packaging rules	
CPPACC5010A	Provide access advice on the design of the built environment
CPPACC5020A	Undertake research on access issues
Elective units	
Group A Access consulting	
CPPACC4006A	Conduct a playground access audit
CPPACC4007A	Conduct a streetscape access audit
CPPACC4008A	Conduct a transport conveyance and boarding device access audit
CPPACC4009A	Conduct a transport premises access audit
CPPACC4010A	Conduct an aged care facility access audit
CPPACC4011A	Conduct an educational facility access audit
CPPACC4012A	Conduct an outdoor recreation area access audit
Group B General electives	
BSBMED301B	Interpret and apply medical technology appropriately
BSBWOR402A	Promote team effectiveness
BSBWRK509A	Manage industrial relations
CHCPOL6B	Coordinate policy development
CPCCSV5003A	Produce working drawings for residential buildings
CPCCSV5010A	Interact with clients in a regulated environment
CPCSV6009A	Implement performance based codes and risk management principles for buildings up to 3 storeys
CPCCSV6011A	Apply legal procedures to building surveying
CPCCSV6013A	Co-ordinate asset refurbishment
CPPACC5001A	Assess documentation of building work for access compliance
CPPACC5002A	Inspect access compliance during the building process

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Packaging rules	
CPPACC5005A	Interpret and apply building control legislation when assessing large-scale buildings for access
CPPACC5008A	Assess the construction of existing buildings and new building work required to be accessible
CPPACC5009A	Evaluate materials for the construction of buildings for access
CPPACC5011A	Prepare a concept design for accessible building work
CPPACC5012A	Prepare a design brief for accessible building work
CPPACC5013A	Prepare and administer tender documentation for accessible building work
CPPACC5014A	Prepare contract documentation for accessible building work
CPPACC5015A	Prepare specification documentation for accessible building work
CPPACC5016A	Provide expert access advice on renovations to private dwellings
CPPACC5017A	Provide expert access advice on building renovations
CPPACC5018A	Provide expert access advice to a complainant or respondent
CPPACC5019A	Coordinate the development and implementation of Disability Discrimination Act Action Plans
CPPACC6001A	Participate as an access expert on an Access Panel
CPPACC6002A	Apply performance-based codes and risk management principles to assessing buildings for access
CPPACC6003A	Apply unjustifiable hardship principles to Alternative Building Solutions for access
CPPDSM5001A	Advise on use and design of facilities
CPPDSM5007A	Coordinate construction or renovation of facilities
CPPDSM5023A	Implement facilities management plan
CPPDSM5024A	Implement facilities procurement systems
CPPDSM5027A	Provide facilities and amenities for property users
CPPDSM5034A	Monitor performance of property or facility portfolio

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Packaging rules	
HLTHIR403B	Work effectively with culturally diverse clients and co-workers
LGACOM501B	Develop and organise public educational programs
LMFFT4010B	Identify and calculate production costs
PSPREG402C	Promote client compliance

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CPP50811 Diploma of Waste Management

Modification History

New Qualification

Description

This qualification applies to individuals who provide leadership and strategic direction in the waste management activity of an organisation. They analyse, design and execute judgements using wide-ranging technical, creative, conceptual or managerial competencies. Their knowledge base may be highly specialised or broad within the waste management field. These individuals may be responsible for group outcomes and for the overall performance of waste management activity of an organisation.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	• listen to and understand work instructions, directions and feedback, including complex information • speak clearly and directly to relay information, including complex theoretical information, possibly relating to strategic planning • read and interpret workplace related documentation, such as safety requirements and planning documents • write reports to develop or monitor plans and performance • interpret the needs of internal and external clients from a

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	range of information sources • apply numeracy skills to workplace requirements involving measuring, counting, calculating, monitoring and evaluating • establish and use networks • share information with other staff and clients • negotiate responsively, e.g. regarding own work role and conditions, and with clients possibly on contractual issues • persuade effectively in line with own work role, including staff, clients and other stakeholders • be appropriately assertive
Teamwork	• work as an individual and a team member • work with diverse individuals and groups • apply knowledge of own role as part of a team • apply team management skills to a range of situations • identify and use the strengths of other team members • give feedback, coach and mentor • demonstrate leadership
Problem-solving	• develop practical and creative solutions to workplace problems • show independence and initiative in identifying problems • solve problems individually or in teams • use numeracy skills to solve problems, e.g. in relation to client assessment and management • test assumptions and take context into account • listen to and resolve concerns in relation to workplace issues • resolve client concerns relative to workplace responsibilities
Initiative and enterprise	• adapt to new situations • be creative in response to workplace challenges within relevant guidelines and protocols • identify opportunities that might not be obvious to others • generate a range of options in response to workplace matters • translate ideas into action • develop innovative solutions • develop a strategic, creative and long-term vision
Planning and organising	• collect, analyse and organise information • use organisation’s basic business systems for planning and organising • be appropriately resourceful • take initiative and make decisions within workplace • participate in continuous improvement and planning processes • work within or establish clear work goals and deliverables

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	• determine or apply required resources • allocate people and other resources to tasks and workplace requirements • manage time and priorities • adapt resource allocations to cope with contingencies
Self-management	• be self-motivated • articulate own ideas and vision • balance own ideas, values and vision with workplace values and requirements • monitor and evaluate own performance • take responsibility at the appropriate level
Learning	• be open to learning new ideas and techniques • learn in a range of settings, including informal learning • participate in ongoing learning • learn in order to accommodate change • learn new skills and techniques • take responsibility for own learning • contribute to the learning of others, for example by sharing information and as a coach or mentor • apply a range of learning approaches • develop own learning pathways • participate in developing own learning plans, e.g. as part of performance management
Technology	• use technology and related workplace equipment • use basic technology skills to organise data • adapt to new technology skill requirements • apply OHS knowledge when using technology • apply technology as a management tool

Packaging Rules

To achieve this qualification, the candidate must demonstrate competency in:

- 19 units of competency:
- 8 core units
- 11 elective units.

The elective units are to be chosen as follows:

- a minimum of 3 units from Group A, of which up to 2 may be from the Group A elective units listed in CPP40911 Certificate IV in Waste Management

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- up to 8 units from Group A or Group B
- up to 2 units from Diploma qualifications, or a level above or below, in CPP07 or another current Training Package or state-accredited course, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.

Core units of competency

Unit code	**Unit title**
BSBLED502A	Manage programs that promote personal effectiveness
BSBOHS509A	Ensure a safe workplace
BSBRSK501A	Manage risk
CPPCMN4001B	Develop workplace policies and procedures for sustainability
CPPWMT5004A	Develop waste management strategies
CPPWMT5036A	Develop waste management plans
CPPWMT5045A	Develop site safety plans
CPPWMT5058A	Develop emergency response plans

Elective units of competency

Group A elective units

Unit code	Unit title
BSBMGT615A	Contribute to organisation development
CPPWMT5033A	Educate public on waste management issues
CPPWMT5043A	Develop and implement an environmental management strategy
CPPWMT5057A	Develop landfill rehabilitation plans

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CPPWMT5061A	Plan resource recovery

Elective units of competency

Group B elective units

Unit code	Unit title
BSBADM504B	Plan or review administrative systems
BSBATSIM505C	Control organisation finances
BSBATSIW416C	Obtain and manage consultancy services
BSBCCO604A	Develop and maintain a service level strategy
BSBCUS501B	Manage quality customer service
BSBFIM501A	Manage budgets and financial plans
BSBHRM402A	Recruit, select and induct staff
BSBHRM503B	Manage performance management systems
BSBHRM504A	Manage workforce planning
BSBINM501A	Manage an information or knowledge management system
BSBINN502A	Build and sustain an innovative work environment
BSBITB501A	Establish and maintain a workgroup computer network
BSBMGT502B	Manage people performance
BSBMKG608A	Develop organisational marketing objectives
BSBSLS501A	Develop a sales plan
BSBSLS502A	Lead and manage a sales team
BSBWOR501B	Manage personal work priorities and professional development
CPPWMT5031A	Prepare detailed tenders

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LGACOM602B	Coordinate and facilitate a change process
LGACORE603B	Represent council's role and value in the community
LGAEHRR509A	Undertake environmental and nuisance controls
LGAEHRW507A	Plan and coordinate a waste collection or recycling service
LGAEHRW603B	Coordinate the implementation of council's waste management strategy
TAEDES401A	Design and develop learning programs

Custom Content Section

Not applicable.

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CPP50911 Diploma of Building Design

Modification History

New qualification

Description

This qualification applies to building designers who undertake building design projects covered by the Building Code of Australia (BCA), except Construction Type A buildings.

Building designers may specialise in residential projects, including new buildings, heritage restorations and additions or renovations; or they may also undertake commercial and industrial projects, such as factories, motels, offices, restaurants, retail or service outlets and warehouses.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability skill	**Industry/enterprise requirements for this qualification include:**
Communication	• listen to and communicate clearly with colleagues, suppliers and contractors • participate in meetings with clients, contractors and other professionals • explain compliance requirements to clients • write letters and reports to formalise agreements or clarify project information • initiate and run meetings with lead contractor and other service contractors

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Employability skill	**Industry/enterprise requirements for this qualification include:**
	• use industry-specific definitions, language symbols and terminology • negotiate changes to designs with clients and planners
Teamwork	• develop constructive and cooperative working relationships with project team members, colleagues, suppliers and clients • work with others to plan, coordinate and complete tasks
Problem solving	• coordinate input of expert advice where appropriate • develop innovative and affordable sustainable design solutions • maintain effective relationships with industry professionals
Initiative and enterprise	• conduct cost-benefit analysis of design options • negotiate solutions to design conflicts • propose creative design solutions to issues arising on site
Planning and organising	• analyse and interpret complex technical compliance requirements and apply these to different projects • devise and negotiate solutions to planning and building permit issues • conduct cost-benefit analysis of design options • perform complex calculations, such as structural requirements and load effects of force and movement on structural elements of buildings • identify site risks and building constraints, and produce design solutions
Self-management	• produce aesthetic, cost-effective, compliant and buildable designs within given timeframes • develop personal methodologies for ensuring project quality and for incorporating process improvements • manage detailed input to concurrent design projects at different stages of the process and with diverse sets of regulatory requirements • integrate safe building practices into the design of a building • implement energy conservation strategies and cost-saving practices
Learning	• apply structural principles and construction technology to the design of a built form • plan the building design • set up systems and checklists for ensuring a methodical approach to design projects • gather documentation required for design projects, including plans, specifications, drawings, legislation, codes and standards
Technology	• read and interpret drawings, including architectural, structural, mechanical, hydraulic and electrical drawings • read manuals and marketing information about new technologies, products and systems • use computer software to produce building designs, manage project

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Employability skill	Industry/enterprise requirements for this qualification include:
	participation and conduct general personal business administration • use relevant tools and equipment, such as measuring and surveying tools and calculators

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the property services industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of employability skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

To achieve this qualification, the candidate must demonstrate competency in:

- 17 units of competency:
  - 7 core units
  - 10 elective units.

The elective units are to be chosen as follows:

- all 10 units from Group A

OR

- a choice of elective units making up the required 10, consisting of 6 or more units from Group A and:
  - between 1 and 4 units from Group B
  - up to 2 units from qualifications in CPP07 or another current Training Package or state accredited course, provided the integrity of the AQF alignment is ensured and they contribute to a valid, industry-supported vocational outcome
  - CPPBDN8007A Manage the design of Type A constructions from CPP80111 Vocational Graduate Certificate in Building Design, in order to accept projects in jurisdictions where there is no licensing limitation on the types of construction projects to which building designers may contribute.

Core units

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CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPPBDN5001A	Research construction materials and methods for small-scale residential building design projects
CPPBDN5003A	Research compliance requirements for small-scale residential building design projects
CPPBDN5005A	Recommend sustainability solutions for small-scale building design projects
CPPBDN5008A	Develop concepts for small-scale building design projects and finalise solutions with clients
CPPBDN5009A	Produce compliant client-approved designs for small-scale building design projects
CPPBDN5011A	Produce compliant client-approved working drawings for small-scale residential buildings

Group A elective units

CPCCBC4015A	Prepare specifications for all construction works
CPCCSV5013A	Apply principles of energy efficient design to buildings
CPCPCM4003A	Produce 2-D architectural drawings using CAD software
CPPBDN5002A	Research construction materials and methods for small-scale non-residential building design projects
CPPBDN5004A	Research compliance requirements for small-scale non-residential building design projects
CPPBDN5006A	Consult with clients to produce approved small-scale building project design briefs
CPPBDN5007A	Inspect and analyse sites and produce measured drawings for small-scale building design projects
CPPBDN5010A	Negotiate and finalise planning approval for small-scale building design projects
CPPBDN5012A	Produce and present 3-D models of small-scale building designs

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CPPBDN5013A	Develop and collaborate on building information models for small-scale building design projects
CPPBDN5014A	Contribute to construction and building design project finalisation processes
CPPBDN5015A	Produce compliant client-approved working drawings for non-residential buildings
CPPBDN5016A	Produce and present rendered animations of 3-D models of small-scale building designs

Group B elective units

BSBCUS501B	Manage quality customer service
BSBOHS504B	Apply principles of OHS risk management
BSBWRT401A	Write complex documents
CPCCBC4025A	Manage personal work priorities and professional development
CPCCBC5005A	Select and manage building and construction contractors
CPPACC5006A	Apply ergonomic principles to accessible building design and fitout
CPPACC5011A	Prepare a concept design for accessible building work
CPPACC5012A	Prepare a design brief for accessible building work
CPPCMN4002B	Implement and monitor environmentally sustainable work practices
HLTHIR403C	Work effectively with culturally diverse clients and co-workers
LMFID5014A	Use CAD applications to complete models and documentation for interior design projects

Custom Content Section

Not applicable.

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CPP80111 Vocational Graduate Certificate in Building Design

Modification History

New qualification

Description

This qualification applies to senior building designers who undertake building design projects covered by the Building Code of Australia (BCA), including the design of both Type A and Type B constructions.

Senior building designers typically design Type A constructions as defined within the BCA. They may specialise in the full range of residential, commercial, public or industrial projects, including new buildings or renovations.

This qualification provides a direct pathway to the Vocational Graduate Diploma of Building Design and contains a number of units in common with that qualification. It offers an early exit point from that higher qualification.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability skill	**Industry/enterprise requirements for this qualification include:**
Communication	• consult with and engage industry colleagues, staff, customers and others who may be internal or external to the organisation • research, prepare and present high-level reports and plans pitched

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Employability skill	Industry/enterprise requirements for this qualification include:
	appropriately to the needs of the audience • use clear and insightful verbal and non-verbal communication • read and interpret a range of information relevant to job/role, including industry reports, regulations, Acts, legislation and policies • present information to others at briefings and via other forms of communication • negotiate with stakeholders, staff and customers • foster change • negotiate effectively • establish and maintain consultative processes
Teamwork	• manage teams • lead team effort towards identified goals • liaise with relevant personnel
Problem solving	• review and interpret policy initiatives in order to identify threats and opportunities for the organisation • identify customer needs and match service delivery responses to address these needs • resolve work-related problems • form and test assumptions in an effort to resolve problems • implement conflict-resolution strategies • quantify the benefits of options and perform calculations to assist in solving problems
Initiative and enterprise	• identify business opportunities • think and act proactively to solve problems and generate new and improved work practices and productivity • identify relevant sources of information and use them effectively • adjust quickly to changing situations • drive change within the organisation
Planning and organising	• lead project and related business planning processes • manage risks • plan and organise own work tasks and those of a team • plan and organise resources to meet deadlines • determine schedules to ensure work is completed on time • coordinate tasks and processes • undertake relevant research and evaluation to support work objectives
Self-management	• demonstrate capacity to be a self-starter and self-motivated • monitor own work and adjust accordingly to meet agreed standards and expectations • manage own work area

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Employability skill	**Industry/enterprise requirements for this qualification include:**
Learning	• undertake self-development opportunities • contribute to learning in the workplace • maintain up-to-date knowledge of policies, procedures and legislation • obtain feedback to identify ways to improve ongoing activities

Technology	• use technology relevant to the job/role, which may include:
	  • conducting online research
	  • using software applications to manage and undertake projects
	  • using applications to manage finances and planning and reporting processes
	• adapt to the use of new technology as appropriate

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the property services industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of employability skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

To achieve this qualification, the candidate must demonstrate competency in:

- 4 units of competency:
  - 3 core units
  - 1 elective unit.

The elective unit is to be chosen as follows:

- 1 unit from the elective units listed below or from a qualification in CPP07 or another current Training Package or state accredited course, provided the integrity of the AQF alignment is ensured and it contributes to a valid, industry-supported vocational outcome.

Core units

CPPBDN8001A	Research and evaluate construction materials and methods for complex

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	building design projects
CPPBDN8002A	Research compliance requirements for complex building design projects
CPPBDN8007A	Manage the design of Type A constructions

Elective units

CPCMCM7001A	Plan and manage complex projects
CPPBDN8003A	Scope and initiate large and complex building design projects

Custom Content Section

Not applicable.

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CPP80211 Vocational Graduate Diploma of Building Design

Modification History

New qualification

Description

This qualification applies to senior building designers who are typically responsible for managing a building design practice and undertake building design projects covered by the Building Code of Australia (BCA), including the design of both Type A and Type B constructions.

Senior building designers typically design Type A constructions as defined within the BCA. They may specialise in the full range of residential, commercial, public or industrial projects, including new buildings and renovations.

This qualification provides a direct pathway from the Vocational Graduate Certificate in Building Design. It provides the opportunity for the recognition of units of competency already achieved in the Vocational Graduate Certificate.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability skill	**Industry/enterprise requirements for this qualification include:**
Communication	• consult with and engage industry colleagues, staff, customers and others who may be internal or external to the organisation • research, prepare and present high-level reports and plans pitched

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Employability skill	**Industry/enterprise requirements for this qualification include:**
	appropriately to the needs of the audience • use clear and insightful verbal and non-verbal communication • read and interpret a range of information relevant to job/role, including industry reports, regulations, Acts, legislation and policies • present information to others at briefings and via other forms of communication • negotiate with stakeholders, staff and customers • foster change • negotiate effectively • establish and maintain consultative processes
Teamwork	• manage teams • lead team effort towards identified goals • liaise with relevant personnel
Problem solving	• review and interpret policy initiatives in order to identify threats and opportunities for the organisation • identify customer needs and match service delivery responses to address these needs • resolve work-related problems • form and test assumptions in an effort to resolve problems • implement conflict-resolution strategies • quantify the benefits of options and perform calculations to assist in solving problems
Initiative and enterprise	• identify business opportunities • think and act proactively to solve problems and generate new and improved work practices and productivity • identify relevant sources of information and use them effectively • adjust quickly to changing situations • drive change within the organisation
Planning and organising	• lead project and related business planning processes • manage risks • plan and organise own work tasks and those of a team • plan and organise resources to meet deadlines • determine schedules to ensure work is completed on time • coordinate tasks and processes • undertake relevant research and evaluation to support work objectives
Self-management	• demonstrate capacity to be a self-starter and self-motivated • monitor own work and adjust accordingly to meet agreed standards and expectations • manage own work area

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Employability skill	**Industry/enterprise requirements for this qualification include:**
Learning	• undertake self-development opportunities • contribute to learning in the workplace • maintain up-to-date knowledge of policies, procedures and legislation • obtain feedback to identify ways to improve ongoing activities

Technology	• use technology relevant to the job/role, which may include:
	  • conducting online research
	  • using software applications to manage and undertake projects
	  • using applications to manage finances and planning and reporting processes
	• adapt to the use of new technology as appropriate

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the property services industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of employability skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

To achieve this qualification, the candidate must demonstrate competency in:

- 8 units of competency:
  - 4 core units
  - 4 elective units.

The elective units are to be chosen as follows:

- a minimum of 3 units from the elective units listed below
- up to 1 unit from a qualification in CPP07 or another current Training Package or state accredited course, provided the integrity of the AQF alignment is ensured and it contributes to a valid, industry-supported vocational outcome.

Core units

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CPPBDN8001A	Research and evaluate construction materials and methods for complex building design projects
CPPBDN8002A	Research compliance requirements for complex building design projects
CPPBDN8003A	Scope and initiate large and complex building design projects
CPPBDN8007A	Manage the design of Type A constructions

Elective units

CPCMCM7001A	Plan and manage complex projects
CPCMCM7002A	Manage the quality of projects and processes
CPPBDN8004A	Lead the building design team
CPPBDN8005A	Manage the tendering and construction process for a client
CPPBDN8006A	Identify and manage new building design technologies
CPPCMN8001A	Lead the strategic planning process for an enterprise
CPPCMN8002A	Identify and develop business opportunities

Custom Content Section

Not applicable.

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CPP60109 Advanced Diploma of Spatial Information Services

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include the following facets**:
Communication	• apply verbal and written communication skills to: • build on others' ideas to advance discussion and question others to clarify ideas • encourage feedback • provide clear sequenced oral instructions to others • explore ideas in discussion • listen and question to clarify and elicit information • participate effectively in verbal interactions • apply communication skills to discuss vocational issues effectively with colleagues and impart knowledge and ideas through oral,

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Employability Skills Qualification Summary	
	written and visual means • apply literacy skills to: • assess and use workplace information • locate and interpret legislation and other written documentation • prepare and manage documentation • read and write technical reports • research and evaluate • apply numeracy skills to: • analyse errors • conduct image analysis • interpret and analyse statistics • perform mental calculations • record with accuracy and precision • undertake computations • complete all required documentation according to organisational guidelines • define and document project objectives, deliverables, constraints, principal work activities and equipment requirements according to spatial data specifications and client requirements • implement and maintain agreed communication processes between project members, clients and other stakeholders
Teamwork	• allocate work to appropriate personnel and implement supervisory processes, checks, measures and problem-solving techniques to ensure work is completed within time available • inform relevant personnel of the results according to organisational guidelines • relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • select personnel and work teams for the project activity • work with others • work effectively as part of a team
Problem solving	• apply theoretical spatial concepts to a range of situations in order to determine, create and facilitate acceptance by users of a suitable

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Employability Skills Qualification Summary	
	spatial data and attribute storage system • determine functional requirements • conduct an audit of existing spatial data sources to determine their suitability, usability, spatial data dependencies and adaptability • create and test a prototype or adopt standard format to confirm that design meets functional requirements • apply spatial skills to: • understand the holistic implications of height, depth, breadth, dimension, direction and position to actual operational activity and virtual representation • exercise precision and accuracy in relation to complex engineering surveying • solve complex problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
Initiative and enterprise	• create and test system design • apply research and analytical skills to: • assemble evidence and evaluate for accuracy and relevance • use and follow academic procedure for research techniques and copyright requirements • use a variety of strategies for planning • apply creative and conceptual skills • apply delegation skills • undertake business negotiation • create 2-D drawings • create and modify a 3-D model or digital elevation model
Planning and organising	• apply project management skills, including the ability to meet deadlines • develop a plan based on functional requirements detailing spatial data flow dependencies • develop a schedule for the introduction of the system • archive spatial data according to project specifications

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Employability Skills Qualification Summary	
	• prepare data for geocoding • prepare for examination and assessment of product or service quality • implement project management mechanisms to measure, record and report progress of activities in relation to the agreed schedule and plans • organise project resources • select a strategy for developing a web-based geographic information system application • prepare 2-D or 3-D digital elevation model
Self-management	• time management • manage self • prioritise activities • adhere to correct OHS practices • comply with, and develop or amend, organisational guidelines
Learning	• apply knowledge of organisational policies and guidelines • update skills and knowledge to accommodate changes in global positioning system equipment • update skills and knowledge to accommodate changes in environment and equipment • train others in spatial precision techniques • perform spatial data archival and retrieval and train others in this task • perform spatial data management and manipulation and train others in this task • perform file management and train others in this task • perform global positioning system data archival and retrieval and train others in this task
Technology	• use a computer (high technical user level) to complete business documentation and apply software and hardware • assess spatial computing platforms and software systems for suitability against specification • analyse and design networks • select suitable computing platforms and

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Employability Skills Qualification Summary	
	software systems • maximise the potential of the web-based geographic information systems application by the specification of possible software tools and links • develop geographic information systems to run within the internet and private intranets • check equipment to be in good working order

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules	
Minimum entry level for this Advanced Diploma is a Diploma of Surveying or a Diploma of Spatial Information Services. To achieve recognition at the Advanced Diploma level, the candidate must demonstrate competency in the six core units, plus seven electives (total thirteen units). The elective units selected at this level must not include those selected at Diploma level. Up to two of the required electives may be selected from other qualifications aligned at the Diploma or Advanced Diploma level in this Training Package or from other relevant endorsed Training Package qualifications aligned at the Diploma or Advanced Diploma level.	
Core units	
BSBRSK501A	Manage risk
CPPSIS6003A	Determine client spatial requirements
CPPSIS6004A	Design a spatial project plan
CPPSIS6005A	Apply quality control measures to spatial information services industry

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Packaging rules	
CPPSIS6007A	Design spatial information services project deliverables
CPPSIS6010A	Undertake spatial information services research and development
Elective units	
BSBFIM501A	Manage budgets and financial plans
BSBMGT502B	Manage people performance
BSBMGT605B	Provide leadership across the organisation
BSBMGT616A	Develop and implement strategic plans
BSBMKG502B	Establish and adjust the marketing mix
BSBMKG608A	Develop organisational marketing objectives
BSBWOR502A	Ensure team effectiveness
CPCCSV6012A	Facilitate community development consultation
CPPCMN4001A	Develop workplace policy and procedures for sustainability
CPPDSM5036A	Prepare tender documentation in the property industry
CPPSIS5013A	Design a spatial data storage system
CPPSIS6001A	Conduct open mine pit surveying
CPPSIS6002A	Create mine drawings
CPPSIS6006A	Develop and maintain spatial information services contractual relationships
CPPSIS6008A	Conduct design and set out survey
CPPSIS6009A	Educate the public on spatial information services
CPPSIS6011A	Carry out basic mine design
CPPSIS6012A	Conduct an advanced GPS control survey
CPPSIS6013A	Conduct underground mine surveying
CPPSIS6014A	Conduct mining geology operations

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Packaging rules	
CPPSIS6015A	Conduct complex engineering set out surveys
CPPSIS6016A	Monitor complex engineering surveying structures
CPPSIS6017A	Conduct advanced remote sensing analysis
CPPSIS6018A	Design spatial networks and geocoding
CPPSIS6019A	Develop distributed mapping applications
CPPSIS6020A	Develop 2-D and 3-D terrain visualisations
LGAPLEM603B	Coordinate information gathering and geographic information systems development in council
LGAPLEM607A	Develop, monitor and maintain geographic information systems
LGAPLEM610A	Manage data within council's geographic information system

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CPP60211 Advanced Diploma of Property Services (Asset and Facility Management)

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

Employability Skills Qualification Summary	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• apply literacy skills to interpret written and oral information, complete documentation, report findings, access and interpret relevant information, evaluate performance of assets and facilities and prepare advice and recommendations • apply communication skills to include relevant people in the planning process, discuss issues that may impact on others and receive feedback • apply literacy skills to access and interpret relevant information and prepare required documentation and information for those

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Employability Skills Qualification Summary	
	involved in portfolio management activities • communicate to clarify ideas and perspectives • communicate to negotiate client requirements and consult with industry experts and others • document and implement strategies to improve portfolio management system • evaluate portfolio in consultation with relevant people using appropriate communication strategies • report on property portfolio management activities to relevant people • use technical skills to develop reports
Teamwork	• apply interpersonal skills to obtain feedback that enables a review and evaluation of plan and to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities • define and document roles and responsibilities associated with implementation of portfolio management plan • identify and explain to relevant people variations between performance expectations and actual performance according to organisational procedures • ensure that roles and responsibilities associated with implementation of facilities management plan are clearly defined and documented
Problem solving	• apply problem solving skills to identify potential barriers to implementation of the plan and establish contingencies • apply sound reasoning to ensure consistency of interpretations based on available and reliable information • prepare evaluation results in required format, style and structure for dissemination to relevant people • review evaluation results and recommendations for modification of plan and incorporate corrective actions as required into facilities management plan • use reliable evaluation methods to make efficient use of time and resources

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Employability Skills Qualification Summary	
	• use problem solving skills to anticipate factors that may affect asset regeneration and to assess risk
Initiative and enterprise	• apply analytical skills to interpret documentation, evaluate plan, analyse risk and estimate costings and budget needs • analyse relevant industry benchmarks to assess expected performance of assets in varying market conditions • analyse economic trends and market developments in terms of potential implications and impact on regeneration objectives • analyse and determine regeneration options for property and assets • establish systematic review processes and use suitable evaluation methods to evaluate facilities management plan outcomes • identify and address situations requiring specialist advice • undertake life cycle analysis and plan capital investment strategies • research and evaluate to source asset management information and resource requirements • research, analyse and interpret property investment documentation and identify relevant sources of information • use research skills to collect reliable and valid information and match forecasting models and techniques with specific asset or facility requirements
Planning and organising	• apply technical skills to design facilities or asset management plan, schedule tasks and report outcomes • apply organisational skills to schedule and meet time lines and client requirements, assess risk, and plan management requirements and resource use • determine and confirm portfolio reporting requirements in consultation with client • monitor and report arrangements for asset management activities • prepare a detailed budget outlining resource

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Employability Skills Qualification Summary	
	requirements to support asset management activities • provide advice and recommendations on a preferred regeneration option using client feedback within agreed timeframes • review information to ensure accuracy and prepare a detailed budget • use technical skills to formulate and present an asset management plan • use organising processes to formulate, review and evaluate an asset management strategy
Self-management	• identify and address situations requiring specialist advice • develop key performance criteria for measuring the achievement of objectives and strategies and incorporate into asset management plan • follow organisational and professional procedures, ethical practices and business standards • identify limitations of work role, responsibility and professional abilities • interpret and comply with applicable industry, organisational and legislative requirements • interpret and apply applicable legal, ethical and organisational requirements • review constructive feedback and make adjustments to portfolio management plan as required
Learning	• apply knowledge of organisation's practices, ethical standards and legislative requirements associated with monitoring the ongoing performance of an asset or facility portfolio • apply knowledge of organisation's practices, ethical standards and legislative requirements associated with developing and implementing facilities management plans
Technology	• apply computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases • apply technical skills to use software for planning and scheduling tasks, use financial

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Employability Skills Qualification Summary	
	and assessment software and spreadsheets efficiently, and access market information • use business equipment and technology to present advice and recommendations in appropriate format, style and structure

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the property industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

This table is a summary of Employability Skills that are typical of this qualification and should not be interpreted as definitive.

Packaging Rules

Packaging rules	
To achieve this qualification, the candidate must demonstrate competency in: • 15 units of competency: • 7 Group A units • 8 Group B units. The Group A units are chosen as follows: • 7 units from Group A • 2 of the units may be chosen from: • Diploma of Property Services (Asset and Facility Management) • any Advanced Diploma qualification in CPP07 or another current Training Package. The Group B elective units are chosen as follows: • 8 units from Group B • 2 of the units may be chosen from: • Diploma of Property Services (Asset and Facility Management) • any Advanced Diploma qualification in CPP07 or another current Training Package or state accredited course, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.	
Group A Common units	
BSBINM601A	Manage knowledge and information

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Packaging rules	
BSBMGT605B	Provide leadership across the organisation
BSBMGT608B	Manage innovation and continuous improvement
BSBMGT616A	Develop and implement strategic plans
BSBMGT617A	Develop and implement a business plan
BSBRSK501A	Manage risk
BSBSUS501A	Develop workplace policy and procedures for sustainability
Group B Specialist units	
Asset and facility management	
CPPDSM6004A	Determine performance of assets and facilities
CPPDSM6006A	Develop facilities procurement system
CPPDSM6007A	Develop life cycle asset management plan
CPPDSM6008A	Develop strategic facilities management plan
CPPDSM6009A	Manage facilities portfolio
CPPDSM6013A	Prepare project design brief and documentation in the property industry
Investment	
CPPDSM6001A	Determine viability of regeneration options in the property industry
CPPDSM6002A	Conduct a property investment feasibility study
CPPDSM6003A	Contract to invest in property
CPPDSM6005A	Develop a property investment strategy
CPPDSM6010A	Manage performance of property investment
CPPDSM6011A	Negotiate partnership arrangements in the property industry
CPPDSM6012A	Plan property portfolio management

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CPPSS00001 Analyse Basic GIS Data Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP40109 Certificate IV in Surveying and CPP40211 Certificate IV in Spatial Information Services.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS4006A	Read and interpret basic image data
	CPPSIS4015A	Apply GIS software to problem-solving techniques
	ICAU2006B	Operate computing packages
	LGAPLEM404A	Prepare and present geographic information systems data
	RIIG005A	Read and interpret maps

Target Group

Target group	This skill set is for people analysing basic GIS data.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for analysing basic GIS data.

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CPPSS00002 Apply Planning Law to Surveying Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP50107 Diploma of Surveying.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS5021A	Apply land and planning law to surveying
	PSPLAND308A	Compile and check survey plans

Target Group

Target group	This skill set is for people applying planning law to surveying tasks.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for applying planning law to surveying.

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CPPSS00003 Collect and Integrate Spatial Data Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP50211 Diploma of Spatial Information Services.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS5001A	Plan spatial data collection and validation
	CPPSIS5002A	Capture new spatial data
	CPPSIS5006A	Integrate spatial datasets
	CPPSIS5029A	Determine suitable information sources to create new spatial datasets

Target Group

Target group	This skill set is for people in the collection and integration of spatial data.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for skills in collecting and integrating spatial data.

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CPPSS00004 Conduct Building Access Audits Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP40811 Certificate IV in Access Consulting and CPP50711 Diploma of Access Consulting.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPACC4001A	Apply disability awareness to assessing access situations
	CPPACC4005A	Conduct a building access audit
	CPPACC4010A	Conduct an aged care facility access audit
	CPPACC4011A	Conduct an educational facility access audit
	CPPACC5017A	Provide expert access advice on building renovations

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Target Group

Target Group	This skill set is for experienced access consultants who conduct building audits for access compliance.

Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for building access auditing skills.

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CPPSS00005 Conduct Factual Investigation Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP30607 Certificate III in Investigative Services

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSEC3027A	Develop investigative plan
	CPPSEC3028A	Compile investigative report
	CPPSEC3029A	Provide quality investigative services to clients
	CPPSEC3032A	Gather information by factual investigation
	CPPSEC3033A	Conduct interviews and take statements

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Target Group

Target Group	This skill set is for investigators who wish to specialise in factual investigation functions and who do not conduct surveillance operations.

Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from the CPP07 Property Services Training Package meet industry requirements for specialist factual investigation skills.

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CPPSS00006 Conduct Investigations Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP20211 Certificate II in Security Operations and some credit towards CPP30607 Certificate III in Investigative Services

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSEC2001A	Communicate effectively in the security industry
	CPPSEC2002A	Follow workplace safety procedures in the security industry
	CPPSEC2014A	Operate basic security equipment
	CPPSEC2016A	Contribute to investigative activities
	CPPSEC3026A	Work effectively in the investigative services industry

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Target Group

Target Group	This skill set is for people in the security sector who elect to move into investigative functions and require a pathway into the specialist investigative services qualification at Certificate III.

Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from the CPP07 Property Services Training Package meet industry requirements for skills in the area of investigations.

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CPPSS00007 Conduct Outdoor Access Audits Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP40811 Certificate IV in Access Consulting and CPP50711 Diploma of Access Consulting.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPACC4001A	Apply disability awareness to assessing access situations
	CPPACC4006A	Conduct a playground access audit
	CPPACC4007A	Conduct a streetscape access audit
	CPPACC4012A	Conduct an outdoor recreation area access audit

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Target Group

Target Group	This skill set is for experienced access consultants who conduct outdoor audits for access compliance.

Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for outdoor access auditing skills.

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CPPSS00008 Conduct Remote Location Surveys Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP40109 Certificate IV in Surveying and CPP40211 Certificate IV in Spatial Information Services.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS4007A	Organise field services
	CPPSIS4008A	Organise equipment and supplies
	CPPSIS4012A	Plan and conduct survey expeditions
	CPPSIS5002A	Capture new spatial data
	MNQGEN400A	Apply site risk management system
	RIIG005A	Read and interpret maps

Target Group

Target group	This skill set is for people conducting remote location surveys.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for conducting remote location surveys.

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CPPSS00009 Conduct Surveillance Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP30607 Certificate III in Investigative Services

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSEC3027A	Develop investigative plan
	CPPSEC3028A	Compile investigative report
	CPPSEC3029A	Provide quality investigative services to clients
	CPPSEC3030A	Conduct surveillance
	CPPSEC3031A	Organise and operate a surveillance vehicle

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Target Group

Target Group	This skill set is for investigators who wish to specialise in surveillance functions and who do not conduct factual investigations.

Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from the CPP07 Property Services Training Package meet industry requirements for specialist surveillance skills.

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CPPSS00010 Conduct Transport Access Audits Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP40811 Certificate IV in Access Consulting and CPP50711 Diploma of Access Consulting.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPACC4001A	Apply disability awareness to assessing access situations
	CPPACC4008A	Conduct a transport conveyance and boarding device access audit
	CPPACC4009A	Conduct a transport premises access audit

Target Group

Target Group	This skill set is for experienced access consultants who conduct transport audits for access compliance.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for transport access auditing skills.

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CPPSS00011 Coordinate Investigative Activities Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP40707 Certificate IV in Security and Risk Management.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	BSBWOR402A	Promote team effectiveness
	CPPSEC4013A	Undertake case management of investigations
	PSPREG401C	Exercise regulatory powers

Target Group

Target Group	This skill set is for experienced investigators who provide leadership, coordinate and manage investigations cases.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from the CPP07 Property Services Training Package meet industry requirements for specialist skills in investigations management.

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CPPSS00012 Design and Develop Spatial Information Projects Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP60109 Advanced Diploma of Spatial Information Services.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS5013A	Design a spatial data storage system
	CPPSIS6004A	Design a spatial project plan
	CPPSIS6007A	Design spatial information services project deliverables

Target Group

Target group	This skill set is for people designing and developing spatial information projects.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for designing and developing spatial information projects.

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CPPSS00013 Design Spatial Information Systems Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP50107 Diploma of Surveying and CPP60109 Advanced Diploma of Spatial Information Services.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS6018A	Design spatial networks and geocoding
	CPPSIS5013A	Design a spatial data storage system
	CPPSIS6019A	Develop distributed mapping applications

Target Group

Target group	This skill set is for people designing spatial information systems.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for designing spatial information systems.

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CPPSS00014 Develop and Implement Environmentally Sustainable Cleaning Programs

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Completion of these units provides credit towards CPP31011 Certificate III in Cleaning Operations and CPP41011 Certificate IV in Cleaning Management.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	CPPCMN3001B	Participate in environmentally sustainable work practices
	CPPCMN4001B	Develop workplace policies and procedures for sustainability
	CPPCMN4002B	Implement and monitor environmentally sustainable work practices

Target Group

This skill set is for experienced managers responsible for developing and implementing environmentally sustainable cleaning programs.

Suggested words for Statement of Attainment

These units from CPP07 Property Services Training Package meet industry skills requirements for developing and implementing environmentally sustainable cleaning programs.

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Custom Content Section

Not applicable.

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CPPSS00015 Implement Best Practice in Spatial Information Projects Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP50107 Diploma of Surveying and CPP50211 Diploma of Spatial Information Services.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS5003A	Implement a spatial information services project plan
	CPPSIS5004A	Determine spatial data requirements
	CPPSIS5009A	Produce spatial project deliverables
	CPPSIS5011A	Monitor and control the spatial components of projects
	CPPSIS5012A	Maintain effective internal and external spatial communication networks
	CPPSIS5015A	Undertake spatial process improvement to reduce costs and improve service
	CPPSIS6005A	Apply quality control measures to spatial information services industry

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Target Group

Target group	This skill set is for people implementing all aspects of spatial information projects, including quality assurance.

Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for implementing best practice in spatial information projects.

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CPPSS00016 Implement Environmentally Sustainable Cleaning Programs

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Completion of these units provides credit towards CPP31011 Certificate III in Cleaning Operations and CPP41011 Certificate IV in Cleaning Management.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	CPPCMN3001B	Participate in environmentally sustainable work practices
	CPPCMN4002B	Implement and monitor environmentally sustainable work practices

Target Group

This skill set is for experienced supervisors responsible for implementing environmentally sustainable cleaning programs.

Suggested words for Statement of Attainment

These units from CPP07 Property Services Training Package meet industry skills requirements for implementing environmentally sustainable cleaning programs.

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Custom Content Section

Not applicable.

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CPPSS00017 Induction to Spatial Information Services Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP20111 Certificate II in Surveying and Spatial Information Services.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS2001B	Prepare for work in the spatial information services industry
	CPPSIS2002A	Assist in the collection of basic spatial data
	CPPSIS2003A	Assist in the storage and retrieval of spatial data
	CPPSIS2007A	Use information technology for spatial information services activity

Target Group

Target group	This skill set provides induction skills for those new to spatial information technologies.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for induction into the spatial information services industry.

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CPPSS00019 Install and Decommission Fixed Fire Extinguishing Systems Skill Set

Modification History

New Skill Set

Description

Not applicable.

Pathways Information

Completion of these units provides credit towards CPP20511 Certificate II in Fire Protection Inspection and Testing and CPP30811 Certificate III in Fire Protection Inspection and Testing.

This skill set meets the full licensing requirements of the Extinguishing Agent Handling Licence: Fixed System Installation and Decommissioning.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Not applicable.

Target Group

Competency in this skill set is for people who:

1 Install and decommission a gaseous fire extinguishing system (fire protection equipment) including to:

a install and disconnect actuation devices (mechanisms) to and from container valves; and

b install and disconnect gaseous agent containers; and

c install and disconnect any interconnections to other gaseous system containers; and

d install and disconnect ancillary equipment connections to manifold and pipework;

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and

e attach and remove transport equipment, such as valve outlet and actuator port caps, plugs and locking devices installed to prevent accidental discharge.

2 Commission actuation control devices set to operate and engage safety devices as needed and decommission these devices.

This skill set meets the full licensing requirements of the Extinguishing Agent Handling Licence: Install and Decommission Fixed Systems.

Suggested words for Statement of Attainment

These units from CPP07 Property Services Training Package meet industry requirements for installing and decommissioning fixed fire extinguishing systems.

Custom Content Section

Not applicable.

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CPPSS00020 Maintain Bulk Extinguishing Agent Container Warehouses Skill Set

Modification History

New Skill Set

Description

Not applicable.

Pathways Information

Completion of these units provides credit towards CPP20511 Certificate II in Fire Protection Inspection and Testing

This skill set meets the full licensing requirements of the Extinguishing Agent Handling Licence: Warehouse Maintenance.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Not applicable.

Target Group

This skill set is for people monitoring leakage stocks of extinguishing agent bulk agent containers in a warehouse and, as needed, transferring the extinguishing agent from a leaking storage container.

Suggested words for Statement of Attainment

These units from CPP07 Property Services Training Package meet industry requirements for monitoring leakage stocks of extinguishing agent bulk agent containers in a warehouse.

Custom Content Section

Not applicable.

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CPPSS00021 Maintain Portable Fire Extinguishers Skill Set

Modification History

New Skill Set

Description

Not applicable.

Pathways Information

Completion of these units provides credit towards CPP20511 Certificate II in Fire Protection Inspection and Testing.

This skill set meets the full licensing requirements of the Extinguishing Agent Handling Licence: Portable Fire Extinguisher Maintenance.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Not applicable.

Target Group

This skill set is for people required to charge and recharge a portable fire extinguisher, and repair the extinguisher valve.

Suggested words for Statement of Attainment

These units from CPP07 Property Services Training Package meet industry requirements for maintaining portable fire extinguishers.

Custom Content Section

Not applicable.

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CPPSS00022 Manage Complex Fumigation Operations Skill Set

Modification History

New Skill Set

Description

Not applicable.

Pathways Information

Completion of these units provides credit towards CPP30911 Certificate III in Pest Management.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Not applicable.

Target Group

This skill set is for people managing large-scale fumigation operations, such as those conducted on aircraft and ships.

The skill set is applicable in some states but does not meet the full licensing requirements of all states and territories. Users should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Suggested words for Statement of Attainment

These units from CPP07 Property Services Training Package meet industry requirements for conducting large-scale fumigation operations in most states and territories..

Custom Content Section

Not applicable.

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CPPSS00023 Manage Non-Timber Pests Skill Set

Modification History

New Skill Set

Description

Not applicable.

Pathways Information

Completion of these units provides credit towards CPP30911 Certificate III in Pest Management.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Not applicable.

Target Group

This skill set is for people managing basic non-timber pests.

The skill set is applicable in some states but does not meet the full licensing requirements of all states and territories. Users should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Suggested words for Statement of Attainment

These units from CPP07 Property Services Training Package meet industry requirements for managing non-timber pests in most states and territories.

Custom Content Section

Not applicable.

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CPPSS00024 Manage Spatial Information Business Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP60109 Advanced Diploma of Spatial Information Services.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	BSBFIM501A	Manage budgets and financial plans
	CPPDSM5036A	Prepare tender documentation in the property industry
	CPPSIS6005A	Apply quality control measures to spatial information services industry
	CPPSIS6006A	Develop and maintain spatial information services contractual relationships

Target Group

Target group	This skill set is for people managing a spatial information services business.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for managing a spatial information business.

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CPPSS00025 Manage Timber Pests Skill Set

Modification History

New Skill Set

Description

Not applicable.

Pathways Information

Completion of these units provides credit towards CPP30911 Certificate III in Pest Management.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Not applicable.

Target Group

This skill set is for people managing basic timber pests.

The skill set is applicable in some states but does not meet the full licensing requirements of all states and territories. Users should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Suggested words for Statement of Attainment

These units from CPP07 Property Services Training Package meet industry requirements for managing timber pests in most states and territories.

Custom Content Section

Not applicable.

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CPPSS00026 Perform Applied Engineering Surveying Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP50107 Diploma of Surveying.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS5001A	Plan spatial data collection and validation
	CPPSIS5017A	Conduct an advanced GPS data collection and set out survey
	CPPSIS5018A	Conduct an engineering survey
	CPPSIS5023A	Manage advanced surveying computations
	CPPSIS5027A	Carry out a precision survey

Target Group

Target group	This skill set is for people performing applied engineering surveying tasks.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for performing applied engineering surveying.

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CPPSS00027 Perform Basic Spatial Drafting Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP30111 Certificate III in Surveying and Spatial Information Services.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS3001A	Apply map presentation principles
	CPPSIS3009A	Perform basic drafting
	ICAU2006B	Operate computing packages

Target Group

Target group	This skill set is for people in the spatial information services industry sector who perform basic spatial drafting tasks.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for performing basic spatial drafting.

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CPPSS00028 Perform Environmentally Sustainable Cleaning Operations

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Completion of these units provides credit towards CPP31011 Certificate III in Cleaning Operations.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	CPPCMN3001B	Participate in environmentally sustainable work practices
	CPPCLO2043A	Clean using microfibre techniques

Target Group

This skill set is for operational cleaning personnel to enable the performance of cleaning operations in an environmentally sustainable manner.

Suggested words for Statement of Attainment

These units from CPP07 Property Services Training Package meet industry skills requirements for performing environmentally sustainable cleaning operations.

Custom Content Section

Not applicable.

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CPPSS00029 Perform Monitoring Centre Operations Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP20211 Certificate II in Security Operations.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSEC2001A	Communicate effectively in the security industry
	CPPSEC2002A	Follow workplace safety procedures in the security industry
	CPPSEC2005A	Work as part of a security team
	CPPSEC2006A	Provide security services to clients
	CPPSEC2018A	Monitor electronic reporting facility

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Target Group

Target Group	This skill set is for people in the security sector working in a specialised monitoring centre who are not operatives required to undertake guarding and protection functions.

Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from the CPP07 Property Services Training Package meet industry requirements for monitoring centre skills.

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CPPSS00030 Perform Spatial Data Collection and Surveying Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP40109 Certificate IV in Surveying and CPP40211 Certificate IV in Spatial Information Services.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS4001A	Maintain spatial systems
	CPPSIS4002A	Store and retrieve spatial data
	CPPSIS4004A	Collect and set out basic spatial data
	CPPSIS4005A	Collect basic GPS data
	CPPSIS5005A	Obtain and validate existing spatial data
	RIIG005A	Read and interpret maps

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Target Group

Target group	This skill set is for people performing spatial data collection and surveying roles.

Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for performing spatial data collection and surveying.

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CPPSS00031 Prepare Engineering Survey Drawings Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP50107 Diploma of Surveying.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS5020A	Create engineering drawings
	CPPSIS5026A	Design road and railway

Target Group

Target group	This skill set is for people preparing engineering survey drawings.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for preparing engineering survey drawings.

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CPPSS00032 Prepare Mine Survey Drawings Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP60109 Advanced Diploma of Spatial Information Services.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS6002A	Create mine drawings
	CPPSIS6011A	Carry out basic mine design

Target Group

Target group	This skill set is for people preparing mine survey drawings.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for preparing mine survey drawings.

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CPPSS00033 Provide Biometrics Consulting and Advice Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP40707 Certificate IV in Security and Risk Management, and some credit towards CPP50611 Diploma of Security and Risk Management.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSEC4020A	Advise on the application of biometrics
	CPPSEC4021A	Prepare standard operating procedures for the use of biometrics technology
	CPPSEC5006A	Determine strategy for the implementation of biometrics technology
	CPPSEC5007A	Assess biometrics system

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Target Group

Target Group	This skill set is for experienced biometrics consultants and advisors working within the security sector.

Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from the CPP07 Property Services Training Package meet industry requirements for specialist biometrics security consultants and advisors.

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CPPSS00034 Provide Support in Spatial Field Services Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP30111 Certificate III in Surveying and Spatial Information Services.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS3006A	Provide field support services
	CPPSIS3007A	Select, operate and maintain equipment and supplies
	CPPSIS3008A	Transfer personnel and loads
	MNQGEN300A	Apply risk management processes

Target Group

Target group	This skill set is for people undertaking support roles in the collection of spatial information data in the field.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for providing support in spatial field services.

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CPPSS00035 Provide Technical Assistance in Spatial Information Systems Development Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP50107 Diploma of Surveying and CPP50211 Diploma of Spatial Information Services.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS4015A	Apply GIS software to problem-solving techniques
	CPPSIS6020A	Develop 2-D and 3-D terrain visualisations
	LGAPLEM508A	Manipulate and analyse data within geographic information systems
	LGAPLEM512A	Provide geographic information systems data

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Target Group

Target group	This skill set is for people providing technical assistance in the development of spatial information systems.

Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for providing technical assistance in the development of spatial information systems.

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CPPSS00036 Provide Technical Assistance with Field Surveys Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP30111 Certificate III in Surveying and Spatial Information Services.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	BSBFLM303C	Contribute to effective workplace relationships
	BSBFLM312B	Contribute to team effectiveness
	CPPSIS3005A	Collect basic spatial data
	PRMCMN301A	Contribute to workplace safety arrangements

Target Group

Target group	This skill set is for people performing technical roles in the collection of spatial information or survey data in the field.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for providing technical assistance with field surveys.

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CPPSS00037 Provide Technical Assistance with Spatial Data Collection Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP30111 Certificate III in Surveying and Spatial Information Services.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS3004A	Respond to client spatial enquiry
	CPPSIS3005A	Collect basic spatial data
	CPPSIS3010A	Perform basic spatial computations
	RIIG005A	Read and interpret maps

Target Group

Target group	This skill set is for people providing technical assistance in the collection of spatial information data.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for providing technical assistance in the collection of spatial data.

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CPPSS00038 Provide Technical Assistance with Surveying Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP40109 Certificate IV in Surveying and CPP40211 Certificate IV in Spatial Information Services.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS3009A	Perform basic drafting
	CPPSIS4006A	Read and interpret basic image data
	CPPSIS4010A	Operate surveying equipment
	CPPSIS4011A	Perform surveying computations

Target Group

Target group	This skill set is for people providing technical assistance in surveying tasks.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for providing technical assistance with surveying.

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CPPSS00039 Recover, Reclaim, Fill and Recycle Extinguishing Agents Skill Set

Modification History

New Skill Set

Description

Not applicable.

Pathways Information

Completion of these units provides credit towards CPP20511 Certificate II in Fire Protection Inspection and Testing.

This skill set meets the full licensing requirements of the Extinguishing Agent Handling Licence: Recovery, Reclamation, Fill and Recycling.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Not applicable.

Target Group

This skill set is for people who recover, reclaim, fill and recycle an extinguishing agent into and from a fire extinguisher and gaseous fire extinguishing system container, from and to a bulk agent container.

Suggested words for Statement of Attainment

These units from CPP07 Property Services Training Package meet industry requirements for recovering, reclaiming, filling and recycling an extinguishing agent.

Custom Content Section

Not applicable.

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CPPSS00040 Restore Water-Damaged Carpets Skill Set

Modification History

New Skill Set

Description

Not applicable.

Pathways Information

Completion of these units provides credit towards CPP31111 Certificate III in Carpet Cleaning Operations.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Not applicable.

Target Group

This skill set is for practitioners diagnosing, planning and undertaking the mitigation and restoration of carpets caused by water and flood damage.

Suggested words for Statement of Attainment

These units from CPP07 Property Services Training Package meet industry requirements for restoring water-damaged carpets.

Custom Content Section

Not applicable.

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CPPSS00041 Test and Maintain Fixed Fire Extinguishing Systems Skill Set

Modification History

New Skill Set

Description

Not applicable.

Pathways Information

Completion of these units provides credit towards CPP20511 Certificate II in Fire Protection Inspection and Testing and CPP30811 Certificate III in Fire Protection Inspection and Testing.

This skill set meets the full licensing requirements of the Extinguishing Agent Handling Licence: Fixed System Testing and Maintenance.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Not applicable.

Target Group

This skill set is for people who test and maintain a gaseous fire extinguishing system (fire protection equipment), including to:

a test actuation release systems; and

b disconnect and reconnect actuation devices (mechanisms); and

c disconnect and reconnect any interconnections to other gaseous systems containers; and

d disconnect and reconnect ancillary equipment connections from containers to manifold and pipework; and

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e test actuation devices (mechanisms); and

f perform any tests and maintenance on any Fire Detection and Alarm System, including any remote operation panel and actuation and control system that interfaces with or forms part of a gaseous fire extinguishing system; and

g perform any tests and maintenance on gaseous agent containers and ancillary equipment connections from containers to manifold and pipework.

Note: This licence does not entitle the licensee to perform in situ liquid level testing that does not involve any of the actions in paragraphs (a) to (f).

Suggested words for Statement of Attainment

These units from CPP07 Property Services Training Package meet industry requirements for testing and maintaining fixed fire extinguishing systems.

Custom Content Section

Not applicable.

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CPPSS00042 Undertake Spatial Remote Sensing Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP50211 Diploma of Spatial Information Services.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS4006A	Read and interpret basic image data
	CPPSIS5002A	Capture new spatial data
	CPPSIS5010A	Collate and interpret spatial data
	CPPSIS6017A	Conduct advanced remote sensing analysis

Target Group

Target group	This skill set is for people conducting spatial remote sensing activities.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for undertaking spatial remote sensing activities.

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CPPSS00043 Use Spatial Web Applications for Mapping Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	Completion of these units provides credit towards CPP50211 Diploma of Spatial Information Services.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	CPPSIS5006A	Integrate spatial datasets
	CPPSIS5009A	Produce spatial project deliverables
	CUFMEM07A	Apply principles of visual design and communication to the development of a multimedia product
	ICAB4135B	Create a simple mark-up language document to specification
	ICAB4137B	Produce basic client side script for dynamic web pages
	ICAA4142B	Design a website to meet technical requirements

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Target Group

Target group	This skill set is for people using spatial web applications for mapping.

Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from CPP07 Property Services Training Package meet industry requirements for using spatial web applications for mapping.

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CPPACC4001A Apply disability awareness to assessing access situations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to apply the knowledge of disability to the implementation of the Disability Discrimination Act (DDA) Premises Standard and relevant state and territory anti-discrimination legislation. Access consultants must understand the impact of environment on disability and the impact of disability on the environment. Access consultants must implement these skills and knowledge in all aspects of their work.

The unit requires the ability to work sensitively in relation to disability issues and to display appropriate attitudes when planning and implementing work that impacts on people with disabilities.

Application of the Unit

Application of the unit

This unit of competency supports the full range of access consulting services. The application of disability awareness is fundamental to working as an access consultant. This unit of competency will support all aspects of the work of access consultants.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply disability awareness when dealing with clients.	1.1 Current definitions of disability as defined in ***legislation*** are understood and applied. 1.2 Contemporary ***definitions of disability discrimination*** as defined in legislation are understood and applied. 1.3 The impact of the ***disabilities*** is addressed when dealing with ***clients***.
2 Apply disability awareness when assessing environmental and service issues.	2.1 Disability awareness is applied when assessing environmental and service issues. 2.2 Barriers to full participation in the community by people with disabilities are identified.
3 Apply disability awareness when determining appropriate actions.	3.1 The effect of the disabilities on the need for environmental modification is identified and applied. 3.2 The relationship between the modification to the environment and the ***benefit*** to people with disabilities is understood and applied when determining appropriate actions. 3.3 Appropriate environmental modifications are designed based on the needs of people with disabilities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- all disabilities

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- commonwealth, state and territory anti-discrimination legislation and regulations
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory building legislation and Australian standards
- research methods.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - maintain knowledge of current codes, standards, regulations, practices and industry updates
  - use workplace equipment and communication methods
- communication skills to:
  - explain clearly information on disabilities and disability issues
  - consult effectively with clients
  - impart knowledge and ideas through oral, written and visual means
  - negotiate appropriate access solutions with clients to meet the needs of people with disabilities
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
  - consult and provide advice in a sensitive and appropriate manner
  - facilitate change for greater awareness of disability access
  - analyse own work practices and process outcomes critically
  - adapt to new workplace situations
- literacy skills to:
  - assess and use workplace information
  - read and interpret legislation regarding disability and disability discrimination
  - read and understand information on the nature of disabilities
  - read and record data
- organisational skills to:

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- prepare and administer documentation
- implement organisational policies and procedures
- problem-solving skills to:
  - assess environmental barriers and develop appropriate access solutions.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• A person who demonstrates competency in this unit must be able to provide evidence of:
	  • recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
	  • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
	  • interpreting accurately how the full range of environmental barriers impacts on any of the impairments that people with disabilities might have
	  • developing practical and effective access solutions to the full range of environmental barriers to permit people with disabilities to live independent and productive lives in the community
	  • complying with occupational health and safety regulations applicable to workplace operations
	  • applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment	• Resource implications for assessment include:
	  • a registered provider of assessment services
	  • competency standards

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- assessment materials and tools
- suitable assessment venue/equipment
- workplace documentation
- candidate special requirements
- cost and time considerations.

- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislation may include:

- Australian standards
- Building Code of Australia
- DDA

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- DDA Education Standard
- DDA Premises Standard
- DDA Transport Standard
- state and territory anti-discrimination and building legislation.

Definitions of disability discrimination are:

- included in the commonwealth, state and territory anti-discrimination legislation and regulations.

Disabilities may include:

- physical
  - ambulant
  - non-ambulant
- sensory
  - vision
  - hearing
- neurological
  - intellectual
- learning
- psychiatric
- physical disfigurement

the presence in the body of disease-causing organisms.

Clients may include:

- building owners and managers
- building designers
- builders
- building certifiers and surveyors
- educational authorities
- educational service providers
- community service providers
- health service providers
- other providers of services to the public e.g. shops
- professionals
- transport providers
- transport operators

public utilities.

Benefit may include:

- overcoming the barriers to accessing the community and can be conceptualised in a framework such as the Enabler Model
- people with disabilities benefit from the removal of access barriers through the ability to access the community and all it provides
- the community benefits from the financial and social contribution of people with disabilities.

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Unit Sector(s)

Unit sector

Access consulting

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CPPACC4002A Apply building control legislation to assess small-scale buildings for access

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to identify, interpret and apply relevant building control legislation when assessing the accessibility of small-scale residential and commercial buildings. It includes understanding the Australian common law system and the various sources of law applicable to the accessibility of small-scale building developments, and identifying and applying the relevant professional code of practice required for the assessment and inspection of buildings.

The unit is based on BCGSV5008A Applying building control legislation to building surveying.

Application of the Unit

Application of the unit

This unit of competency supports a number of access consulting services, including conducting a range of access audits, assessing building plans for access, working with development teams and providing advice on building renovations.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse the Australian administrative legal system.	1.1 Differences between common law, statute law, delegated legislation and local government law are analysed and documented. 1.2 Civil law and examples of civil action relevant to building accessibility of small-scale buildings are identified and interpreted. 1.3 Administrative law relevant to building accessibility is identified and interpreted. 1.4 Individual elements of judicial review legislation are identified, interpreted and documented.
2 Describe the procedures and benefits of enforcing the law.	2.1 ***Relevant building control legislation*** is identified and understood in accordance with ***organisational requirements***. 2.2 Legislative benefits and examples of building accessibility enforcement are identified, reviewed and documented. 2.3 Major regulatory enforcement strategies are identified, reviewed and documented. 2.4 Processes for addressing non-compliance issues are identified and appropriate documentation is prepared in a format suitable for review by a building certifier.
3 Identify and implement the professional code of practice applicable to the assessment of access in small-scale buildings.	3.1 The ***code of practice*** required by the building industry regulator is identified and interpreted in accordance with organisational requirements. 3.2 Concepts regarding duty of care as it relates to common law are identified and documented. 3.3 Concepts regarding conflict of interest as specified by relevant legislation are identified, acknowledged and guidance is sought from

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ELEMENT	PERFORMANCE CRITERIA
	relevant persons.
4 Identify the responsibilities and liabilities of access consultants and building certifiers and maintain effective working relationships.	4.1 ***Responsibilities*** and liabilities of access consultants are identified and documented. 4.2 Responsibilities and statutory duties of building certifiers as specified by relevant legislation are identified and documented. 4.3 Strategies for developing and maintaining effective working relationships between access consultants and building certifiers are implemented.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- Australian legal system
- building and construction terminology and definitions
- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- effective working relationships
- industry codes of practice and ethics
- legal terminology, definitions, processes and procedures used in standard court operations
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- processes for preparing and administering documentation
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- report writing
- research methods
- role and responsibilities of building certifiers.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access

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    - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
    - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
    - analyse the main features of the Australian legal system
    - interpret industry codes of practice and ethics
    - interpret and evaluate examples of civil action relevant to the provision of access
    - interpret the responsibilities of building certifiers as specified by legislation
    - interpret and analyse routine and non-routine situations to establish suitable methods of reporting
- application skills to:
    - apply relevant codes of practice and other legislative requirements to work processes
    - apply disability awareness to work processes
    - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:
    - explain clearly information on issues relating to the provision of access
    - impart knowledge and ideas through oral, written and visual means
    - maintain professional relationships and networks
- interpersonal skills to:
    - adapt to new workplace situations
    - analyse own work practices and process outcomes critically
    - engage colleagues and share disability access knowledge
    - facilitate change for greater awareness of disability access
    - provide advice in a sensitive and appropriate manner
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- literacy skills to:
    - assess and use workplace information
    - interpret building industry terminology and jargon
    - read and interpret legal terminology, definitions, processes and procedures used in standard court operations
    - read and record data
- organisational skills to:
    - prepare and administer documentation
    - implement organisational policies and procedures
- research skills to:
    - source information to assist in interpreting legislation regarding the provision of access

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- source and interpret building legislative requirements
- source and interpret case law on the provision of access

- technology skills to:
  - apply information technology and computer skills to prepare working documentation and reports.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impacts on any of the impairments that people with disabilities might have
  - identifying and interpreting building and anti-discrimination legislation for the provision of access to small-scale buildings
  - interpreting relevant industry codes of practice and applying it to the personal work situation
  - identifying the processes for addressing issues of non-compliance with the relevant building control legislation
  - interpreting the responsibilities of building certifiers to ensure the provision of access to small-scale buildings
  - applying organisational management policies and

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procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant building control

- Building Code of Australia

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legislation may include:	• Australian standards • Disability Discrimination Act (DDA) • DDA Premises Standard • state and territory building legislation • local government Development Control Plan.
Organisational requirements may be outlined and reflected in:	• access and equity policy, principles and practices • business and performance plans • client service policies, procedures and standards • codes of conduct and codes of practice • communication channels and reporting procedures • communication of services offered • complaint and dispute resolution procedures • compliance with legislation, codes and workplace standards • continuous improvement processes and standards • defined resource parameters • duty of care • employer and employee rights and responsibilities • ethical standards • legal policies and guidelines • occupational health and safety policies, procedures and programs • organisational mission statement, goals, objectives, plans, systems and processes • policies and procedures relating to the setting of fees and the negotiation and management of contracts • policies and procedures relating to own role, responsibility and delegation • privacy and confidentiality policies and procedures • quality assurance and/or procedures manuals • records and information management systems and processes • style guides and other guides used to prepare documents.
Code of practice may relate to:	• maintaining confidentiality • using organisational property • duty of care • individual behaviour • non-discriminatory practices • misrepresentation • clear communication of services offered and fee for services • clear negotiation of fees.

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Relevant person may include:	• professional indemnity insurer • business partner • colleague.
Responsibilities may include:	• working within own areas of competence • working within the law • maintaining a duty of care at all times in professional dealings • providing contracted services to the standard specified in a timely and professional manner • adhering to and implementing relevant industry codes of practice and ethics • participating in continuous professional development programs.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC4003A Assess construction plans

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to work with clients to ensure that the construction plan provides adequate access for people with disabilities. Access consultants must be able to read and interpret construction plans and working drawings. Access consultants need to know the access requirements of the Disability Discrimination Act (DDA) Premises Standard, the Building Code of Australia and the relevant Australian standards in order to assess construction plans.

The unit requires the ability to communicate with clients on the interpretation and implementation of the DDA Premises Standard and building legislation.

Application of the Unit

Application of the unit

This unit of competency supports a number of access consulting services, including providing specific advisory and audit services and assessing building plans for the provision of access for people with disabilities.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Respond to client inquiry.	1.1 The ***client*** requesting the assessment of construction plans is identified and their authority to act is established in accordance with ***organisational requirements***.
	1.2 Client needs are discussed and confirmed using effective ***interpersonal skills and communication techniques*** in accordance with organisational requirements.
	1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.
	1.4 Authority to proceed is negotiated with the client and documented in accordance with organisational requirements.
2 Establish client relationship.	2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and ***legislative requirements***.
	2.2 A ***client brief*** providing the required level of detail is requested and obtained in accordance with organisational requirements.
	2.3 ***Site access arrangements*** are negotiated and ***relevant contact person*** is identified in accordance with client, organisational and legislative requirements.
	2.4 Copies of all relevant construction plans and associated documentation are obtained.
3 Assess construction plans.	3.1 A record of all documentation received is maintained in accordance with organisational requirements.
	3.2 All documentation is assessed against the access

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ELEMENT	PERFORMANCE CRITERIA
	requirements of the ***relevant legislation***.
	3.3 The extent of access compliance with building legislation is determined and recorded.
	3.4 Appropriate strategies for overcoming aspects of access non-compliance are developed and documented.
4 Prepare construction plan assessment report.	4.1 A report is prepared for the client in accordance with contractual arrangements and organisational requirements.
	4.2 The draft construction plan assessment report is reviewed with ***appropriate persons*** in accordance with organisational requirements.
	4.3 Feedback received from the review process is incorporated and the construction plan assessment report is completed.
5 Distribute and store the construction plan assessment report.	5.1 Documentation relating to the construction plan assessment report is prepared in accordance with organisational requirements.
	5.2 Documentation of the construction plan assessment report is forwarded to the client in accordance with contractual arrangements.
	5.3 A copy of the construction plan assessment report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- efficient and effective customer service
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures and business standards

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- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- report writing
- research methods.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
  - evaluate construction plans for the provision of access
  - interpret and analyse routine and non-routine situations to establish suitable methods of reporting
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply disability awareness to work processes
  - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:
  - explain clearly information on issues relating to the provision of access
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
  - provide advice in a sensitive and appropriate manner
  - facilitate change for greater awareness of disability access
  - analyse own work practices and process outcomes critically
  - engage colleagues and share disability access knowledge
  - participate in a team environment to complete tasks
  - adapt to new workplace situations
- literacy skills to:
  - assess and use workplace information
- negotiation skills to:
  - clarify client requirements
  - establish contractual conditions with the client
- numeracy skills to:

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  - check measurement tasks
  - perform calculations
- organisational skills to:
  - prepare and administer documentation
  - implement organisational policies and procedures
  - respond to customer service expectations
  - prepare contracts and meet contractual obligations
- report-writing skills to:
  - prepare a construction plan assessment report to meet the contractual requirements of the client
  - prepare a construction plan assessment report that meets organisational requirements
- technical skills to:
  - read and interpret plans
  - read and interpret specifications
  - carry out measurements and calculations
- technology skills to:
  - apply information technology and computer skills to prepare working documentation and reports.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• A person who demonstrates competency in this unit must be able to provide evidence of:
	  • recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
	  • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
	  • interpreting accurately how the full range of

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environmental barriers impact on any of the impairments that people with disabilities might have
- interpreting and applying anti-discrimination legislation for the provision of access
- reading and interpreting construction plans for the provision of access and identifying any areas of non-compliance with the relevant legislation
- preparing a construction plan assessment report that complies with legislative requirements and fulfils contractual requirements
- complying with OHS regulations applicable to workplace operations
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each

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of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- architect
- owner and manager
- building designer
- builder
- building certifier and surveyor
- developer.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- occupational health and safety (OHS) policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures

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- quality assurance and/or procedures manuals
- records and information management systems and processes
- style guides and other guides used to prepare documents.

Interpersonal skills and communication techniques may include:

- active listening to clarify and confirm understanding
- control of tone of voice and body language
- culturally aware/sensitive use of language and concepts
- demonstrating flexibility and a willingness to negotiate
- presenting options and consequences
- providing constructive feedback
- reflection
- seeking feedback to confirm understanding of needs
- summarising and paraphrasing to check understanding
- using effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
- using language that is:
  - accurate, articulate and concise
  - positive, confident and cooperative
  - verbal or non-verbal.

Legislative requirements may be outlined and reflected in:

- Australian standards
- relevant commonwealth, state and territory legislation that affects organisational operation:
  - OHS
  - building
  - environmental
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Client brief will include:

- written instructions detailing requirements of the access consultant
- construction plans for assessment.

Site access arrangements

- access and egress points
- keys, passes and security clearances

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may include:	• OHS requirements, including personal protective equipment • timing of access.
Relevant contact person may include:	• identified contact • owner and manager • site supervisor.
Relevant legislation may include:	• Australian standards • Austroads traffic engineering guidelines • Building Code of Australia • DDA • DDA Education Standard • DDA Premises Standard • DDA Transport Standard • state and territory building legislation • state and territory transport legislation • local government building regulations • local government transport regulations.
Appropriate person may include:	• another member of the assessment team • business partner or colleague • staff member.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC4004A Communicate effectively as an access consultant

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to communicate effectively with clients and stakeholders involved in the provision of access consulting services. Access consultants are required to communicate effectively about compliance with the Disability Discrimination Act (DDA) Premises Standard, the Building Code of Australia (BCA) and other relevant commonwealth, state and territory legislation with respect to access to buildings and services.

These work functions are carried out without supervision, in an environment where appropriate methods of communication are vital to efficient assessment of facilities and services. They ensure effective relationships between access consultants, clients and other stakeholders.

Application of the Unit

Application of the unit

This unit of competency supports the full range of access consulting services. It will support all aspects of the work of access consultants.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Communicate effectively with clients and other stakeholders.	1.1 The information needs of clients and other stakeholders are explored and assessed with empathy and in accordance with ***organisational requirements***. 1.2 Information is accessed from ***appropriate sources*** and reviewed for compliance requirements in accordance with ***relevant standards***, ***codes and legislative requirements***. 1.3 Information is provided to clients and other stakeholders in a clear, accurate and ***appropriate manner*** using effective ***interpersonal skills and communication techniques*** in accordance with legislative and organisational requirements. 1.4 Reports are prepared for ***clients and other stakeholders*** in a timely and appropriate manner in accordance with organisational requirements. 1.5 Meetings are arranged with clients and other stakeholders to facilitate the provision and/or exchange of information and advice.
2 Communicate effectively with others in the work environment.	2.1 Requests for information from clients, colleagues and other stakeholders are responded to in a prompt and positive manner and in accordance with organisational requirements. 2.2 Conflict between clients and other stakeholders is resolved by negotiation in accordance with organisational requirements.
3 Maintain workplace records and documentation.	3.1 Reports, ***client records*** and other workplace documentation are prepared and completed legibly and promptly in accordance with client and organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Advice and information that comply with relevant standards, codes and legislative requirements are included in reports, client records and other workplace documentation.
	3.3 Reports, client records and other workplace documentation are recorded, retained and stored in accordance with legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation and regulations
- communication techniques, including:
  - active listening to clarify and confirm understanding
  - appropriate body language
  - constructive feedback
  - control of tone of voice and body language
  - culturally aware/sensitive use of language and concepts
  - effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
  - feedback to confirm understanding of needs
  - flexibility and a willingness to negotiate
  - language that is:

accurate, articulate and concise

positive, confident and cooperative

verbal or non-verbal

  - presenting options and consequences
  - reflection
  - summarising and paraphrasing to check understanding
- disability awareness
- efficient and effective customer service

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- how to source and access documentation to meet the requirements of the relevant standards, codes and legislation
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures and business standards
- principles of the communication process
- processes for recording data and administering records
- relevant commonwealth, state and territory legislation applying to the specific area of work e.g. building legislation, codes and Australian standards
- writing reports and other workplace documentation.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
  - evaluate the information and advice needs of clients and other stakeholders
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply disability awareness to work processes
- communication skills to:
  - be culturally aware and use language sensitively
  - consult effectively with clients and colleagues
  - exercise control of tone of voice and body language
  - explain clearly information on issues relating to the provision of access
  - impart knowledge and ideas through oral, written and visual means
  - lead discussion to determine client and other stakeholder concerns and identify client needs
  - practise reflection
  - present options and explain consequences
  - provide constructive feedback
  - seek feedback to confirm understanding of needs
  - summarise and paraphrase to check understanding
  - use active listening to clarify and confirm understanding
  - use effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
  - use effective telephone techniques
  - use language that is:

accurate, clear and concise

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positive, confident and cooperative

    - use questioning effectively to clarify understanding
- interpersonal skills to:
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
    - provide advice in a sensitive and appropriate manner
    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - adapt to new workplace situations
- literacy skills to:
    - assess and use workplace information
    - produce accurate and legible reports and other forms of written communication
    - read and record data
    - process written and verbal information
- numeracy skills to:
    - perform basic calculations related to the job
- organisational skills to:
    - collect, organise and collate information
    - implement organisational policies and procedures
    - respond to requests from clients and other stakeholders
    - respond to customer service expectations
    - prepare and administer documentation
- report-writing skills to:
    - prepare access reports to meet the contractual requirements of the client
    - prepare access reports that meet organisational requirements
- teamwork skills to:
    - work effectively with other people
- technical skills to:
    - facilitate meetings
    - use conflict resolution techniques
- technology skills to:
    - apply information technology and computer skills to prepare working documentation and materials for presentation.
    -

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - collecting information from appropriate sources to prepare advice to clients on issues related to the provision of access and compliance requirements
  - communicating effectively with clients and other stakeholders to assess access requirements and to ensure that legislative, client and other stakeholder requirements are addressed
  - communicating effectively with others in the workplace to achieve workplace objectives and applying appropriate conflict resolution techniques to resolve issues of conflict
  - facilitating meetings with clients and other stakeholders
  - recording, storing securely, maintaining and updating client and other stakeholder data and documentation
  - applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.

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- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters

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- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- occupational health and safety policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and/or procedures manuals
- records and information management systems and processes

style guides and other guides used to prepare documents.

Appropriate sources may include:

- Australian standards
- BCA, including updates and interpretations
- building certifier requirements
- clients and other stakeholders
- commonwealth DDA and state and territory anti-discrimination legislation and regulations
- electrical codes
- enterprise operating procedures
- other commonwealth, state and territory, and local government legislation and regulations, including:
  - building
  - environmental
- commonwealth, state and territory human rights, equal opportunity and disability discrimination agencies
- industry codes of practice and ethics
- plumbing codes
- product manufacturers' technical manuals and data sheets
- workplace codes of practice.

Relevant standards, codes and legislative requirements may include:

- Australian standards
- BCA, including updates and interpretations
- building certifier requirements
- commonwealth DDA and state and territory anti-discrimination legislation and regulations

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- electrical codes
- enterprise operating procedures
- other commonwealth, state and territory, and local government legislation and regulations, including:
  - building
  - environmental
- industry codes of practice and ethics
- plumbing codes
- product manufacturers' technical manuals and data sheets
- workplace codes of practice.

Communicating in an appropriate manner may include:

- written correspondence:
  - formal (e.g. memorandums)
  - informal (e.g. company message pads)
- completion of pre-drafted templates
- electronic (e.g. email)
- verbal communication with written follow up.

Interpersonal skills and communication techniques may include:

- active listening to clarify and confirm understanding
- control of tone of voice and body language
- culturally aware/sensitive use of language and concepts
- demonstrating flexibility and a willingness to negotiate
- presenting options and consequences
- providing constructive feedback
- reflection
- seeking feedback to confirm understanding of needs
- summarising and paraphrasing to check understanding
- using effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
- using language that is:
  - accurate, articulate and concise
  - positive, confident and cooperative
  - verbal or non-verbal.

Clients and other stakeholders may include:

- agents and agent representatives
- builders and allied trades people
- building architects and designers
- building owners and occupiers
- building certifiers
- engineers
- commonwealth, state and territory, and local

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	government authorities • industry associations • maintenance providers • manufacturers and suppliers of disability access products • other appropriate bodies or organisations • project managers and site managers.
Client records may include:	• computer files and online data • hard copy client history files including plans, drawings, specifications and previous reports.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC4005A Conduct a building access audit

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to perform inspections of existing buildings to assess accessibility. The building inspections may be conducted for a wide range of purposes, including building upgrades, and on behalf of potential building purchasers. The assessments are made using current building codes and standards or 'when built' legislation. The access audit report will provide a description of accessibility, advice on compliance with existing legislation and usability by people with disabilities, and where necessary suggestions for corrective action.

The unit requires the ability to communicate with building owners and managers on the interpretation and implementation of the Disability Discrimination Act (DDA) and building legislation.

The access consultant may either work alone or as a member of a team.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of conducting building access audits to assess the provision of access for people with disabilities.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Respond to client inquiry.	1.1 The ***client*** requesting the building access audit is identified and their authority to act is established in accordance with ***organisational requirements***.
	1.2 Client needs are discussed and confirmed using effective ***interpersonal skills and communication techniques*** in accordance with organisational requirements.
	1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.
	1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.
2 Establish client relationship.	2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and ***legislative requirements***.
	2.2 A ***client brief*** providing the required level of detail is requested in accordance with organisational requirements.
	2.3 ***Site access arrangements*** are negotiated and ***relevant contact person*** is identified in accordance with client, organisational and legislative requirements.
	2.4 Copies of all relevant building plans and associated documentation of the property to be audited are obtained.
3 Prepare for the building	3.1 A ***building access audit checklist*** appropriate to

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ELEMENT	PERFORMANCE CRITERIA
access audit.	the scale of the audit task is prepared. 3.2 ***Personnel*** required to efficiently conduct the building access audit are assembled and briefed. 3.3 Tools and equipment required to efficiently conduct the building access audit are assembled. 3.4 Tools and equipment are calibrated to manufacturers' specifications prior to conducting the building access audit. 3.5 Site is accessed in accordance with the agreed site access arrangements.
4 Conduct the building access audit.	4.1 The extent to which the external areas within the property boundary, including reserved disability parking and continuous path of travel, comply with the requirements of ***building legislation*** for access for people with disabilities is determined. 4.2 Accessible path of travel to and within all spaces in the building, required by building legislation to be accessible, is determined. 4.3 Appropriate strategies for overcoming any areas of access non-compliance are developed and documented.
5 Prepare the building access audit report.	5.1 A building access audit report is prepared for the client in accordance with contractual arrangements and organisational requirements. 5.2 The draft building access audit report is reviewed with ***appropriate persons*** in accordance with organisational requirements. 5.3 Feedback received from the review process is incorporated and the building access audit report is completed.
6 Distribute and store the building access audit report.	6.1 The building access audit report documentation is prepared in accordance with organisational arrangements. 6.2 The building access audit report documentation is forwarded to the client in accordance with contractual arrangements. 6.3 A copy of the building access audit report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- appropriate personal protective equipment (PPE)
- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- efficient and effective customer service
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- report writing
- research methods.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
  - evaluate the provision of access in relation to legislative requirements
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply and adhere to all OHS regulations, policies and processes in the workplace
  - apply disability awareness to work processes
  - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:
  - explain clearly information on issues relating to the provision of access
  - identify client needs
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range

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of physical and mental abilities
    - provide advice in a sensitive and appropriate manner
    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - adapt to new workplace situations
- literacy skills to:
    - assess and use workplace information
    - interpret building industry terminology and jargon
    - read and understand instructions concerning OHS and the use of equipment, tools and PPE
    - read and record data
- negotiation skills to:
    - clarify client requirements
    - establish the contractual conditions with the client
    - establish the site access arrangements
- numeracy skills to:
    - undertake measurement tasks
    - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
    - prepare and administer documentation
    - implement organisational policies and procedures
    - respond to customer service expectations
    - prepare contracts and meet contractual obligations
- problem-solving skills to:
    - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
    - prepare a building access audit report to meet the contractual requirements of the client
    - prepare a building access audit report that meets organisational requirements
- research skills to:
    - source information to assist in developing potential solutions to the provision of appropriate access
- teamwork skills to:
    - work effectively with other people
- technical skills to:
    - read and interpret plans
    - carry out measurements and calculations
    - select and prepare appropriate tools and equipment in readiness for use in a building access audit
    - safely handle tools and equipment
- technology skills to:

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- apply information technology and computer skills to prepare working documentation and reports.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - interpreting and applying anti-discrimination legislation for the provision of access
  - interpreting and applying building legislation for the provision of access
  - reading and interpreting building plans accurately
  - using measurement tools correctly and recording collected data accurately
  - preparing a building access audit report that complies with legislative requirements and fulfils contractual requirements
  - complying with OHS regulations applicable to workplace operations
  - applying organisational management policies and procedures, including quality assurance requirements.

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Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- architect
- owner and manager
- building designer

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- builder
- building certifier and surveyor
- developer
- potential property purchaser.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- OHS policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and/or procedures manuals
- records and information management systems and processes
- style guides and other guides used to prepare documents.

Interpersonal skills and communication techniques may include:

- active listening to clarify and confirm understanding
- control of tone of voice and body language
- culturally aware/sensitive use of language and concepts
- demonstrating flexibility and a willingness to negotiate
- presenting options and consequences
- providing constructive feedback
- reflection
- seeking feedback to confirm understanding of needs
- summarising and paraphrasing to check

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	understanding
	• using effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
	• using language that is:
	  • accurate, articulate and concise
	  • positive, confident and cooperative
	  • verbal or non-verbal.

Legislative requirements may be outlined and reflected in:	• relevant commonwealth, state and territory legislation that affects organisational operation:
	  • OHS
	  • building
	  • environmental
	  • equal employment opportunity
	  • industrial relations
	  • anti-discrimination and diversity
	• Australian standards
	• codes of practice
	• local government regulations and by-laws
	• privacy legislation
	• quality assurance and certification requirements
	• trade practices laws and guidelines.

Client brief may include:	• written instructions detailing requirements of the access consultant and building plans.
Site access arrangements may include:	• access and egress points • keys, passes and security clearances • OHS requirements, including PPE • timing of access.
Relevant contact person may include:	• identified contact • owner and manager • site supervisor.

Building access audit checklist may be developed in-house or purchased commercially, and may include the following:	• building/facility identification and data sheet
	• minimum requirements summary sheets (spaces and special areas):
	  • parking and passenger set-down zones
	  • site-accessible paths and elements
	  • entrances
	  • building-accessible paths of travel
	  • rooms and spaces (e.g. assembly areas and fitting rooms)
	  • toilets and bathrooms
	  • special purpose facilities (e.g. restaurants,

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medical facilities, shops and libraries)
    - special features (e.g. signage, alarms and tactile ground surface indicators)
    - additions and alterations
    - historic preservation
- technical requirement audit forms:
    - parking and passenger set-down zones
    - exterior access paths
    - ramps

kerb ramps

step ramps

    - stairs
    - entrances and exits, including safe havens to await rescue
    - gates and doors
    - lobbies and corridors (interior access paths)
    - platform lifts
    - lifts
    - rooms and spaces
    - assembly areas
    - toilets and bathrooms
    - bathtubs and showers
    - dressing and fitting rooms
    - signage
    - tactile ground surface indicators
    - alarms
    - drinking fountains
    - telephones
    - automated teller machines
- special purpose building technical requirement audit forms:
    - restaurants and cafeterias
    - medical facilities
    - retail shops
    - libraries
    - hotels and motels
    - transportation premises
    - access audit report forms
    - building access audit report forms.

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Personnel may include:	• business partners • existing staff • new staff.
Building legislation may include:	• Australian standards • Building Code of Australia • DDA • DDA Premises Standard • state and territory building legislation • local government building regulations.
Appropriate person may include:	• another member of the building access audit team • business partner or colleague • staff member.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC4006A Conduct a playground access audit

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to perform inspections of playgrounds to assess accessibility. Playground inspections may be conducted for the purposes of determining safety for, and usability by, people with disabilities.

The assessments are made using current Australian standards and relevant state and territory legislation. The access audit report will provide a description of safety and accessibility, advice on compliance with existing legislation and usability by people with disabilities, and where necessary suggestions for corrective action.

The unit requires an understanding of the concept of play and its contribution to all stages of child development. Access consultants require the ability to communicate with playground owners and managers on the interpretation and implementation of the Disability Discrimination Act and other relevant legislation.

The access consultant may either work alone or as a member of a team.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of providing advice on accessible playgrounds and conducting playground access audits to assess the provision of access for people with disabilities.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

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This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Respond to client inquiry.	1.1 The ***client*** requesting the playground access audit is identified and their authority to act is established in accordance with ***organisational requirements***. 1.2 Client needs are discussed and confirmed using effective ***interpersonal skills and communication techniques*** in accordance with organisational requirements. 1.3 Personal competence and organisational capability to respond to client needs are determined and assessed. 1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.
2 Establish client relationship.	2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and ***legislative requirements***. 2.2 A ***client brief*** providing the required level of detail is requested in accordance with organisational requirements. 2.3 ***Site access arrangements*** are negotiated and ***relevant contact person*** is identified in accordance with client, organisational and legislative requirements. 2.4 Copies of all relevant plans of the playground and associated documentation are obtained.

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ELEMENT	PERFORMANCE CRITERIA
3 Prepare for the playground access audit.	3.1 A ***playground access audit checklist*** appropriate to the scale of the audit task is prepared. 3.2 ***Personnel*** required to efficiently conduct the playground access audit are assembled and briefed. 3.3 Tools and equipment required to efficiently conduct the playground access audit are assembled. 3.4 Tools and equipment are calibrated to manufacturers' specifications prior to conducting the playground access audit. 3.5 Site is accessed in accordance with the agreed site access arrangements.
4 Conduct the playground access audit.	4.1 Access to the playground from the property boundary, car park or passenger set-down area is assessed for the extent to which it satisfies the requirements for people with disabilities. 4.2 Each station of the playground including the associated space, ***other play facilities*** and open playing spaces are assessed against ***relevant Australian standards*** and state and territory legislation for safety, including fall-safe surfaces, protruding objects and entrapment areas, etc. 4.3 Each station of the playground is assessed and a statement of the ***recreation opportunity spectrum*** is prepared. 4.4 Each feature of the recreation opportunity spectrum is assessed for access for people with disabilities and features of the playground found to be inaccessible are recorded. 4.5 Appropriate strategies for overcoming any areas of access non-compliance are developed and documented.
5 Prepare the playground access audit report.	5.1 A playground access audit report is prepared for the client in accordance with contractual arrangements and organisational requirements. 5.2 The draft playground access audit report is reviewed with ***appropriate persons*** in accordance with organisational requirements. 5.3 Feedback received from the review process is incorporated and the playground access audit report is completed.
6 Distribute and store the	6.1 Playground access audit report documentation is

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ELEMENT	PERFORMANCE CRITERIA
playground access audit report.	prepared in accordance with organisational arrangements. 6.2 Playground access audit report documentation is forwarded to the client in accordance with contractual arrangements. 6.3 A copy of the playground access audit report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- appropriate personal protective equipment (PPE)
- commonwealth, state and territory anti-discrimination legislation and regulations
- concept of play:
  - importance of play to all children
  - links between play patterns and child developmental stages
  - types of play e.g. creative play, physical play and social play
- disability awareness
- efficient and effective customer service
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- report writing
- research methods.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access

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    - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
    - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
    - evaluate the provision of access in relation to legislative requirements
    - evaluate playground facilities to assess if a full range of play opportunities are available for children with disabilities
- application skills to:
    - apply relevant codes of practice and other legislative requirements to work processes
    - apply and adhere to all OHS regulations, policies and processes in the workplace
    - apply disability awareness to work processes
    - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:
    - explain clearly information on issues relating to the provision of access
    - identify client needs
    - consult effectively with clients and colleagues
    - impart knowledge and ideas through oral, written and visual means
- interpersonal skills to:
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
    - provide advice in a sensitive and appropriate manner
    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - adapt to new workplace situations
- literacy skills to:
    - assess and use workplace information
    - interpret building industry and playground terminology and jargon
    - read and understand instructions concerning OHS and the use of equipment, tools and PPE
    - read and record data
- negotiation skills to:
    - clarify client requirements
    - establish the contractual conditions with the client
    - establish the site access arrangements
- numeracy skills to:
    - undertake measurement tasks
    - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
    - prepare and administer documentation
    - implement organisational policies and procedures

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    - respond to customer service expectations
    - prepare contracts and meet contractual obligations
- problem-solving skills to:
    - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
    - prepare a playground access audit report to meet the contractual requirements of the client
    - prepare a playground access audit report that meets organisational requirements
- research skills to:
    - source information to assist in developing potential solutions to the provision of appropriate access
- teamwork skills to:
    - work effectively with other people
- technical skills to:
    - read and interpret plans
    - carry out measurements and calculations
    - select and prepare appropriate tools and equipment in readiness for use in a playground access audit
    - safely handle tools and equipment
- technology skills to:
    - apply information technology and computer skills to prepare working documentation and reports.
    -

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• A person who demonstrates competency in this unit must be able to provide evidence of:
	  • recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
	  • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to

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access the environment
- interpreting accurately how the full range of environmental barriers impacts on any of the impairments that people with disabilities might have
- applying an understanding of the developmental role of children's play in the provision of playground access advice
- interpreting and applying anti-discrimination legislation for the provision of access
- interpreting and applying legislation for the provision of access
- reading and interpreting plans accurately
- using measurement tools correctly and recording collected data accurately
- preparing a playground access audit report that complies with legislative requirements and fulfils contractual requirements
- complying with OHS regulations applicable to workplace operations
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning

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experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:
- architect
- owner and manager
- building designer
- builder and developer
- building certifier and surveyor
- early childhood centre
- local government
- school.

Organisational requirements may be outlined and reflected in:
- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards

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- legal policies and guidelines
- OHS policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and/or procedures manuals
- records and information management systems and processes

style guides and other guides used to prepare documents.

Interpersonal skills and communication techniques may include:

- active listening to clarify and confirm understanding
- control of tone of voice and body language
- culturally aware/sensitive use of language and concepts
- demonstrating flexibility and a willingness to negotiate
- presenting options and consequences
- providing constructive feedback
- reflection
- seeking feedback to confirm understanding of needs
- summarising and paraphrasing to check understanding
- using effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
- using language that is:
  - accurate, articulate and concise
  - positive, confident and cooperative
  - verbal or non-verbal.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
  - OHS
  - building
  - environmental
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian standards
- codes of practice
- local government regulations and by-laws

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- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Client brief may include:

- written instructions detailing requirements of the access consultant
- playground plans.

Site access arrangements may include:

- access and egress points
- keys, passes and security clearances
- OHS requirements, including PPE
- timing of access.

Relevant contact person may include:

- identified contact
- owner and manager
- site supervisor.

Playground access audit checklist may be developed in-house or purchased commercially, and may include the following:

- playground identification and data sheet
- minimum requirements summary sheets (spaces and special areas):
  - parking and passenger set-down zones
  - site-accessible paths and elements
  - entrances
  - playground-accessible paths of travel
  - individual stations (e.g. ramps, slides, climbing bars and sandpits)
  - special features (e.g. tunnels, mazes and chimes)
  - parent supervision site
- technical requirement audit forms:
  - parking and passenger set-down zones
  - exterior access paths
  - ramps
  - kerb ramps
  - step ramps
  - stairs
  - entrances and exits
  - gates and doors
  - playground stations
  - fall-safe surfaces
  - toilets and showers
  - signage
  - tactile ground surface indicators
  - drinking fountains
  - telephones

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	• playground access audit report form.
Personnel may include:	• business partners • existing staff • new staff.
Other play facilities may include:	• areas for digging and planting activities • cubby houses • sandpits • natural settings • water play areas.
Relevant Australian standards include:	• AS 1924.1-1981 Playground equipment for parks, schools and domestic use - General requirements • AS 1924.2-1981 Playground equipment for parks, schools and domestic use - Design and construction - Safety aspects (incorporating Amendment 1) • AS 2555-1982 Supervised adventure playgrounds - Guide to establishment and administration • AS/NZS 4422-1996 Playground surfacing - Specifications, requirements and test method AS/NZS 4486.1-1997 Playgrounds and playground equipment - Development, installation, inspection, maintenance and operation.
Recreation opportunity spectrum refers to:	• a complete listing of all the play experiences that can be gained from the playground.
Appropriate person may include:	• another member of the playground access audit team • business partner or colleague • staff member.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC4007A Conduct a streetscape access audit

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to perform access audits of the urban streetscape. The streetscape audit may be conducted on behalf of developers or local government for the purposes of reviewing compliance, or on behalf of local government for precinct accessibility upgrades. The assessments are made using current traffic engineering codes and standards. The access audit report will provide a description of accessibility, advice on compliance with existing legislation and usability by people with disabilities, and where necessary suggestions for corrective action.

The unit requires the ability to communicate with developers, traffic engineers and local government personnel on the interpretation and implementation of the Disability Discrimination Act (DDA) and traffic engineering legislation.

The access consultant may either work alone or as a member of a team.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of providing advice on accessible urban streetscape design and conducting access audits to assess the provision of access for people with disabilities.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Respond to client inquiry.	1.1 The ***client*** requesting a streetscape access audit is identified and their authority to act is established in accordance with ***organisational requirements***.
	1.2 Client needs are discussed and confirmed using effective ***interpersonal skills and communication techniques*** in accordance with organisational requirements.
	1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.
	1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.
2 Establish client relationship.	2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and ***legislative requirements***.
	2.2 A ***client brief*** providing the required level of detail is requested in accordance with organisational requirements.
	2.3 ***Site access arrangements*** are negotiated and ***relevant contact person*** is identified in accordance with client, organisational and legislative requirements.
	2.4 Copies of all relevant plans of the streetscape district and associated documentation are obtained.
3 Prepare for the access audit.	3.1 A ***streetscape access audit checklist*** appropriate to the scale of the audit task is prepared.
	3.2 ***Personnel*** required to efficiently conduct the

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ELEMENT	PERFORMANCE CRITERIA
	streetscape access audit are assembled and briefed.
	3.3 Tools and equipment required to efficiently conduct the streetscape access audit are assembled.
	3.4 Tools and equipment are calibrated to manufacturers' specifications prior to conducting the streetscape access audit.
	3.5 Site is accessed in accordance with the agreed site access arrangements.
4 Conduct a streetscape access audit.	4.1 On-street car parking and the extent to which reserved disability parking is provided are determined.
	4.2 The extent of pedestrian footpaths throughout the district required to be accessible by ***traffic engineering legislation*** is determined.
	4.3 The provision of ***wayfinding aids*** is assessed in accordance with the DDA and relevant Australian standards.
	4.4 The provision of ***accessibility features for people with mobility disabilities*** is assessed in accordance with the DDA and relevant Australian standards.
	4.5 Aspects of the urban streetscape that do not comply with access requirements of ***relevant legislation*** are determined.
	4.6 Appropriate strategies for overcoming any areas of access non-compliance are developed and documented.
5 Prepare the streetscape access audit report.	5.1 A streetscape access report is prepared for the client in accordance with contractual arrangements and organisational requirements.
	5.2 The draft streetscape access audit report is reviewed with ***appropriate persons*** in accordance with organisational requirements.
	5.3 Feedback received from the review process is incorporated and the streetscape access audit report is completed.
6 Distribute and store the streetscape access audit report.	6.1 Streetscape access audit report documentation is prepared in accordance with organisational arrangements.
	6.2 Streetscape access audit report documentation is forwarded to the client in accordance with contractual arrangements.
	6.3 A copy of the streetscape access audit report and associated documentation are recorded and retained

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ELEMENT	PERFORMANCE CRITERIA
	for future reference in accordance with organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- appropriate personal protective equipment (PPE)
- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- efficient and effective customer service
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- report writing
- research methods.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
  - evaluate the provision of access in relation to legislative requirements
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply and adhere to all OHS regulations, policies and processes in the workplace
  - apply disability awareness to work processes
  - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:

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    - explain clearly information on issues relating to the provision of access
    - identify client needs
    - consult effectively with clients and colleagues
    - impart knowledge and ideas through oral, written and visual means
- interpersonal skills to:
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
    - provide advice in a sensitive and appropriate manner
    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - adapt to new workplace situations
- literacy skills to:
    - assess and use workplace information
    - interpret building and transport terminology and jargon
    - read and understand instructions concerning OHS and the use of equipment, tools and PPE
    - read and record data
- negotiation skills to:
    - clarify client requirements
    - establish the contractual conditions with the client
    - establish the site access arrangements
- numeracy skills to:
    - undertake measurement tasks
    - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
    - prepare and administer documentation
    - implement organisational policies and procedures
    - respond to customer service expectations
    - prepare contracts and meet contractual obligations
- problem-solving skills to:
    - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
    - prepare a streetscape access audit report to meet the contractual requirements of the client
    - prepare a streetscape access audit report that meets organisational requirements
- research skills to:
    - source information to assist in developing potential solutions to the provision of appropriate access
- teamwork skills to:
    - work effectively with other people

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- technical skills to:
  - read and interpret plans
  - carry out measurements and calculations
  - select and prepare appropriate tools and equipment in readiness for use in a streetscape access audit
  - safely handle tools and equipment
- technology skills to:
  - apply information technology and computer skills to prepare working documentation and reports.
  -

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities, and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impacts on any of the impairments that people with disabilities might have
  - interpreting and applying anti-discrimination legislation for the provision of access
  - interpreting and applying traffic engineering legislation for the provision of access
  - reading and interpreting plans accurately
  - using measurement tools correctly and recording collected data accurately
  - preparing a streetscape access audit report that complies with legislative requirements and fulfils

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contractual requirements
- complying with OHS regulations applicable to workplace operations
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- architect
- owner and manager
- building designer
- builder
- building certifier and surveyor
- developer.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- OHS policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and/or procedures manuals
- records and information management systems and processes
- style guides and other guides used to prepare documents.

Interpersonal skills and communication techniques may include:

- active listening to clarify and confirm understanding
- control of tone of voice and body language
- culturally aware/sensitive use of language and concepts

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- demonstrating flexibility and a willingness to negotiate
- presenting options and consequences
- providing constructive feedback
- reflection
- seeking feedback to confirm understanding of needs
- summarising and paraphrasing to check understanding
- using effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
- using language that is:
  - accurate, articulate and concise
  - positive, confident and cooperative
  - verbal or non-verbal.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
  - OHS
  - building
  - environmental
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian standards
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Client brief may include:

- written instructions detailing requirements of the access consultant
- plans of the streetscape.

Site access arrangements may include:

- access and egress points
- keys, passes and security clearances
- OHS requirements, including PPE
- timing of access.

Relevant contact person may include:

- identified contact
- owner and manager
- site supervisor.

Streetscape access audit checklist may be developed in-house or purchased commercially, and may

- precinct map showing streetscape identification and data sheet
- minimum requirements summary sheets (spaces and special areas):

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include the following:

- on-street parking and passenger set-down zones
- bus and light rail stops
- pedestrian footpaths
- street intersections
- pedestrian crossings including light-controlled crossings, zebra crossings and puffin crossings
- accessibility features for people with mobility disabilities e.g. kerb ramps
- accessibility features for people with vision impairment e.g. wayfinding features such as tactile ground surface indicators (TGSIs) and audible pedestrian operated signals (POS)
- street furniture and vegetation
- historic preservation

- technical requirement audit forms:
  - parking and passenger set-down zones
  - access paths
  - ramps
  - kerb ramps
  - step ramps
  - stairs
  - bus and light rail shelters
  - audible POS
  - TGSIs
  - signage
  - drinking fountains
  - telephones
  - automated teller machines
- streetscape audit report forms.

Personnel may include:

- business partners
- existing staff
- new staff.

Traffic engineering legislation may include:

- Australian standards
- Austroads traffic engineering guidelines
- DDA
- DDA Transport Standard
- state and territory traffic legislation
- local government traffic regulations and by-laws.

Wayfinding aids may include:

- audible POS
- continuous accessible path of travel
- TGSIs.

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Accessibility features for people with mobility disabilities may include:	• continuous accessible path of travel
	• ramps
	  • kerb ramps
	  • step ramps.

Relevant legislation may include:	• Australian standards • DDA • DDA Transport Standard • traffic engineering legislation • state and territory traffic legislation • local government traffic regulations and by-laws.
Appropriate person may include:	• another member of the streetscape access audit team • business partner or colleague • staff member.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC4008A Conduct a transport conveyance and boarding device access audit

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to perform inspections of transport conveyances and boarding devices to assess accessibility. The inspections may be conducted for the purposes of upgrading existing transport conveyances and boarding devices and for providing recommendations on new transport conveyances.

The access audit report will provide a description of accessibility, advice on compliance with existing legislation and usability by people with disabilities, and where necessary suggestions for corrective action.

The unit requires the ability to communicate with transport providers and operators on the interpretation and implementation of the Disability Discrimination Act (DDA), DDA Transport Standard and relevant Australian standards.

The access consultant may either work alone or as a member of a team.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of providing advice on transport conveyances and conducting transport conveyance access audits to assess the provision of access for people with disabilities.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

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This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Respond to client inquiry.	1.1 The ***client*** requesting the ***transport conveyance*** and ***boarding device*** access audit is identified and their authority to act is established in accordance with ***organisational requirements***. 1.2 Client needs are discussed and confirmed using effective ***interpersonal skills and communication techniques*** in accordance with organisational requirements. 1.3 Personal competence and organisational capability to respond to client needs are determined and assessed. 1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.
2 Establish client relationship.	2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and ***legislative requirements***. 2.2 A ***client brief*** providing the required level of detail is requested in accordance with organisational requirements. 2.3 ***Transport conveyance access arrangements*** are negotiated and ***relevant contact person*** is identified in accordance with client, organisational and legislative requirements. 2.4 Copies of all relevant transport conveyances' plans and associated documentation are obtained.

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ELEMENT	PERFORMANCE CRITERIA
3 Prepare for the transport conveyance access audit.	3.1 A ***transport conveyance access audit checklist*** appropriate to the scale of the audit task is prepared. 3.2 Personnel required to efficiently conduct the transport conveyance access audit are assembled and briefed. 3.3 Tools and equipment required to efficiently conduct the transport conveyance access audit are assembled. 3.4 Tools and equipment are calibrated to manufacturers' specifications prior to conducting the transport conveyance access audit. 3.5 Transport conveyances and boarding devices are accessed in accordance with contractual arrangements.
4 Conduct the transport conveyance access audit.	4.1 The extent to which the boarding device provides access to the transport conveyance for people with disabilities and complies with the access requirements of transport legislation is determined. 4.2 The extent to which paths of travel to, and within all spaces of, the transport conveyance comply with access requirements of ***transport legislation*** is determined. 4.3 The fitout of transport conveyances that is required to be accessible is assessed for compliance with transport legislation. 4.4 Aspects of the transport conveyances and boarding devices that do not comply with access requirements of transport legislation are determined. 4.5 Appropriate strategies for overcoming areas of non-compliance are developed and documented.
5 Prepare the transport conveyance access audit report.	5.1 A transport conveyance access audit report is prepared for the client in accordance with contractual arrangements and organisational requirements. 5.2 The draft transport conveyance access audit report is reviewed with ***appropriate persons*** in accordance with organisational requirements. 5.3 Feedback received from the review process is incorporated and the transport conveyance access audit report is completed.

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ELEMENT	PERFORMANCE CRITERIA
6 Distribute and store the transport conveyance access audit report.	6.1 Transport conveyance access audit report documentation is prepared in accordance with organisational arrangements. 6.2 Transport conveyance access audit report documentation is forwarded to the client in accordance with contractual arrangements. 6.3 A copy of the transport conveyance access audit report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- appropriate personal protective equipment (PPE)
- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- efficient and effective customer service
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory transport legislation, local government regulations and Australian standards
- report writing
- research methods.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)

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    - evaluate the provision of access in relation to legislative requirements
- application skills to:
    - apply relevant codes of practice and other legislative requirements to work processes
    - apply and adhere to all OHS regulations, policies and processes in the workplace
    - apply disability awareness to work processes
    - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:
    - explain clearly information on issues relating to the provision of access
    - identify client needs
    - consult effectively with clients and colleagues
    - impart knowledge and ideas through oral, written and visual means
- interpersonal skills to:
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
    - provide advice in a sensitive and appropriate manner
    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - adapt to new workplace situations
- literacy skills to:
    - assess and use workplace information
    - interpret transport industry terminology and jargon
    - read and understand instructions concerning OHS and the use of equipment, tools and PPE
    - read and record data
- negotiation skills to:
    - clarify client requirements
    - establish the contractual conditions with the client
    - establish the site access arrangements
- numeracy skills to:
    - undertake measurement tasks
    - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
    - prepare and administer documentation
    - implement organisational policies and procedures
    - respond to customer service expectations
    - prepare contracts and meet contractual obligations
- problem-solving skills to:
    - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:

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    - prepare a transport conveyance access audit report to meet the contractual requirements of the client
    - prepare a transport conveyance access audit report that meets organisational requirements
- research skills to:
    - source information to assist in developing potential solutions to the provision of appropriate access
- teamwork skills to:
    - work effectively with other people
- technical skills to:
    - read and interpret plans
    - carry out measurements and calculations
    - select and prepare appropriate tools and equipment in readiness for use in a transport conveyance access audit
    - safely handle tools and equipment
- technology skills to:
    - apply information technology and computer skills to prepare working documentation and reports.
    -

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• A person who demonstrates competency in this unit must be able to provide evidence of:
	  • recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
	  • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
	  • interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have

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- interpreting and applying anti-discrimination legislation for the provision of access
- interpreting and applying transport legislation for the provision of access
- reading and interpreting plans accurately
- using measurement tools correctly and recording collected data accurately
- preparing a transport conveyances audit report that complies with legislative requirements and fulfils contractual requirements
- complying with OHS regulations applicable to workplace operations
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence

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relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- transport conveyance provider
- transport conveyance operator
- state and territory transport authorities
- local government.

Transport conveyances are used to provide a public transport service and may include:

- aircraft
- buses and coaches
- ferries
- taxis
- trains, trams, light rail, monorails and rack railways
- any other rolling stock, vehicle or vessel classified as public transport.

Boarding device may include:

- aerobridge
- bus ramp
- taxi ramp
- taxi hoist

water craft gangway.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities

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- ethical standards
- legal policies and guidelines
- OHS policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and/or procedures manuals
- records and information management systems and processes
- style guides and other guides used to prepare documents.

Interpersonal skills and communication techniques may include:

- active listening to clarify and confirm understanding
- control of tone of voice and body language
- culturally aware/sensitive use of language and concepts
- demonstrating flexibility and a willingness to negotiate
- presenting options and consequences
- providing constructive feedback
- reflection
- seeking feedback to confirm understanding of needs
- summarising and paraphrasing to check understanding
- using effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
- using language that is:
  - accurate, articulate and concise
  - positive, confident and cooperative
  - verbal or non-verbal.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
  - OHS
  - building
  - environmental
  - equal employment opportunity
  - transport
  - industrial relations
  - anti-discrimination and diversity

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- Australian standards
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Client brief may include:

- written instructions detailing requirements of the access consultant
- plans of the transport conveyance.

Transport conveyance access arrangements may include:

- access and egress points
- keys, passes and security clearances
- OHS requirements, including PPE
- timing of access.

Relevant contact person may include:

- identified contact
- transport service provider
- transport service operator
- site supervisor.

Transport conveyance access audit checklist may be developed in-house or purchased commercially and may include the following:

- transport conveyances and boarding devices identification and data sheet
- minimum requirements summary sheets (spaces and special areas):
  - passenger set-down zones
  - boarding devices
  - entrances to conveyances
  - accessible paths of travel within conveyances
  - manoeuvring areas
  - allocated spaces
  - toilets
  - public address system
  - special features (e.g. signage, alarms and tactile ground surface indicators)
- technical requirement audit forms:
  - passenger set-down zones
  - boarding devices
  - entrances
  - fare payment and ticket validation systems
  - ramps
  - stairs
  - lifts
  - platform lifts
  - doors and doorways

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	• access paths • manoeuvring areas • allocated spaces • toilets • signage • tactile ground surface indicators • alarms • public address systems
	• transport conveyance access audit report form.
Transport legislation may include:	• Australian Design Rule 58 - Conveyances • Australian standards • DDA • DDA Transport Standard • local government transport regulations • state and territory transport legislation.
Appropriate person may include:	• another member of the transport conveyance access audit team • business partner or colleague • staff member.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC4009A Conduct a transport premises access audit

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to perform inspections of transport premises to assess accessibility. The inspections may be conducted for the purposes of upgrading existing transport premises and for providing recommendations on new transport facilities.

The access audit report will provide a description of accessibility, advice on compliance with existing legislation and usability by people with disabilities, and where necessary suggestions for corrective action.

The unit requires the ability to communicate with transport providers and operators on the interpretation and implementation of the Disability Discrimination Act (DDA), DDA Transport Standard and relevant building legislation.

The access consultant may either work alone or as a member of a team.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of providing advice on transport buildings and conducting access audits to assess the provision of access for people with disabilities.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Respond to client inquiry.	1.1 The ***client*** requesting the ***transport premises*** access audit is identified and their authority to act is established in accordance with ***organisational requirements***. 1.2 Client needs are discussed and confirmed using effective ***interpersonal skills and communication techniques*** in accordance with organisational requirements. 1.3 Personal competence and organisational capability to respond to client needs are determined and assessed. 1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.
2 Establish client relationship.	2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and ***legislative requirements***. 2.2 A ***client brief*** providing the required level of detail is requested in accordance with organisational requirements. 2.3 ***Site access arrangements*** are negotiated and ***relevant contact person*** is identified in accordance with client, organisational and legislative requirements. 2.4 Copies of all relevant plans of the transport premises and associated documentation are obtained.

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ELEMENT	PERFORMANCE CRITERIA
3 Prepare for the transport premises access audit.	3.1 A ***transport premises access audit checklist*** appropriate to the scale of the audit task is prepared.
	3.2 Personnel required to efficiently conduct the transport premises access audit are assembled and briefed.
	3.3 Tools and equipment required to efficiently conduct the transport premises access audit are assembled.
	3.4 Tools and equipment are calibrated to manufacturers' specifications prior to conducting the transport premises access audit.
	3.5 Transport premises site is accessed in accordance with site access arrangements.
4 Conduct the transport premises access audit.	4.1 The extent to which the outdoor areas within the property boundary comply with the requirements of the transport legislation for access for people with disabilities is determined.
	4.2 The presence of on-site car parking and the extent to which reserved disability parking is provided are determined.
	4.3 The extent to which paths of travel to and within all spaces of the building comply with access requirements of ***transport legislation*** is determined.
	4.4 The fitout of the transport premises required to be accessible for compliance with transport legislation is assessed.
	4.5 Aspects of the property, including car parking, continuous paths of travel and fitout, that do not comply with access requirements of transport legislation are determined.
	4.6 Appropriate strategies for overcoming areas of non-compliance are developed and documented.
5 Prepare the transport premises access audit report.	5.1 A transport premises access audit report is prepared for the client in accordance with contractual arrangements and organisational requirements.
	5.2 The draft transport premises access audit report is reviewed with ***appropriate persons*** in accordance with organisational requirements.
	5.3 Feedback received from the review process is incorporated and the transport premises access

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ELEMENT	PERFORMANCE CRITERIA
	audit report is completed.
6 Distribute and store the transport premises access audit report.	6.1 Transport premises access audit report documentation is prepared in accordance with organisational arrangements. 6.2 Transport premises access audit report documentation is forwarded to the client in accordance with contractual arrangements. 6.3 A copy of the transport premises access audit report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- appropriate personal protective equipment (PPE)
- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- efficient and effective customer service
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory transport and building legislation, local government regulations and Australian standards
- report writing
- research methods.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment

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    - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
    - evaluate the provision of access in relation to legislative requirements
- application skills to:
    - apply relevant codes of practice and other legislative requirements to work processes
    - apply and adhere to all OHS regulations, policies and processes in the workplace
    - apply disability awareness to work processes
    - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:
    - explain clearly information on issues relating to the provision of access
    - identify client needs
    - consult effectively with clients and colleagues
    - impart knowledge and ideas through oral, written and visual means
- interpersonal skills to:
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
    - provide advice in a sensitive and appropriate manner
    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - adapt to new workplace situations
- literacy skills to:
    - assess and use workplace information
    - interpret transport and building industry terminology and jargon
    - read and understand instructions concerning OHS and the use of equipment, tools and PPE
    - read and record data
- negotiation skills to:
    - clarify client requirements
    - establish the contractual conditions with the client
    - establish the site access arrangements
- numeracy skills to:
    - undertake measurement tasks
    - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
    - prepare and administer documentation
    - implement organisational policies and procedures
    - respond to customer service expectations
    - prepare contracts and meet contractual obligations
- problem-solving skills to:

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    - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
    - prepare a transport premises access audit report to meet the contractual requirements of the client
    - prepare a transport premises access audit report that meets organisational requirements
- research skills to:
    - source information to assist in developing potential solutions to the provision of appropriate access
- teamwork skills to:
    - work effectively with other people
- technical skills to:
    - read and interpret plans
    - carry out measurements and calculations
    - select and prepare appropriate tools and equipment in readiness for use in a transport premises access audit
    - safely handle tools and equipment
- technology skills to:
    - apply information technology and computer skills to prepare working documentation and reports.
    -

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• A person who demonstrates competency in this unit must be able to provide evidence of:
	  • recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
	  • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
	  • interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might

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have
- complying with OHS regulations applicable to workplace operations
- applying organisational management policies and procedures, including quality assurance requirements
- interpreting and applying anti-discrimination legislation for the provision of access
- interpreting and applying transport legislation for the provision of access
- preparing a transport premises access audit report that complies with legislative requirements and fulfils contractual requirements
- reading and interpreting building plans accurately
- using measurement tools correctly and recording collected data accurately.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated

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project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- architect
- owner and manager
- building designer
- builder
- building certifier and surveyor
- developer
- transport service provider
- transport service operator.

Transport premises may include:

- passenger use areas of buildings classified by the Building Code of Australia (BCA) as Class 9b *Used for Public Transport*.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- OHS policies, procedures and programs

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- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and/or procedures manuals
- records and information management systems and processes

style guides and other guides used to prepare documents.

Interpersonal skills and communication techniques may include:

- active listening to clarify and confirm understanding
- control of tone of voice and body language
- culturally aware/sensitive use of language and concepts
- demonstrating flexibility and a willingness to negotiate
- presenting options and consequences
- providing constructive feedback
- reflection
- seeking feedback to confirm understanding of needs
- summarising and paraphrasing to check understanding
- using effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
- using language that is:
  - accurate, articulate and concise
  - positive, confident and cooperative
  - verbal or non-verbal.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
  - OHS
  - building
  - environmental
  - equal employment opportunity
  - industrial relations
  - transport
  - anti-discrimination and diversity
- Australian standards
- Australian Design Rules
- industry codes of practice and ethics

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- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Client brief will include:

- written instructions detailing requirements of the access consultant
- transport premises plans.

Site access arrangements may include:

- access and egress points
- keys, passes and security clearances
- OHS requirements, including PPE
- timing of access.

Relevant contact person may include:

- identified contact
- owner and manager
- site supervisor.

Transport premises access audit checklist may be developed in-house or purchased commercially and may include the following:

- transport premises identification and data sheet
- minimum requirements summary sheets (spaces and special areas):
  - parking and passenger set-down zones
  - site-accessible paths and elements
  - entrances
  - building-accessible paths of travel
  - rooms and spaces (e.g. ticket offices, check-in desks, transit lounges and concourses)
  - toilets and bathrooms
  - public address systems
  - special purpose facilities (e.g. restaurants, medical facilities, shops, money exchange facilities, car rental desks and parking)
  - special features (e.g. signage, alarms and tactile ground surface indicators)
  - government regulatory facilities (e.g. customs, quarantine, immigration and security)
  - historic preservation
- technical requirement audit forms:
  - parking and passenger set-down zones
  - exterior access paths
  - ramps
  - kerb ramps
  - step ramps
  - stairs
  - entrances and exits, including safe havens to

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await rescue
- gates and doors
- interior access paths (lobbies and corridors)
- platform lifts
- lifts
- rooms and spaces
- assembly areas
- toilets and bathrooms
- bathtubs and showers
- dressing and fitting rooms
- signage
- tactile ground surface indicators
- alarms
- drinking fountains
- telephones
- automated teller machines
- public address systems.

transport premises access audit report form.

Transport legislation includes:

- Australian Design Rules
- Australian standards
- BCA
- DDA
- DDA Transport Standard
- local government building regulations
- state and territory building legislation.

Appropriate person may include:

- another member of the transport premises access audit team
- business partner or colleague
- staff member.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC4010A Conduct an aged care facility access audit

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to perform inspections of aged care facilities to assess accessibility. Aged care facility inspections may be conducted for the purposes of determining suitability for the target age group as well as safety for, and usability by, people with disabilities.

The assessments are made using appropriate Australian standards and state and territory legislation. The access audit report will provide a description of accessibility, advice on compliance with existing legislation and usability by people with disabilities, and where necessary suggestions for corrective action.

The unit requires the ability to communicate with aged care facility owners and managers on the interpretation and implementation of the Disability Discrimination Act (DDA), DDA Premises Standard and other relevant legislation.

The access consultant may either work alone or as a member of a team.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of providing advice on accessible aged care facilities and conducting access audits.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

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This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Respond to client inquiry.	1.1 The ***client*** requesting the aged care facility access audit is identified and their authority to act is established in accordance with ***organisational requirements***.
	1.2 Client needs are discussed and confirmed using effective ***interpersonal skills and communication techniques*** in accordance with organisational requirements.
	1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.
	1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.
2 Establish client relationship.	2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and ***legislative requirements***.
	2.2 A ***client brief*** providing the required level of detail is requested in accordance with organisational requirements.
	2.3 ***Site access arrangements*** are negotiated and ***relevant contact person*** is identified in accordance with client, organisational and legislative requirements.
	2.4 Copies of all relevant plans of the aged care facility and associated documentation are

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ELEMENT	PERFORMANCE CRITERIA
	obtained.
3 Prepare for the aged care facility access audit.	3.1 An ***aged care facility access audit checklist*** appropriate to the scale of the audit task is prepared.
	3.2 ***Personnel*** required to efficiently conduct the aged care facility access audit are assembled and briefed.
	3.3 Tools and equipment required to efficiently conduct the aged care facility access audit are assembled.
	3.4 Tools and equipment are calibrated to manufacturers' specifications prior to conducting the aged care facility access audit.
	3.5 Site is accessed in accordance with the agreed site access arrangements.
4 Conduct the aged care facility access audit.	4.1 Access from the property boundary, car park or passenger set-down area to the aged care facility is assessed for the extent to which it satisfies the requirements for people with disabilities.
	4.2 Each ***amenity*** of the aged care facility is assessed against the ***relevant building legislation*** for suitability for, and usability by, the target age group.
	4.3 Each amenity of the aged care facility is assessed against relevant Australian standards, relevant building legislation and relevant fire and occupational health and safety (OHS) legislation for safety.
	4.4 Each amenity of the aged care facility is assessed for access for people with disabilities, and any features of any amenity found to be inaccessible are recorded.
	4.5 Appropriate strategies for overcoming any areas of access non-compliance are developed and documented.
5 Prepare the aged care facility access audit report.	5.1 An aged care facility access audit report is prepared for the client in accordance with contractual arrangements and organisational requirements.
	5.2 The draft aged care facility access audit report is reviewed with ***appropriate persons*** in accordance with organisational requirements.
	5.3 Feedback received from the review process is

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ELEMENT	PERFORMANCE CRITERIA
	incorporated and the aged care facility access audit report is completed.
6 Distribute and store the aged care facility access audit report.	6.1 The aged care facility access audit report and associated documentation are prepared in accordance with organisational arrangements. 6.2 The aged care facility access audit report and associated documentation are forwarded to the client in accordance with contractual arrangements. 6.3 A copy of the aged care facility access audit report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- appropriate personal protective equipment (PPE)
- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- efficient and effective customer service
- limitations of work role, responsibility and professional abilities
- OHS legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory building legislation and aged care regulations, local government regulations and Australian standards
- report writing
- research methods.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment

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    - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
    - evaluate the provision of access in relation to legislative requirements
- application skills to:
    - apply relevant codes of practice and other legislative requirements to work processes
    - apply and adhere to all OHS regulations, policies and processes in the workplace
    - apply disability awareness to work processes
    - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:
    - explain clearly information on issues relating to the provision of access
    - identify client needs
    - consult effectively with clients and colleagues
    - impart knowledge and ideas through oral, written and visual means
- interpersonal skills to:
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
    - provide advice in a sensitive and appropriate manner
    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - adapt to new workplace situations
- literacy skills to:
    - assess and use workplace information
    - read and understand instructions concerning OHS and the use of equipment, tools and PPE
    - read and record data
- negotiation skills to:
    - clarify client requirements
    - establish the contractual conditions with the client
    - establish the site access arrangements
- numeracy skills to:
    - undertake measurement tasks
    - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
    - prepare and administer documentation
    - implement organisational policies and procedures
    - respond to customer service expectations
    - prepare contracts and meet contractual obligations
- problem-solving skills to:
    - develop appropriate strategies for addressing areas of access non-compliance

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- report-writing skills to:
  - prepare an aged care facility access audit report to meet the contractual requirements of the client
  - prepare an aged care facility access audit report that meets organisational requirements
- research skills to:
  - source information to assist in developing potential solutions to the provision of appropriate access
- teamwork skills to:
  - work effectively with other people
- technical skills to:
  - read and interpret plans
  - carry out measurements and calculations
  - select and prepare appropriate tools and equipment in readiness for use in an aged care facility access audit
  - safely handle tools and equipment
- technology skills to:
  - apply information technology and computer skills to prepare working documentation and reports.
  -

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• A person who demonstrates competency in this unit must be able to provide evidence of:
	  • recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
	  • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
	  • interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have

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- interpreting and applying anti-discrimination legislation for the provision of access
- interpreting and applying building legislation and standards for the provision of access
- reading and interpreting aged care facility construction plans accurately
- using measurement tools correctly and recording collected data accurately
- preparing an aged care facility access audit report that complies with legislative requirements and fulfils contractual requirements
- complying with OHS regulations applicable to workplace operations
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a

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period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:
- architect
- owner and manager
- building designer
- builder
- building certifier and surveyor
- developer
- commonwealth, state and territory health and aged care departments.

Organisational requirements may be outlined and reflected in:
- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- OHS policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes

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- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and/or procedures manuals
- records and information management systems and processes

style guides and other guides used to prepare documents.

Interpersonal skills and communication techniques may include:

- active listening to clarify and confirm understanding
- control of tone of voice and body language
- culturally aware/sensitive use of language and concepts
- demonstrating flexibility and a willingness to negotiate
- presenting options and consequences
- providing constructive feedback
- reflection
- seeking feedback to confirm understanding of needs
- summarising and paraphrasing to check understanding
- using effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
- using language that is:
  - accurate, articulate and concise
  - positive, confident and cooperative
  - verbal or non-verbal.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
  - OHS
  - building
  - environmental
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian standards
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

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Client brief may include:

- written instructions detailing requirements of the access consultant
- aged care facility plans.

Site access arrangements may include:

- access and egress points
- keys, passes and security clearances
- OHS requirements, including PPE
- timing of access.

Relevant contact person may include:

- identified contact
- owner and manager
- site supervisor.

Aged care facility access audit checklist may be developed in-house or purchased commercially, and may include the following:

- aged care facility identification and data sheet
- minimum requirements summary sheets (amenities and special areas):
  - parking and passenger set-down zones
  - site-accessible paths and elements
  - entrances
  - building-accessible paths of travel
  - individual amenities
  - residents' personal accommodation
  - communal areas (including kitchens, dining rooms, lounge rooms, recreational rooms and laundries)
  - residents' service areas
  - staff service areas
  - safety and security equipment and procedures
  - special features, including medical amenities and dementia wards
- technical requirement audit forms:
  - parking and passenger set-down zones
  - exterior access paths
  - ramps
  - kerb ramps
  - step ramps
  - stairs
  - entrances and exits
  - gates and doors
  - bedrooms
  - lounge rooms
  - toilets and showers
  - signage

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- staff sanitary stations
- staff toilets
- physiotherapy room
- minor medical procedures room
- recreational rooms
- tactile ground surface indicators
- drinking fountains
- telephones

aged care facility access audit report forms.

Personnel may include:

- business partners
- existing staff
- new staff.

Amenity may include:

- assembly halls
- car parking
- residents' communal areas
- canteens
- caretakers' buildings and equipment storage
- dining facilities/eating areas
- drinking fountains
- facilities for special needs
- general environment
- office and administration buildings
- staff rooms
- toilets
- recreational facilities
- residents' personal accommodation
- minor medical procedures rooms.

Relevant building legislation may include:

- state and territory regulations
- Australian standards
- Building Code of Australia
- DDA
- DDA Premises Standard.

Appropriate person may include:

- another member of the aged care facility access audit team
- business partner or colleague
- staff member.

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Unit Sector(s)

Unit sector

Access consulting

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CPPACC4011A Conduct an educational facility access audit

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to perform inspections of educational facilities to assess accessibility. Access audits of educational facilities may be conducted for the purposes of determining their suitability for the target age group as well as safety for, and usability by, people with disabilities.

The assessments are made using appropriate Australian standards and state and territory legislation. The access audit report will provide a description of accessibility, advice on compliance with existing legislation and usability by people with disabilities, and where necessary suggestions for corrective action.

The unit requires the ability to communicate with educational facility owners and managers on the interpretation and implementation of the Disability Discrimination Act (DDA), DDA Education Standard, DDA Premises Standard and other relevant legislation.

The access consultant may either work alone or as a member of a team.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of providing advice on accessible education facilities and conducting access audits to assess the provision of access for people with disabilities.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

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This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Respond to client inquiry.	1.1 The ***client*** requesting the educational facility access audit is identified and their authority to act is established in accordance with ***organisational requirements***. 1.2 Client needs are discussed and confirmed using effective ***interpersonal skills and communication techniques*** in accordance with organisational requirements. 1.3 Personal competence and organisational capability to respond to client needs are determined and assessed. 1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.
2 Establish client relationship.	2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and ***legislative requirements***. 2.2 A ***client brief*** providing the required level of detail is requested in accordance with organisational requirements. 2.3 ***Site access arrangements*** are negotiated and ***relevant contact person*** is identified in accordance with client, organisational and legislative requirements. 2.4 Copies of all relevant plans of the educational facility and associated documentation are obtained.
3 Prepare for the educational facility access audit.	3.1 An ***educational facility access audit checklist*** appropriate to the scale of the audit task is prepared. 3.2 ***Personnel*** required to efficiently conduct the educational facility access audit are assembled and briefed. 3.3 Tools and equipment required to efficiently conduct the educational facility access audit are assembled.

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ELEMENT	PERFORMANCE CRITERIA
	3.4 Tools and equipment are calibrated to manufacturers' specifications prior to conducting the educational facility access audit.
	3.5 Site is accessed in accordance with the agreed site access arrangements.
4 Conduct the educational facility access audit.	4.1 Access from the property boundary, car park or passenger set-down area to the educational facility is assessed for the extent to which it satisfies the requirements for people with disabilities.
	4.2 Each ***amenity*** of the educational facility is assessed against the ***relevant building legislation*** for suitability for, and usability by, the target age group.
	4.3 Each amenity of the educational facility is assessed against relevant Australian standards for safety.
	4.4 Each amenity of the educational facility is assessed for access for people with disabilities and any features of any amenity found to be inaccessible are recorded.
	4.5 Appropriate strategies for overcoming any areas of access non-compliance are developed and documented.
5 Prepare the educational facility access audit report.	5.1 An educational facility access audit report is prepared for the client in accordance with contractual arrangements and organisational requirements.
	5.2 The draft educational facility access audit report is reviewed with ***appropriate persons*** in accordance with organisational requirements.
	5.3 Feedback received from the review process is incorporated and the educational facility access audit report is completed.
6 Distribute and store the educational facility access audit report.	6.1 Educational facility access audit report documentation is prepared in accordance with organisational arrangements.
	6.2 Educational facility access audit report documentation is forwarded to the client in accordance with contractual arrangements.
	6.3 A copy of the educational facility access audit report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- appropriate personal protective equipment (PPE)
- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- efficient and effective customer service
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory legislation, local government regulations and Australian standards
- report writing
- research methods.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
  - evaluate the provision of access in relation to legislative requirements
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply and adhere to all OHS regulations, policies and processes in the workplace
  - apply disability awareness to work processes
  - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:
  - explain clearly information on issues relating to the provision of access
  - identify client needs
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
  - provide advice in a sensitive and appropriate manner

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    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - adapt to new workplace situations
- literacy skills to:
    - assess and use workplace information
    - interpret building industry and educational terminology and jargon
    - read and understand instructions concerning OHS and the use of equipment, tools and PPE
    - read and record data
- negotiation skills to:
    - clarify client requirements
    - establish the contractual conditions with the client
    - establish the site access arrangements
- numeracy skills to:
    - undertake measurement tasks
    - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
    - prepare and administer documentation
    - implement organisational policies and procedures
    - respond to customer service expectations
    - prepare contracts and meet contractual obligations
- problem-solving skills to:
    - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
    - prepare an educational facility access audit report to meet the contractual requirements of the client
    - prepare an educational facility access audit report that meets organisational requirements
- research skills to:
    - source information to assist in developing potential solutions to the provision of appropriate access
- teamwork skills to:
    - work effectively with other people
- technical skills to:
    - read and interpret plans
    - carry out measurements and calculations
    - select and prepare appropriate tools and equipment in readiness for use in an educational facility access audit
    - safely handle tools and equipment
- technology skills to:

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- apply information technology and computer skills to prepare working documentation and reports.
-

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - interpreting and applying anti-discrimination legislation for the provision of access
  - interpreting and applying other relevant legislation for the provision of access
  - reading and interpreting educational facility plans accurately
  - using measurement tools correctly and recording collected data accurately
  - preparing an educational facility access audit report that complies with legislative requirements and fulfils contractual requirements
  - complying with OHS regulations applicable to workplace operations
  - applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific

- Resource implications for assessment include:

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resources for assessment

- a registered provider of assessment services
- competency standards
- assessment materials and tools
- suitable assessment venue/equipment
- workplace documentation
- candidate special requirements
- cost and time considerations.

- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- architect
- owner and manager
- building designer
- builder

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- building certifier and surveyor
- developer
- state and territory education departments.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- OHS policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and/or procedures manuals
- records and information management systems and processes
- style guides and other guides used to prepare documents.

Interpersonal skills and communication techniques may include:

- active listening to clarify and confirm understanding
- control of tone of voice and body language
- culturally aware/sensitive use of language and concepts
- demonstrating flexibility and a willingness to negotiate
- presenting options and consequences
- providing constructive feedback
- reflection
- seeking feedback to confirm understanding of needs
- summarising and paraphrasing to check understanding

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- using effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
- using language that is:
  - accurate, articulate and concise
  - positive, confident and cooperative
  - verbal or non-verbal.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
  - OHS
  - building
  - environmental
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian standards
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Client brief may include:

- written instructions detailing requirements of the access consultant

educational facility plans.

Site access arrangements may include:

- access and egress points
- keys, passes and security clearances
- OHS requirements, including PPE
- timing of access.

Relevant contact person may include:

- identified contact
- owner and manager
- site supervisor.

Educational facility access audit checklist may be developed in-house or purchased commercially, and may include the following:

- educational facility identification and data sheet
- minimum requirements summary sheets (amenities and special areas):
  - parking and passenger set-down zones
  - site-accessible paths and elements
  - entrances
  - building-accessible paths of travel
  - individual amenities
  - special features
- technical requirement audit forms:

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- parking and passenger set-down zones
- exterior access paths
- ramps
- kerb ramps
- step ramps
- stairs
- entrances and exits
- gates and doors
- seats, desks and worktops
- toilets and showers
- signage
- tactile ground surface indicators
- drinking fountains
- telephones

- educational facility access audit report forms.

Personnel may include:

- business partners
- existing staff
- new staff.

Amenity may include:

- assembly halls
- car parking
- classrooms and lecture theatres
- specialist classrooms:
  - art and graphics areas
  - audiovisual rooms
  - break-out areas
  - computer rooms
  - domestic science rooms
  - manual arts and technical areas
  - science laboratories
  - study areas
- canteens
- caretakers' buildings and equipment storage
- dining facilities/eating areas
- drinking fountains
- facilities for special needs
- playgrounds
- office and administration buildings
- staff rooms
- toilets
- sports facilities:

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- boat sheds, ramps and jetties
- change facilities
- equipment storage facilities
- gymnasiums
- playing courts (tennis, basketball, volleyball and squash)
- playing fields
- stadiums

swimming pools.

Relevant building legislation may include:

- state and territory capital works regulations
- Australian standards
- Building Code of Australia
- DDA
- DDA Education Standard
- DDA Premises Standard.

Appropriate person may include:

- another member of the playground access audit team
- business partner or colleague
- staff member.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC4012A Conduct an outdoor recreation area access audit

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to perform inspections to assess accessibility of city parks and landscaped areas, rural environmental parks and national parks. The inspections may be conducted to assess the existing level of accessibility for the purposes of advertising the features of the area or for facility upgrading.

The assessments are made using appropriate state and territory legislation. International best practice is adopted in situations where there is no relevant legislation. The access audit report will provide a description of accessibility, advice on compliance with existing legislation and usability by people with disabilities, and where necessary suggestions for corrective action.

The unit requires the ability to communicate with regulatory authorities, and building and property owners and managers on the interpretation and implementation of the Disability Discrimination Act (DDA) and other relevant legislation.

The access consultant may either work alone or as a member of a team.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of providing advice on accessible rural environmental and national parks and conducting access audits to assess the provision of access for people with disabilities.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

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This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Respond to client inquiry.	1.1 The ***client*** requesting the outdoor recreation area access audit is identified and their authority to act is established in accordance with ***organisational requirements***. 1.2 Client needs are discussed and confirmed using effective ***interpersonal skills and communication techniques*** in accordance with organisational requirements. 1.3 Personal competence and organisational capability to respond to client needs are determined and assessed. 1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.
2 Establish client relationship.	2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and ***legislative requirements***. 2.2 A ***client brief*** providing the required level of detail is requested in accordance with organisational requirements. 2.3 ***Site access arrangements*** are negotiated and ***relevant contact person*** is identified in accordance with client, organisational and legislative requirements. 2.4 Copies of all relevant plans of the property to be audited and associated documentation are obtained.
3 Prepare for the outdoor recreation area access audit.	3.1 An ***outdoor recreation area access audit checklist*** appropriate to the scale of the audit task is prepared. 3.2 ***Personnel*** required to efficiently conduct the outdoor

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ELEMENT	PERFORMANCE CRITERIA
	recreation area access audit are assembled and briefed.
	3.3 Tools and equipment required to efficiently conduct the outdoor recreation area access audit are assembled.
	3.4 Tools and equipment are calibrated to manufacturers' specifications prior to conducting the outdoor recreation area access audit.
	3.5 Site is accessed in accordance with the agreed site access arrangements.
4 Conduct the outdoor recreation area access audit.	4.1 The extent to which the outdoor recreation areas within the property boundary comply with the requirements for access for people with disabilities is determined.
	4.2 The presence of on-site car parking and the extent to which reserved disability parking is provided are determined.
	4.3 Accessible paths of travel to and within all areas of the outdoor recreation site required by ***relevant legislation*** to be accessible are determined.
	4.4 Aspects of the outdoor recreation area, car parking and continuous paths of travel that do not comply with the access requirements of relevant legislation are determined.
	4.5 Appropriate strategies for overcoming any areas of access non-compliance are developed, including strategies for alternative means of providing the full ***recreation opportunity spectrum*** for all users.
5 Prepare the outdoor recreation area access audit report.	5.1 An outdoor recreation area access report is prepared for the client in accordance with contractual arrangements and organisational requirements.
	5.2 The draft outdoor recreation area access audit report is reviewed with ***appropriate persons*** in accordance with organisational requirements.
	5.3 Feedback received from the review process is incorporated and the outdoor recreation area access audit report is completed.
6 Distribute and store the outdoor recreation area access audit report.	6.1 Outdoor recreation area access audit report documentation is prepared in accordance with organisational arrangements.
	6.2 Outdoor recreation area access audit report documentation is forwarded to the client in accordance with contractual arrangements.

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ELEMENT	PERFORMANCE CRITERIA
	6.3 A copy of the outdoor recreation area access audit report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- appropriate personal protective equipment (PPE)
- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- efficient and effective customer service
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- report writing
- research methods.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
  - evaluate the provision of access in relation to legislative requirements
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply and adhere to all OHS regulations, policies and processes in the workplace
  - apply disability awareness to work processes

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    - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:
    - explain clearly information on issues relating to the provision of access
    - identify client needs
    - consult effectively with clients and colleagues
    - impart knowledge and ideas through oral, written and visual means
- interpersonal skills to:
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
    - provide advice in a sensitive and appropriate manner
    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - adapt to new workplace situations
- literacy skills to:
    - assess and use workplace information
    - interpret building industry and outdoor recreation area terminology and jargon
    - read and understand instructions concerning OHS and the use of equipment, tools and PPE
    - read and record data
- negotiation skills to:
    - clarify client requirements
    - establish the contractual conditions with the client
    - establish the site access arrangements
- numeracy skills to:
    - undertake measurement tasks
    - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
    - prepare and administer documentation
    - implement organisational policies and procedures
    - respond to customer service expectations
    - prepare contracts and meet contractual obligations
- problem-solving skills to:
    - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
    - prepare an outdoor recreation area access audit report to meet the contractual requirements of the client
    - prepare an outdoor recreation area access audit report that meets organisational requirements
- research skills to:

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    - source information to assist in developing potential solutions to the provision of appropriate access
- teamwork skills to:
    - work effectively with other people
- technical skills to:
    - read and interpret plans
    - carry out measurements and calculations
    - select and prepare appropriate tools and equipment in readiness for use in an outdoor recreation area access audit
    - safely handle tools and equipment
- technology skills to:
    - apply information technology and computer skills to prepare working documentation and reports.
    -

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• A person who demonstrates competency in this unit must be able to provide evidence of:
	  • recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
	  • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
	  • interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
	  • interpreting and applying anti-discrimination legislation for the provision of access
	  • reading and interpreting plans of outdoor recreation areas accurately
	  • using measurement tools correctly and recording

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collected data accurately
- preparing an outdoor recreation area access audit report that complies with legislative requirements and fulfils contractual requirements
- complying with OHS regulations applicable to workplace operations
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- building and property owner and manager
- regulatory authority
- commonwealth, state, territory and local government
- developer.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- OHS policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and/or procedures manuals
- records and information management systems and processes
- style guides and other guides used to prepare documents.

Interpersonal skills and communication techniques may include:

- active listening to clarify and confirm understanding
- control of tone of voice and body language
- culturally aware/sensitive use of language and

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	concepts
	• demonstrating flexibility and a willingness to negotiate
	• presenting options and consequences
	• providing constructive feedback
	• reflection
	• seeking feedback to confirm understanding of needs
	• summarising and paraphrasing to check understanding
	• using effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
	• using language that is:
	  • accurate, articulate and concise
	  • positive, confident and cooperative
	  • verbal or non-verbal.

Legislative requirements may be outlined and reflected in:	• relevant commonwealth, state and territory legislation that affects organisational operation:
	  • OHS
	  • building
	  • environmental
	  • equal employment opportunity
	  • industrial relations
	  • anti-discrimination and diversity
	• Australian standards
	• codes of practice
	• local government regulations and by-laws
	• privacy legislation
	• quality assurance and certification requirements
	• trade practices laws and guidelines.

Client brief may include:	• written instructions detailing requirements of the access consultant plans of the property to be audited.
Site access arrangements may include:	• access and egress points • keys, passes and security clearances • OHS requirements, including PPE • timing of access.
Relevant contact person may include:	• identified contact • owner and manager • site supervisor.
An outdoor recreation area access audit checklist may	• facility identification and data sheet • minimum requirements summary sheets (spaces and

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include:

special areas):

- parking and passenger set-down zones
- site access - entrances
- accessible paths of travel
- visitor buildings - rooms and spaces
- special purpose facilities (e.g. restaurants, medical facilities, shops and libraries)
- special features (e.g. signage, alarms and tactile ground surface indicators)
- historic sites

- technical requirement audit forms:
  - parking and passenger set-down zones
  - external access paths and walking tracks
  - tactile ground surface indicators
  - signage - directional
  - ramps
  - stairs
  - gates and doors
  - lifts and platform lifts
  - internal access - lobbies and corridors
  - rooms and spaces
  - assembly areas
  - toilets and showers
  - dressing and fitting rooms
  - drinking fountains
  - telephones
  - interpretive signage
  - interpretive exhibits
  - lookouts - protective barriers
  - rest areas
  - playgrounds
  - barbeque areas
  - tables and seating
- special purpose building technical requirement audit forms:
  - kiosks and retail shops
  - site manager's office
  - visitor centres

outdoor recreation area access audit report forms.

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Personnel may include:	• business partners • existing staff • new staff.
Relevant legislation may include:	• DDA • DDA Premises Standard • Building Code of Australia • Australian standards • international standards.
Recreation opportunity spectrum refers to:	• a complete listing of all the play experiences that can be gained from the recreation area.
Appropriate person may include:	• another member of the outdoor recreation area access audit team • business partner or colleague • staff member.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC4013A Contribute effectively to building development teams

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to work with building development teams to ensure that the completed project provides adequate access for people with disabilities. In addition to the project architect, development teams may include consultants from a range of disciplines including engineering, fire engineering, workplace health and safety, landscape architects as well as access consultants.

In order to work effectively in development teams, access consultants must have good communication and interpersonal skills.

Access consultants contribute their knowledge of the access requirements of the Disability Discrimination Act (DDA) Premises Standard, the Building Code of Australia (BCA) and relevant Australian standards to the development team processes. These processes include the design brief, the concept design, working drawings, tender documentation (e.g. specifications), contract documentation and administration services.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of working with building development teams to ensure the provision of access for people with disabilities.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

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This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Review project documentation.	1.1 ***Project documentation*** is checked upon receipt to ensure that it is full and complete, and satisfies ***organisational requirements***. 1.2 Project documentation is interpreted to determine the extent to which the provision of access satisfies relevant ***legislation and codes***. 1.3 Ambiguities in the documentation are clarified with ***relevant persons*** in accordance with organisational requirements.
2 Identify potential issues of concern.	2.1 Areas of potential non-compliance are identified and documented in accordance with organisational requirements. 2.2 Issues of concern to be raised with the development team for clarification are identified in accordance with organisational requirements.
3 Convey potential issues of concern to team members.	3.1 Issues of concern and supporting reasons are articulated and presented to the development team using effective ***interpersonal skills and communication techniques***. 3.2 Advice is provided to the development team regarding the adequacy of access provision using effective interpersonal skills and communication techniques in accordance with organisational requirements.
4 Contribute to discussions on potential solutions.	4.1 Ongoing advice regarding potential solutions to issues concerning the adequate provision of access is provided to the development team.

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ELEMENT	PERFORMANCE CRITERIA
	4.2 Constructive contributions are made to all development team discussions and processes, according to own competencies and organisational requirements.
	4.3 Advice on access issues is provided in an ***agreed format*** and in accordance with organisational requirements.
	4.4 Agreed decisions are documented in accordance with organisational requirements.
5 Review implementation strategies.	5.1 Agreed decisions made at development team meetings are monitored to ensure timely and effective implementation.
	5.2 Installation activities resulting from development team agreed decisions are monitored for effectiveness and compliance with relevant legislation, building codes and organisational requirements.
6 Report on compliance.	6.1 Construction is inspected upon completion for access compliance as specified in the relevant legislation and building codes.
	6.2 A report on the adequacy of the access provision as specified in the relevant legislation and building codes is provided to the development team in accordance with the organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- appropriate personal protective equipment (PPE)
- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- efficient and effective customer service
- group processes and team behaviour:
  - causes of stress or conflict in teams
  - role and function of workplace teams
  - stages of team development.
  - strategies for managing or reducing conflict

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    - team dynamics
- how to source and access documentation to meet the requirements of the relevant standards, codes and legislation
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures and business standards
- principles of effective communication
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- report writing
- research methods.

Required skills and attributes include:

- analytical skills to:
    - interpret and apply legislative requirements pertaining to disability access
    - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
    - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
    - evaluate the provision of access in relation to legislative requirements
- application skills to:
    - apply relevant codes of practice and other legislative requirements to work processes
    - apply and adhere to all OHS regulations, policies and processes in the workplace
    - apply disability awareness to work processes
    - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:
    - explain clearly information on issues relating to the provision of access
    - ask questions to clarify understanding and to lead discussion to determine concerns and generate potential solutions to access issues
    - consult effectively with other team members and the client
    - impart knowledge and ideas through oral, written and visual means
- interpersonal skills to:
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
    - provide advice in a sensitive and appropriate manner
    - facilitate change for greater awareness of disability access

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    - analyse own work practices and process outcomes critically
    - engage colleagues and share disability access knowledge
    - adapt to new workplace situations
- literacy skills to:
    - assess and use workplace information
    - read and interpret plans and specifications
    - read and interpret project documentation
    - interpret building industry terminology and jargon
    - read and understand instructions concerning OHS and the use of equipment, tools and PPE
    - read and record data
- negotiation skills to:
    - present logical arguments when proposing possible solutions to ensure the appropriate provision of access
- numeracy skills to:
    - check measurements in plans and other documentation
    - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
    - collect, organise and collate project information
    - respond to requests for information from other team members
    - implement organisational policies and procedures
    - prepare and administer documentation
- problem-solving skills to:
    - develop appropriate strategies to address areas of access non-compliance
    - report-writing skills to:
    - prepare a report on the adequacy of the access provisions that meets organisational requirements
- research skills to:
    - source information to assist in developing potential solutions to the provision of appropriate access
- teamwork skills to:
    - work effectively with other people
- technical skills to:
    - read and interpret plans and specifications
    - carry out measurements and calculations
    - select appropriate tools and equipment
    - safely handle tools and equipment
- technology skills to:
    - apply information technology and computer skills to prepare working documentation and reports.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - interpreting and applying anti-discrimination legislation for the provision of access
  - interpreting and applying building legislation for the provision of access
  - reading and interpreting construction plans and other project documentation for the provision of access
  - identifying any areas of non-compliance with the relevant legislation and informing other members of the building development team of the non-compliance issue
  - communicating effectively with other building development team members to determine access requirements and to ensure that regulatory, client and other stakeholder requirements are addressed
  - communicating possible solutions that address access requirements to other building development team members in a professional

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manner using clear and logical reasoning
- recording, storing securely and maintaining documentation in accordance with relevant standards, codes, legislative requirements and workplace procedures
- complying with OHS regulations applicable to workplace operations
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Project documentation may be from any part of the building cycle and may include:	• the design brief • the concept design • working drawings • tender documentation (e.g. specifications) • contract documentation • administration services.
Organisational requirements may be outlined and reflected in:	• access and equity policy, principles and practices • business and performance plans • client service policies, procedures and standards • codes of conduct and codes of practice • communication channels and reporting procedures • communication of services offered • complaint and dispute resolution procedures • compliance with legislation, codes and workplace standards • continuous improvement processes and standards • defined resource parameters • duty of care • employer and employee rights and responsibilities • ethical standards • legal policies and guidelines • OHS policies, procedures and programs • organisational mission statement, goals, objectives, plans, systems and processes • policies and procedures relating to the setting of fees and the negotiation and management of contracts • policies and procedures relating to own role, responsibilities and delegation • privacy and confidentiality policies and procedures • quality assurance and/or procedures manuals • records and information management systems and processes • style guides and other guides used to prepare documents.
Legislation and codes may	• DDA

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include:	• BCA.
Relevant person may include:	• colleague • business partner.

Interpersonal skills and communication techniques may include:	• active listening to clarify and confirm understanding
	• control of tone of voice and body language
	• culturally aware/sensitive use of language and concepts
	• demonstrating flexibility and a willingness to negotiate
	• presenting options and consequences
	• providing constructive feedback
	• reflection
	• seeking feedback to confirm understanding of needs
	• summarising and paraphrasing to check understanding
	• using effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
	• using language that is:
	  • accurate, articulate and concise
	  • positive, confident and cooperative
	  • verbal or non-verbal.

Agreed format may include:	• a verbal presentation • a written report.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC4014A Facilitate the development of Disability Discrimination Act Action Plans

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to facilitate the development of Disability Discrimination Act (DDA) Action Plans or similar plans required by state or territory legislation. It involves working with government departments, companies, building owners and service providers to develop DDA Action Plans for lodgement with the Human Rights and Equal Opportunity Commission (HREOC) or to develop similar Actions Plans based on state and territory legislation for lodgement with the relevant state and territory anti-discrimination agency. The Action Plans cover the accessibility of the service provided, the level of disability awareness of the staff and the accessibility of the buildings and grounds.

The unit requires the ability to communicate with building owners and managers on the implementation of the DDA or state and territory anti-discrimination legislation.

The access consultant will typically act as an adviser to an organisation developing a DDA Action Plan.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of facilitating the development of DDA Action Plans and similar plans as specified in state and territory anti-discrimination legislation.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Respond to client inquiry.	1.1 The ***client*** requesting access advice to facilitate the development of an Action Plan is identified and their authority to act is established in accordance with ***organisational requirements***.
	1.2 Client needs are discussed and confirmed using effective ***interpersonal skills and communication techniques*** in accordance with organisational requirements.
	1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.
	1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.
2 Establish client relationship.	2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and ***legislative requirements***.
	2.2 A ***client brief*** providing the required level of detail is requested in accordance with organisational requirements.
	2.3 Information on client's business operations, services offered, staff profiles and business

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ELEMENT	PERFORMANCE CRITERIA
	premises is obtained.
	2.4 A work plan to develop an ***Action Plan*** in collaboration with the client is negotiated and documented.
3 Review business practices in conjunction with client.	3.1 Data is collected to develop a comprehensive ***customer profile*** in accordance with client, organisational and legislative requirements.
	3.2 Customer profile data is analysed to identify shortcomings in accessibility in accordance with client, organisational and legislative requirements.
	3.3 Customer profile data is used to establish, in conjunction with the client, a benchmark for assessing improvements in service provision.
	3.4 ***Communication barriers*** impeding the relationship between the client and their customers are identified and documented in conjunction with the client.
	3.5 ***Attitudinal barriers*** impeding the relationship between the client and their customers are identified and documented in conjunction with the client.
	3.6 ***Physical barriers*** impeding the relationship between the client and their customers are identified and documented in conjunction with the client.
4 Facilitate the client's planning processes to achieve the objectives of the DDA.	4.1 Appropriate ***policies and programs*** to achieve the ***legislative objectives*** are developed in conjunction with the client by using the information collected through the review of current business practices.
	4.2 Goals, targets and timeframes to implement the developed policies and programs are established and documented in conjunction with the client.
	4.3 Monitoring processes to measure the implementation of the developed policies and programs are established and documented in conjunction with the client.
	4.4 Evaluation strategies to gauge the effectiveness of the developed policies and programs in achieving compliance are developed and documented in conjunction with the client.
	4.5 Persons responsible for implementing the Action Plan are identified and appointed in conjunction with the client.

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ELEMENT	PERFORMANCE CRITERIA
	4.6 Training and professional development opportunities to support staff in the implementation of the Action Plan are identified and documented in conjunction with the client.
	4.7 A grievance policy is developed and documented and procedures are implemented for handling grievances in conjunction with the client.
	4.8 An internal communication strategy to communicate the benefits of the Action Plan to the business and company personnel is developed and documented in conjunction with the client.
	4.9 An external communication and marketing strategy to inform current and potential clients about the improved service arrangements for people with disabilities is developed and documented in conjunction with the client.
	4.10 The Action Plan is integrated into overall business planning processes in conjunction with the client.
5 Assist client to develop a process to review the Action Plan.	5.1 Processes for the periodic review of Action Plan goals are established and documented in conjunction with the client.
	5.2 Processes for periodic updating of the Action Plan to reflect current and future business practices are established and documented in conjunction with the client.
6 Assist with Action Plan documentation and lodgement.	6.1 All aspects of the documentation of the Action Plan are finalised in conjunction with the client.
	6.2 All Action Plan documentation is collated into a suitable format in conjunction with the client and copies are retained for future reference, monitoring, evaluation and updating in accordance with organisational requirements.
	6.3 Action Plan is forwarded to the HREOC in accordance with established organisational requirements and HREOC published guidelines.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- commonwealth DDA or similar state and territory anti-discrimination legislation and regulations requiring the completion of Action Plans or similar documents
- consultation processes
- disability awareness
- efficient and effective customer service
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures and business standards
- principles and techniques associated with:
  - change management
  - coaching
  - communication
  - goal setting
  - group dynamics and processes
  - motivation
  - negotiation
  - planning
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- range of presentation formats for conveying information to participants of the Action Plan development process
- report writing
- research methods.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
  - evaluate the provision of access in relation to legislative requirements
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply disability awareness to work processes
  - maintain knowledge of current codes, standards, regulations, practices and industry

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updates

- coaching skills to:
  - develop the skills of clients and their staff
- communication skills to:
  - explain clearly information on issues relating to the provision of access
  - identify client needs
  - explain clearly benefits of the Action Plan
  - consult effectively with clients and their representatives
  - impart knowledge and ideas through oral, written and visual means
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
  - provide advice in a sensitive and appropriate manner
  - facilitate change for greater awareness of disability access
  - analyse own work practices and process outcomes critically
  - engage colleagues and share disability access knowledge
  - adapt to new workplace situations
- literacy skills to:
  - assess and use workplace information
  - read and record data
- negotiation skills to:
  - clarify client requirements
  - establish the contractual conditions with the client
- organisational skills to:
  - assist in the implementation of organisational policies and procedures
  - prepare contracts and meet contractual obligations
  - respond to customer service expectations
  - prepare and administer documentation
- problem-solving skills to:
  - develop strategies for addressing areas of access non-compliance for consideration by the client
- report-writing skills to:
  - prepare working documentation and papers
  - assist in the preparation of the Action Plan documentation
- research skills to:
  - collect and interpret valid and reliable data
- teamwork skills to:
  - work effectively with other people
- technical skills to:
  - advise on the processes to facilitate the development of Actions Plans

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  - facilitate group processes
  - encourage and facilitate planning processes
  - provide guidance during the change-management process
  - develop appropriate policies and programs to achieve the legislative objectives of the DDA or similar state and territory legislation
- technology skills to:
  - apply information technology and computer skills to prepare working documentation and reports.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - interpreting accurately the requirements of the commonwealth DDA or state and territory anti-discrimination legislation covering the development of Action Plans or similar plans
  - applying an understanding of the access needs of people with disabilities to the Action Plan development process
  - identifying key stakeholders for inclusion in the consultation and development processes

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- using research techniques and consultation processes to obtain relevant data for input into the Action Plan
- using effective interpersonal skills and communication techniques to facilitate the exchange of ideas and information to support the development of an Action Plan
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- companies
- government departments and agencies
- building owners

service providers.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- occupational health and safety (OHS) policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and/or procedures manuals
- records and information management systems and processes

style guides and other guides used to prepare documents.

Interpersonal skills and communication techniques

- active listening to clarify and confirm understanding
- control of tone of voice and body language

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may include:

- culturally aware/sensitive use of language and concepts
- demonstrating flexibility and a willingness to negotiate
- presenting options and consequences
- providing constructive feedback
- reflection
- seeking feedback to confirm understanding of needs
- summarising and paraphrasing to check understanding
- using effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
- using language that is:
  - accurate, articulate and concise
  - positive, confident and cooperative
  - verbal or non-verbal.

Legislative requirements may relate to:

- relevant commonwealth, state and territory legislation that affects organisational operation:
  - OHS
  - environmental
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
  - licensing arrangements
  - trade practices
  - privacy requirements
  - freedom of information
- Australian standards, quality assurance and certification requirements
- relevant industry codes of practice and ethics

award and enterprise agreements.

Client brief may include:

- written instructions detailing requirements of the access consultant.

Action Plan includes:

- goals and targets to ensure that the results are measurable
- timeframes
- suggested evaluation techniques.
- And is developed through:
- a review of current business practices
- devising policies and programs
- setting goals, targets and timeframes

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- devising and incorporating evaluation strategies
- appointing persons to be responsible for the implementation of the Action Plan
- communicating the Action Plan to the people in the client's business.

Customer profile includes:

- the range of potential customers
- the changing nature of the potential customer base
- the frequency of known use of services by customers with disabilities.

Communication barriers may be influenced by:

- the portrayal of people with disabilities in information produced by the company
- the availability of information produced by the company in alternative formats (e.g. large print, braille, computer disk and audio tape)
- the availability of information in language suitable for people with learning disabilities or intellectual disabilities
- captioning on video displays
- company marketing strategies that advertise the availability of its business services to people with disabilities
- the familiarity of company personnel with technology and practices such as telephone typewriters, audio-induction loops and sign language
- the availability of company information in a format suitable for people who are blind or vision impaired.

Attitudinal barriers may:

- be based on stereotypes that set people apart as being different or perceived as less capable

stereotype people according to their disabling condition rather than treating them as individuals.

- And may include:
- fear of the unknown or anxiety associated with being unsure of how to behave and what to expect from a person with a disability
- fear of becoming disabled or feelings of vulnerability
- guilt or why did this misfortune happen to this person and not to me, he/she is no more deserving of it
- aversion to difficulties, weakness and a less than perfect body.

Physical barriers restrict access to premises and may

- all areas to which customers are entitled to have access
- physical structures such as doors, steps and stairs

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involve:	• structures designed to deliver services or promote goods such as service counters, information counters and display units • confusing or inadequate signage • confusing décor that may disorientate customers with vision impairment • lack of non-visual guides to assist customers with vision impairment in wayfinding • lack of adequate paths of travel and warning systems, such as visual fire alarms to assist with emergency evacuation.
Policies and programs may include:	• removal of physical barriers to access - supporting programs could include conducting an access audit and implementing the correctional renovations • removal of communication barriers - supporting programs could include providing information in alternative formats, improved information technology, appropriate signage for the vision impaired and training staff in sign language • increased disability awareness amongst staff - supporting programs could include regular disability awareness training for all existing staff, disability awareness training as a component of new staff induction procedures, mentoring staff, and the active recruitment and employment of people with disabilities • the review and evaluation of progress of the Action Plan - supporting programs could include program implementation monitoring against targets and timeframes, and evaluation against Action Plan goals • incorporation of the Action Plan into mainstream business planning - supporting programs could include the integration of Action Plan considerations into business marketing, communication and training programs • informing employees about the Action Plan - supporting programs could include disability awareness training to educate staff about their role in implementing the Action Plan, and supervisors being accountable for the performance of staff in relation to the Action Plan • publicising the organisation's commitment to people with disabilities - supporting programs could include the removal of physical access barriers, the removal of communication barriers, marketing the organisation's disability awareness initiatives, the

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	employment of people with disabilities, and disability awareness training for staff the development of a complaints procedure for staff and customers - supporting programs could include publicising the complaints procedure to staff and customers, and training staff to handle complaints appropriately.
Legislative objectives will be included in:	• the DDA • commonwealth, state and territory anti-discrimination legislation and regulations.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC4015A Follow site occupational health and safety requirements

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required for access consultants to work safely at client work sites. This primarily involves identifying and following the relevant occupational health and safety (OHS) duty of care legislation.

These work functions are carried out without supervision.

Access consultants should be able to demonstrate the relevant technical skills and knowledge prior to entering the site for the purposes of access consulting.

Application of the Unit

Application of the unit

This unit of competency supports the full range of access consulting services. The adherence to site OHS requirements is a critical issue for access consultants. As part of their role, they are typically required to visit locations where OHS arrangements are already established and must be followed. This unit of competency will support access consultants in ensuring that the OHS requirements of any work location are met.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify mandatory OHS duty of care legislation and regulations.	1.1 Relevant OHS legislation and regulations are identified and sourced. 1.2 OHS duty of care requirements necessary to work safely in an access consulting capacity are determined in relation to the specific work site. 1.3 The OHS duty of care requirements to be provided by the client are identified.
2 Follow site safety requirements.	2.1 Potential site safety requirements are discussed with ***site management*** prior to commencing work at the site. 2.2 All ***site safety signs*** relevant to the project are identified. 2.3 Relevant ***items of personal protective equipment*** (PPE) are identified according to the safety needs of the specific work site. 2.4 All items of PPE are regularly maintained and comply with the requirements of the ***relevant standards***, ***codes and legislative requirements***. 2.5 Relevant site emergency procedures that apply to visitors to the site are identified and applied where required. 2.6 All work activities conducted on the site are performed in accordance with the requirements of the relevant standards, codes and legislative requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- OHS legislation, policies and procedures including:
  - employer/employee responsibilities, rights and obligations relevant to OHS in the workplace
  - implications of not following safety procedures, requirements and instructions
  - adherence to the OHS requirements of a specific work site
  - type and purpose of workplace safety signs and compliance with the requirements of the signs
- organisational and professional procedures and business standards
- processes for recording data and administering records
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- selection, use and maintenance of appropriate PPE.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
  - interpret and apply OHS legislative requirements, organisational policies and procedures, and work site policies and procedures
  - interpret non standard situations and analyse results to establish suitable methods for responding
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply disability awareness to work processes
  - maintain knowledge of current codes, standards, regulations, practices and industry updates
  - use workplace equipment and communication methods
- communication skills to:
  - inform site management clearly, concisely and accurately of any identified potential or actual site safety hazards

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    - understand and follow emergency evacuation procedures and other verbal safety instructions given by authorised work site personnel
- interpersonal skills to:
    - adapt to new workplace situations
    - analyse own work practices and process outcomes critically
    - facilitate change for greater awareness of disability access
    - participate in a team environment to complete tasks
- literacy skills to:
    - assess and use workplace information
    - read and interpret work site safety signage
    - read and follow manufacturers' specifications for the use of PPE
    - read and complete work site documentation
- organisational skills to:
    - prepare and manage documentation
    - implement organisational policies and procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• A person who demonstrates competency in this unit must be able to provide evidence of:
	  • recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
	  • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
	  • interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
	  • identifying and interpreting mandatory OHS duty

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of care requirements relevant to a specific work site
- assessing site safety risks, hazards and other requirements that impact on site-specific access consulting tasks
- adhering to work site safety requirements and signage
- identifying and wearing appropriate items of PPE according to access consulting tasks occurring at the work site
- identifying and applying the safety instructions and, where required, emergency evacuation procedures at the specific work site.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Site management may include:	• site managers • site supervisors.
Types of ***site safety signs*** may include a requirement to wear:	• a hard hat • eye and hearing protection • foot protection.
Items of personal protective equipment may include:	• ear muffs or ear plugs • hard hats and gloves • safety boots or shoes • safety glasses or goggles.

Relevant standards, codes and legislative requirements may include:	• Australian Dangerous Goods Code
	• Australian standards
	• Building Code of Australia
	• building certifier requirements
	• client and other stakeholder requirements
	• other commonwealth, state and territory, and local government legislation and regulations, including:
	  • building
	  • environmental
	• enterprise operating procedures
	• industry and workplace codes of practice and ethics
	• product manufacturers' technical manuals and data sheets.

Unit Sector(s)

Unit sector

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Access consulting

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CPPACC4016A Manage risk

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to assess and manage risk in relation to access consulting operations. It requires the identification and analysis of potential threats to determine the level of risk exposure of access consulting operations, and the implementation of a risk management plan.

Application of the Unit

Application of the unit

This unit of competency supports the full range of access consulting services. The management of risk is a critical issue for access consultants. This unit of competency will support access consultants in ensuring that they manage their risk exposure.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information

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is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify risks.	1.1 ***Information*** on actual and potential ***risks*** is collected using relevant ***risk assessment tools*** and assessed for currency, accuracy and relevance in accordance with ***organisational requirements***.
	1.2 ***Terms of reference*** are determined in consultation with ***relevant persons*** and information is updated, modified and maintained in accordance with organisational requirements.
	1.3 ***A structured plan*** for identifying and assessing ***risk likelihood*** is developed in accordance with terms of reference and agreed timeframes.
	1.4 ***Limitations*** in identifying and assessing risks are recognised and assistance is sought as required.
2 Analyse risks.	2.1 ***Assessment criteria*** for measuring the level of potential or existing risk, together with an assessment of consequences, are developed in accordance with the terms of reference.
	2.2 Valid and relevant data is analysed against the assessment criteria to determine the level of potential risk in accordance with organisational requirements.
	2.3 Any gaps in the assessment methodology are identified and appropriate actions are implemented in accordance with organisational requirements.
	2.4 ***Risk assessment findings*** are documented and distributed to relevant persons in accordance with organisational requirements.
3 Develop a risk management plan.	3.1 ***Regulatory***, ***industry and association standards and procedures*** for access consulting are identified and assessed.
	3.2 Organisational policy on ***risk management*** is analysed and interpreted.
	3.3 Organisational capability to either control or reduce the likelihood of actual and potential risks is analysed.

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ELEMENT	PERFORMANCE CRITERIA
	3.4 Risk management plan with associated policies and procedures is developed and documented, including provisions for training and education in accordance with organisational and ***legislative requirements***.
	3.5 Procedures for the ongoing identification of risks are established and documented in the risk management plan.
	3.6 Limitations in developing a risk management plan are recognised and assistance is sought as required.
4. **Implement a risk management plan**.	4.1 Unacceptable risks are eliminated and other risks are minimised in accordance with organisational requirements.
	4.2 Access consulting operations are conducted in compliance with regulatory, industry and association standards and procedures.
	4.3 Opportunities for professional development are identified and accessed.
	4.4 Access consulting operations are monitored continuously to identify potential risks.
	4.5 Access consulting operations are modified as necessary to comply with the risk management plan.
	4.6 Comprehensive relevant documentation is maintained for all service provision in accordance with regulatory and company requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- duty of care
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures and business standards

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- procedures for identifying and assessing risks associated with access consulting operations
- procedures for responding to and monitoring risks associated with access consulting operations
- processes for developing and implementing a risk management plan
- processes for recording data and administering records
- relevant commonwealth, state and territory occupational health and safety (OHS), environmental and risk management legislation, local government regulations and Australian standards
- report writing
- research methods
- risk management hierarchy of control
- risk management policies and procedures
- selection, use and maintenance of appropriate personal protective equipment.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
  - assess and advise on the validity and sufficiency of resources required to control risks associated with access consulting operations
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply and adhere to all OHS regulations, policies and processes in the workplace
  - apply disability awareness to work processes
  - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:
  - provide clear information and instructions on workplace procedures pertaining to health, safety and risk management to a work group
  - use interviewing and questioning techniques to obtain information
  - impart knowledge and ideas through oral, written and visual means
- interpersonal skills to:
  - facilitate change for greater awareness of disability access
  - analyse own work practices and process outcomes critically
  - engage colleagues and share disability access knowledge
  - adapt to new workplace situations
- literacy skills to:
  - document and record findings
  - understand and comply with work procedures

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    - identify and report hazards
    - interpret site safety plans
    - read and comprehend product instructions and manufacturers' specifications
    - assess risks and evaluate risk control measures
    - monitor workplace OHS and environmental data
- observation skills to:
    - accurately identify existing or potential risks
- organisational skills to:
    - prepare and administer documentation
    - plan timelines and reporting mechanisms
    - implement organisational policies and procedures
- problem-solving skills to:
    - apply reasoning and logical analysis to measure risk consequence
    - recommend counter-measures or contingency plans
- research skills to:
    - analyse and interpret information
    - form recommendations
- technical skills to:
    - complete risk assessment plans
- technology skills to:
    - apply information technology and computer skills to prepare working documentation and reports
- writing skills to:
    - prepare and complete documentation.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.
Critical aspects for assessment and evidence required to demonstrate	• A person who demonstrates competency in this unit must be able to provide evidence of: • recognising the needs and desires of people with disabilities to engage fully in all aspects of

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competency in this unit	society, and their right to do so • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment • interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have • obtaining information from a range of sources and consultative processes to ensure an accurate understanding of the operating environment • applying risk management procedures (undertaking risk identification, risk assessment, risk treatment and monitoring) in accordance with the hierarchy of control • implementing an effective action plan and structure for analysis and assessment • assessing the level of risk potential against agreed assessment criteria • reviewing and preparing findings in a format suitable for presentation • complying with OHS regulations applicable to workplace operations • applying organisational management policies and procedures, including quality assurance requirements • developing an organisational risk management plan for access consulting operations in response to a risk analysis • implementing a risk management plan for access consulting operations.
Context of and specific resources for assessment	• Resource implications for assessment include: • a registered provider of assessment services • competency standards • assessment materials and tools • suitable assessment venue/equipment • workplace documentation • candidate special requirements • cost and time considerations. • Validity and sufficiency of evidence requires that: • competency will need to be demonstrated over a period of time reflecting the scope of the role

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- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information may relate to:

- government reports
- reports commissioned by the owner or manager
- other reports and relevant documentation
- lines of responsibility
- key personnel
- historical data.

Risks may relate to:

- deliberate, natural, accidental and perceived acts or omissions
- loss, disclosure, destruction or compromise of asset
- loss of goodwill, reputation or credibility
- professional liability
- public liability
- industry-specific risk

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- loss of profits
- OHS.

Risk assessment tools may include:

- checklists, worksheets and matrix models
- government and/or industry hazard or safety alerts
- instruments to assess the severity of identified hazards and rank by severity
- job and work system assessment
- job hazard analysis
- job safety analysis
- manufacturers' guidance information and manuals
- reviews of OHS records
- safety and hazard audits
- workplace inspection checklists.

Organisational requirements may be outlined and reflected in:

- access and equity policies, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- OHS policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and/or procedures manuals
- records and information management systems and processes
- style guides and other guides used to prepare documents.

Terms of reference may

- operational environment
- roles and responsibilities

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relate to:	• security and other clearances • limitations and exclusions • scale of the task or assessment (whether a full-scale operation or limited to a particular section or operation of the company) • client expectations • costs • agreed timeframes.
Relevant persons may include:	• supervisors • colleagues • clients • legal representatives • business partners • industry associations.
A structured plan may be constructed by using:	• checklists • structured tables • structured questionnaires • interview question sheets • structured planning software • spreadsheets, word-processing and other software.
Risk likelihood may be:	• low • medium • high.
Limitations may relate to:	• job role and responsibilities • quality processes • own competency level • industry requirements • own understanding of risk identification processes • legal responsibilities.
Assessment criteria may be based on:	• qualitative and/or quantitative factors • semi-quantitative factors • organisational or client requirements • Australian Risk Management standards.
Risk assessment findings may include:	• tables and information from approved data collection tools • graphical representations of data • suggestions • summary of assessment outcomes.
Regulatory, industry and association standards and procedures may include:	• industry codes of conduct and ethical practices • legislative and statutory requirements outlined in relevant legislation (e.g. licensing, anti-discrimination and building access)

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	• tribunal and court precedents • industry standards • OHS standards.
Risk management means:	• the process of identifying potential negative events and developing plans to mitigate or minimise the likelihood of a negative event occurring and/or the consequences of the event if it does occur.

Legislative requirements may be outlined and reflected in:	• relevant commonwealth, state and territory legislation that affects organisational operation:
	  • OHS
	  • building
	  • environmental
	  • equal employment opportunity
	  • industrial relations
	  • anti-discrimination and diversity
	• Australian standards including AS4360 Risk Management
	• codes of practice
	• local government regulations and by-laws
	• privacy legislation
	• quality assurance and certification requirements
	• trade practices laws and guidelines.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC4017A Prepare access reports

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to organise and present information gathered on disability access compliance for people with disabilities. It requires the ability to organise and evaluate gathered information and data, and prepare and present reports and attachments in a format suitable for review and dissemination. This work would be carried out under limited supervision within organisational guidelines.

Access consultants need to know the access requirements of the Disability Discrimination Act Premises Standard, the Building Code of Australia and the relevant Australian standards in order to prepare an access report.

Application of the Unit

Application of the unit

This unit of competency supports the full range of access consulting services. The preparation of access reports is a requirement of most of the types of activities undertaken by access consultants. This unit of competency will support the work of access consultants in preparing reports and associated documentation as part of their overall provision of access consulting services.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Organise information.	1.1 Gathered ***information*** is organised and prioritised in a logical manner with regard to the intended use of the report and in accordance with ***legislative*** and ***organisational requirements***.
	1.2 Gathered information is assessed for relevance and accuracy, consistent with ***client*** terms of reference, and ***reporting*** and organisational requirements.
	1.3 Additional information is sought as required from identified ***sources*** and verified for relevance and accuracy in accordance with organisational requirements.
	1.4 All information is handled safely and securely in accordance with client confidentiality, and legislative and organisational requirements.
	1.5 ***Business equipment*** is used to manage information efficiently and effectively in accordance with manufacturers' specifications and organisational requirements.
2 Compile report.	2.1 ***Report format***, style and structure are established in accordance with industry standards, and client and organisational requirements.
	2.2 Report content is checked for accuracy and the report is prepared in accordance with client instructions and organisational requirements.
	2.3 Conclusions and recommendations are clearly supported by the information gathered and verifiable evidence.
	2.4 ***Attachments*** are relevant and consistent with references made in the body of the report in accordance with organisational requirements.
	2.5 Language is used in the final report that is clear,

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ELEMENT	PERFORMANCE CRITERIA
	concise, free of inconsistencies and meets client requirements and organisational standards of style, format and accuracy.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- editing procedures
- how to source and access documentation to meet the requirements of the report
- industry codes of practice and ethics
- legislative and statutory requirements relevant to the gathering and reporting of information
- limitations of work role, responsibility and professional abilities
- methods of collecting and recording relevant data
- operational principles of business equipment
- organisational procedures for recording and reporting
- organisational requirements with regard to report format, style, structure and presentation
- principles and techniques of effective questioning to obtain specific information
- procedures to maintain the safety and security of information
- providing and presenting evidence to support claims made in the report
- relevant sources of information
- report-writing methods appropriate to own role and responsibilities

research methods.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
  - determine the intended purpose of the report and collect, evaluate and organise data to meet the report's intended use

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    - interpret and analyse routine and non-routine situations to establish suitable methods of reporting
- application skills to:
    - apply relevant codes of practice and other legislative requirements to work processes
    - apply disability awareness to work processes
    - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:
    - apply effective communication and negotiation techniques, including active listening and questioning
    - apply effective written communication skills to clearly and concisely convey information
    - consult effectively with clients and colleagues
    - impart knowledge and ideas through oral, written and visual means
- interpersonal skills to:
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - engage colleagues and share disability access knowledge
    - adapt to new workplace situations
- literacy skills to:
    - assess and use workplace information
    - locate and interpret legislation and legal cases on the provision of access
- organisational skills to:
    - prioritise work tasks for completion within designated timeframes
    - collate and organise information in a logical manner
    - check information for relevance and accuracy
    - prepare and manage documentation
    - develop and implement organisational policies and procedures
    - estimate and calculate resource and equipment requirements
- research and evaluation skills to:
    - source, analyse and evaluate legislative requirements for the provision of access
- technical skills to:
    - use a range of business equipment
    - write reports using appropriate format, style, structure and presentation.
    -

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - applying organisational management policies and procedures for preparing reports, including quality assurance requirements
  - gathering information that is relevant, accurate and organised in a logical manner and seeking additional information from reliable information sources
  - incorporating feedback and constructive advice, and presenting the report in a professional manner within designated timeframe
  - preparing a report with content that is valid, accurate and free of inconsistencies; complies with legislative requirements; and has recommendations that are clearly supported by verifiable information
  - using business equipment effectively to prepare and present reports and attachments in required formats.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation

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- candidate special requirements
- cost and time considerations.

- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information may include:

- results of inquiries and searches
- statements of evidence
- photographs
- sketch plans
- physical evidence.

Legislative requirements may relate to:

- relevant commonwealth, state and territory legislation that affects organisational operation:

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- occupational health and safety (OHS)
- environmental
- equal employment opportunity
- industrial relations
- anti-discrimination and diversity
- licensing arrangements
- trade practices
- privacy requirements
- freedom of information

- Australian standards, quality assurance and certification requirements
- relevant industry codes of practice and ethics
- award and enterprise agreements.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- OHS policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and procedures manuals
- records and information management systems and processes

style guides and other guides used to prepare documents.

Clients may be:

- architects

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- builders and developers
- building owners and managers
- corporations
- engineers
- the general public
- government agencies
- loss assessors and adjusters
- members of the legal profession.

Reporting requirements may include:

- presentation of reports in a timely manner
- accurate and constructive observations
- verbal and written mode.

Information ***sources*** may include:

- colleagues, supervisors and management
- records, reports and case notes
- interviews and meetings
- notices
- procedural manuals
- specialists
- internet
- library
- industry networks
- government departments
- other organisations
- workshops, conferences and seminars.

Business equipment may include:

- computers and computer applications
- modems
- personal schedulers
- facsimile machines
- printers
- photocopiers
- scanners.

Report format requirements may relate to:

- style
- sequence of coverage
- length
- use of appendices
- enclosures and attachments
- use of abbreviations
- common industry terminology.

Attachments may include:

- documents
- photographs
- videos
- physical evidence

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- sketch plans.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC4018A Prepare, deliver and evaluate public education sessions on access

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to develop, present and evaluate educational and information sessions on issues relating to access for people with disabilities.

The unit requires the ability to use presentation techniques and communication and interpersonal skills to convey information on the access requirements contained in the Disability Discrimination Act (DDA) Premises Standard, the Building Code of Australia and the relevant Australian standards to members of the public, building owners and managers and people working in the building industry.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of teaching, lecturing and presenting seminars.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify the information requirements of the target group.	1.1 The information requirements of the ***target groups*** of public education sessions are identified. 1.2 Existing resources are reviewed for suitability in relation to the target group. 1.3 The specific information requirements of the target group are researched.
2 Plan and develop educational presentations on disability access.	2.1 Presentation outcomes are determined with the sponsor or client and are agreed upon. 2.2 ***Presentation strategies*** are chosen to match the ***characteristics of the target audience***, the subject matter to be presented, the location and the ***delivery method***. 2.3 ***Presentation aids and materials*** are selected to enhance audience understanding of key concepts and ideas. 2.4 Presentation text and aids are prepared using appropriate media and allowing time to review and revise prior to the presentation.
3 Deliver the presentation.	3.1 The desired outcomes of the presentation are explained and discussed with the target audience. 3.2 Presentation aids, materials and examples are used effectively to support target audience understanding of key concepts and ideas. 3.3 The verbal and non-verbal communication of participants are monitored to gauge participant engagement with the presentation. 3.4 Variations in verbal and non-verbal communication are used to maintain participant involvement. 3.5 Opportunities are provided for participants to seek clarification on key issues and concepts and the

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ELEMENT	PERFORMANCE CRITERIA
	presentation is adjusted to meet participant needs and preferences.
	3.6 Key concepts and ideas are summarised to facilitate participant understanding.
4 Evaluate the presentation.	4.1 Audience understanding and response to the content and presentation format of the education session are assessed.
	4.2 ***Feedback*** from the audience and observers of the education session is sought and analysed.
	4.3 Adjustments necessary to improve the content and delivery of future presentations are considered and implemented as appropriate.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures, social and ethical practices and business standards
- organisational policies and processes for preparing and presenting public education sessions
- presentation techniques
- principles of adult learning
- principles and techniques associated with:
  - communication
  - group dynamics and processes
  - motivation
  - planning
- range of presentation formats and media for conveying information to participants
- relevant commonwealth, state and territory legislation applying to the specific public education session e.g. building legislation and codes
- research methods

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- typical target groups of public education sessions.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply disability awareness to work processes
  - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:
  - explain clearly the objectives of the public education sessions to target audience
  - explain clearly information on existing and proposed policies and issues relating to the provision of access
  - explain clearly information on legislation relating to the provision of access, and the relationship between the various pieces of legislation
  - impart knowledge and ideas through oral, written and visual means
  - consult effectively with people interested in public education programs
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
  - relate to participants in public education sessions
  - facilitate change for greater awareness of disability access
  - analyse own work practices and process outcomes critically
  - engage colleagues and share disability access knowledge
  - adapt to new workplace situations
- literacy skills to:
  - assess and use workplace information
  - interpret relevant legislation, regulations and existing policy documents for inclusion in public education sessions
  - prepare and manage documentation
  - prepare presentations for public education sessions
- organisational skills to:
  - access the resources required for presenting public education sessions
  - implement guidelines for the delivery of public education sessions
- research and evaluation skills to:
  - identify the information needs of target groups for public education sessions
  - source and evaluate information relevant to target group needs

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- teamwork skills to:
  - work effectively with other people.
  -

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - applying organisational management policies and procedures, including quality assurance requirements, to the presentation of public education sessions
  - identifying organisational objectives for conducting public education sessions
  - identifying the information needs of target groups
  - developing effective public education sessions with available resources
  - ensuring the information presented in the public education sessions is current, relevant and appropriate to the needs of the target groups
  - monitoring the public education sessions' content and delivery methods to gauge audience response
  - conducting regular reviews of the effectiveness of the sessions.

Context of and specific

- Resource implications for assessment include:

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resources for assessment

- a registered provider of assessment services
- competency standards
- assessment materials and tools
- suitable assessment venue/equipment
- workplace documentation
- candidate special requirements
- cost and time considerations.

- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice
  - with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Target group may include:

- building developers, owners and managers
- community and disability groups
- educational institutions
- organisations developing DDA Action Plans

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- professionals who interact with access consultants:
  - building certifiers
  - architects
  - building designers
  - regulatory authorities.

Presentation strategies may involve:

- oral presentations
- discussion
- questioning
- simulations and role play
- demonstration.

Characteristics of the target audience may relate to:

- language, literacy and numeracy needs
- cultural background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic.

Delivery method may include:

- face to face
- via video conference
- computer-assisted methods.

Presentation aids and materials may include:

- video and audio recordings
- overhead projectors
- data projectors
- paper-based materials
- photographs
- models
- diagrams and charts
- posters

whiteboards.

Feedback can be obtained from:

- interviews with participants and observers
- focus group interviews
- written feedback from participants
- reviewing videotape of the presentation.

Unit Sector(s)

Unit sector

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Access consulting

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CPPACC4019A Provide access advice on building fitout

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to provide advice on building fitout to achieve optimum access to new and existing buildings. This advice is required in order to inform clients of the appropriate design, materials and placement of fixtures, fitment and furniture which are not regulated under existing building law.

Access consultants must be conversant with the relevant codes and standards that provide information on the placement of fixtures, fitment and furniture to achieve optimum access for people with disabilities. Access consultants must also ensure that they are aware of new products and services available in the marketplace.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting services of providing advice on building renovations and developing designs for accessible buildings.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify the fitout appropriate for the building class.	1.1 The building class is established in accordance with ***relevant building legislation***. 1.2 Spaces required to be accessible are determined in accordance with relevant building legislation. 1.3 The usual fixtures and fittings required for each space are determined in accordance with relevant building legislation.
2 Provide advice on installation options to achieve access that complies with relevant legislation.	2.1 Advice provided on the appropriate accessibility of each fixture and fitting is based on relevant building legislation. 2.2 Advice provided on ancillary trades required for the installation of each accessible fixture and fitting is based on manufacturers' specifications.
3 Prepare the building fitout access report.	3.1 A building fitout access report is prepared for the client in accordance with contractual arrangements and ***organisational requirements***. 3.2 The draft building fitout access report is reviewed with ***appropriate persons*** in accordance with organisational requirements. 3.3 Feedback received from the review process is incorporated and the building fitout access report is completed.
4 Distribute and store the building fitout access report.	4.1 The building fitout access report and associated documentation are prepared in accordance with organisational requirements. 4.2 The building fitout access report and associated documentation are forwarded to the client in accordance with contractual arrangements. 4.3 A copy of the building fitout access report and associated documentation are recorded and retained

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ELEMENT	PERFORMANCE CRITERIA
	for future reference in accordance with organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- appropriate personal protective equipment (PPE)
- commonwealth, state and territory anti-discrimination legislation and regulations
- design and construction principles of buildings
- disability awareness
- efficient and effective customer service
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- processes for interpreting reports, working drawings and specifications
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- report writing
- research methods
- relevant terminology and definitions in hazard identification.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
  - evaluate the provision of access in relation to legislative requirements
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes

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    - apply and adhere to all OHS regulations, policies and processes in the workplace
    - apply disability awareness to work processes
    - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:
    - explain clearly information on issues relating to the provision of access
    - identify client needs
    - consult effectively with clients and colleagues
    - impart knowledge and ideas through oral, written and visual means
- interpersonal skills to:
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
    - provide advice in a sensitive and appropriate manner
    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - adapt to new workplace situations
- literacy skills to:
    - assess and use workplace information
    - interpret building industry terminology and jargon
    - read and understand instructions concerning OHS and the use of equipment, tools and PPE
    - read and understand instructions for the placement and use of fixtures, fitment and furniture
    - read and record data
- negotiation skills to:
    - clarify client requirements
    - establish the contractual conditions with the client
    - establish the site access arrangements
- numeracy skills to:
    - undertake measurement tasks
    - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
    - prepare and administer documentation
    - implement organisational policies and procedures
    - respond to customer service expectations
    - prepare contracts and meet contractual obligations
- problem-solving skills to:
    - prepare advice on building fitout based on an analysis of the options available to provide appropriate access
- report-writing skills to:
    - prepare a building fitout report to meet the contractual requirements of the client

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- prepare a building fitout report that meets organisational requirements
- research skills to:
  - access sources of manufacturers' specifications on products that could be used in a building fitout to determine suitability
- teamwork skills to:
  - work effectively with other people
- technical skills to:
  - read and interpret plans and specifications
  - carry out measurements and calculations
  - select appropriate tools and equipment
  - safely handle tools and equipment
- technology skills to:
  - apply information technology and computer skills to prepare working documentation and reports.
  -

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• A person who demonstrates competency in this unit must be able to provide evidence of:
	  • recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
	  • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
	  • interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
	  • interpreting and applying anti-discrimination legislation for the provision of access
	  • interpreting and applying other relevant legislation for the provision of access

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- reading and interpreting building plans accurately
- using measurement tools correctly and recording collected data accurately
- interpreting accurately manufacturers' specifications and advising on their suitability for providing practical access
- preparing a building fitout report that complies with legislative requirements and fulfils contractual requirements
- complying with OHS regulations applicable to workplace operations
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant building legislation may include:

- Australian Standard AS1428.2-1992
- Building Code of Australia
- Disability Discrimination Act (DDA)
- DDA Premises Standard
- DDA Transport Standard.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- OHS policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and procedures manuals
- records and information management systems and

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processes

style guides and other guides used to prepare documents.

Appropriate person may include:

- another member of the building fitout access team
- business partner or colleague
- staff member.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC4020A Provide access advice on building renovations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to provide advice on renovations to achieve optimum access to existing buildings. This advice is required both in situations where compliance can be achieved as well as where compliance cannot be achieved due to pre-existing conditions.

Access consultants work in close consultation with other professionals in the building industry and are required to provide a high level of accurate advice on access issues to inform decision making by certifying authorities.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of providing advice on building renovations.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the required performance

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essential outcomes of a unit of competency.	needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify areas of building that require modification to achieve access.	1.1 ***Classification of the building*** to be renovated is determined in accordance with the Building Code of Australia (BCA). 1.2 BCA requirements for access to the class of building to be renovated are determined. 1.3 Areas of the building that require modification to achieve compliant access required by ***building legislation*** are identified. 1.4 Appropriate renovation options for non-compliant areas and non-compliant elements to achieve a compliant level of access are determined.
2 Provide advice to client on renovation process to achieve compliant access.	2.1 Appropriate steps in the renovation process for achieving compliant access are determined. 2.2 Processes to be undertaken to renovate the building spaces and elements to achieve compliance are determined. 2.3 Proposed renovation process is discussed with the ***client*** and the extent to which compliant access can be achieved is explained.
3 Identify areas of the building where pre-existing conditions prevent compliant access.	3.1 Non-compliant areas and elements unable to be modified due to pre-existing conditions are identified and documented. 3.2 Advice is provided on renovation options for upgrade where pre-existing conditions prevent modification to full compliance.
4 Prepare the building renovations access report.	4.1 A building renovations access report is prepared for the client in accordance with contractual arrangements and ***organisational requirements***. 4.2 The draft building renovations access report is reviewed with ***appropriate persons*** in accordance with organisational requirements. 4.3 Feedback received from the review process is incorporated and the building renovations access

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ELEMENT	PERFORMANCE CRITERIA
	report is completed.
5 Distribute and store the building renovations access report.	5.1 The building renovations access report and associated documentation are prepared in accordance with organisational arrangements. 5.2 The building renovations access report and associated documentation are forwarded to the client in accordance with contractual arrangements. 5.3 A copy of the building renovations access report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- appropriate personal protective equipment (PPE)
- commonwealth, state and territory anti-discrimination legislation and regulations
- design and construction principles of buildings
- disability awareness
- efficient and effective customer service
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- processes for interpreting reports, working drawings and specifications
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- report writing
- research methods
- relevant terminology and definitions in hazard identification.

Required skills and attributes include:

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- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
  - evaluate the provision of access in relation to legislative requirements
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply and adhere to all OHS regulations, policies and processes in the workplace
  - apply disability awareness to work processes
  - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:
  - explain clearly information on issues relating to the provision of access
  - identify client needs
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
  - provide advice in a sensitive and appropriate manner
  - facilitate change for greater awareness of disability access
  - analyse own work practices and process outcomes critically
  - engage colleagues and share disability access knowledge
  - adapt to new workplace situations
- literacy skills to:
  - assess and use workplace information
  - interpret building industry terminology and jargon
  - read and understand instructions concerning OHS and the use of equipment, tools and PPE
  - read and record data
- negotiation skills to:
  - clarify client requirements
  - establish the contractual conditions with the client
  - establish the site access arrangements
- numeracy skills to:
  - undertake measurement tasks
  - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
  - prepare and administer documentation

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    - implement organisational policies and procedures
    - respond to customer service expectations
    - prepare contracts and meet contractual obligations
- problem-solving skills to:
    - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
    - prepare a building renovations access report to meet the contractual requirements of the client
    - prepare a building renovations access report that meets organisational requirements
- research skills to:
    - locate and evaluate manufacturers' specifications on building products that could be used in a building renovation to determine suitability
- teamwork skills to:
    - work effectively with other people
- technical skills to:
    - read and interpret plans and specifications
    - carry out measurements and calculations
    - select appropriate tools and equipment
    - safely handle tools and equipment
- technology skills to:
    - apply information technology and computer skills to prepare working documentation and reports.
    -

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• A person who demonstrates competency in this unit must be able to provide evidence of:
	  • recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
	  • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access

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the environment
- interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
- interpreting and applying anti-discrimination legislation for the provision of access
- interpreting and applying other relevant legislation for the provision of access
- reading and interpreting building plans accurately
- using measurement tools correctly and recording collected data accurately
- assessing accurately the method of the building's construction
- interpreting accurately manufacturers' specifications and advising on their suitability for providing practical access
- preparing a building renovations access report that complies with legislative requirements and fulfils contractual requirements
- complying with OHS regulations applicable to workplace operations
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's

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competence

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Classification of the building is:	• prescribed in Part A of the BCA.
Building legislation may include:	• Australian standards • BCA • Disability Discrimination Act (DDA) • DDA Premises Standard • DDA Transport Standard • local government building regulations • state and territory building legislation.
Client may include:	• owner and manager • building designer • builder • building certifier • developer.
Organisational requirements may be outlined and reflected in:	• access and equity policy, principles and practices • business and performance plans • client service policies, procedures and standards • codes of conduct and codes of practice • communication channels and reporting procedures • communication of services offered

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- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- OHS policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and procedures manuals
- records and information management systems and processes

style guides and other guides used to prepare documents.

Appropriate person may include:

- another member of the building renovations access team
- business partner or colleague
- staff member.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC4021A Provide access advice on the provision of services

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required for the access consultant to work with individuals and the management and staff of organisations when providing advice on their rights and obligations under the Disability Discrimination Act (DDA) and relevant state and territory anti-discrimination legislation.

Access consultants must be able to interpret the DDA and relevant state and territory anti-discrimination legislation applicable to service delivery. Access consultants must also be able to interpret the commonwealth, state and territory legislation regarding educational, building and transport services.

The unit requires the ability to communicate effectively on a wide range of service provision issues with individuals and the management and staff of organisations.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of facilitating the development of DDA Action Plans.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify client needs.	1.1 The ***client*** requesting access advice on the provision of services is identified and their authority to act is established in accordance with ***organisational requirements***.
	1.2 Client needs are discussed and confirmed using effective ***interpersonal skills and communication techniques*** in accordance with organisational requirements.
	1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.
	1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.
2 Establish client relationship.	2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and ***legislative requirements***.
	2.2 A ***client brief*** providing the required level of detail is requested in accordance with organisational requirements.
	2.3 ***Access arrangements*** for meeting with key personnel are negotiated and ***relevant person*** is identified in accordance with client, organisational and legislative requirements.
	2.4 Copies of all existing documentation relevant to the project are identified and obtained.
3 Research the relevant context.	3.1 General information on client's business operations, services offered, staff profiles and business premises is obtained in accordance with organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Access to the client's ***customer profile data*** is obtained and the data analysed to gain a comprehensive understanding of the client's customer base.
4 Identify relevant legislation.	4.1 Commonwealth, state and territory legislation with regard to educational services, building and transport is reviewed to determine relevance to the services provided by the client's organisation. 4.2 Sections of the legislation relevant to the service delivery of the client's organisation are identified and documented.
5 Provide advice to client on the provision of services.	5.1 ***Advice*** is provided to individuals, and the management and staff of organisations, on their rights and obligations under the relevant legislation using effective ***Interpersonal skills and communication techniques*** in accordance with organisational requirements. 5.2 Training programs to impart information to individuals, and the management and staff of organisations, on their rights and obligations under the relevant legislation are suggested in accordance with organisational requirements.
6 Prepare access report on the provision of services.	6.1 A service provision access report incorporating the advice identified for individuals, and the management and staff of organisations, on their rights and obligations under the relevant legislation is prepared in accordance with contractual and organisational arrangements. 6.2 The draft service provision access report is reviewed with ***appropriate persons*** in accordance with organisational requirements. 6.3 Feedback received from the review process is incorporated and the access report on the provision of services is completed.
7 Distribute and store the access report on the provision of services.	7.1 Access report documentation on the provision of services is prepared in accordance with organisational arrangements. 7.2 Access report documentation on the provision of services is forwarded to the client in accordance with contractual arrangements. 7.3 A copy of the access report on the provision of services and associated documentation are recorded and retained for future reference in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- efficient and effective customer service
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory legislation, local government regulations and Australian standards
- report writing
- research methods.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
  - evaluate the provision of access in relation to legislative requirements
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply and adhere to all OHS regulations, policies and processes in the workplace
  - apply disability awareness to work processes
  - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:
  - explain clearly information on issues relating to the provision of access

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    - identify client needs
    - consult effectively with clients and colleagues
    - impart knowledge and ideas through oral, written and visual means
    - respond to customer service expectations
- interpersonal skills to:
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
    - provide advice in a sensitive and appropriate manner
    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - adapt to new workplace situations
- literacy skills to:
    - assess and use workplace information
    - read and understand instructions concerning OHS at client's premises
    - read and record data
- organisational skills to:
    - prepare and administer documentation
    - implement organisational policies and procedures
    - respond to customer service expectations
    - prepare contracts and meet contractual obligations
- problem-solving skills to:
    - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
    - prepare an access report on the provision of services to meet the contractual requirements of the client
    - prepare an access report on the provision of services that meets organisational requirements
- research skills to:
    - source information to assist in developing potential solutions to the provision of appropriate access
- teamwork skills to:
    - work effectively with other people
- technical skills to:
    - advise on strategies to overcome aspects of non-compliance
    - facilitate group processes to identify strategies to address non-compliance
    - encourage and facilitate planning processes
    - provide guidance during the change-management process
- technology skills to:
    - apply information technology and computer skills to prepare working documentation and reports.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - interpreting accurately the requirements of the commonwealth DDA and state and territory anti-discrimination legislation
  - identifying the issues associated with the provision of services in the client's organisation and identifying any issues of non-compliance
  - using effective ***Interpersonal skills and communication techniques*** to facilitate the exchange of ideas and information on issues relating to the provision of services
  - providing practical and effective advice on how to address identified areas of non-compliance to meet legislative requirements and business objectives
  - preparing an access report on the provision of services that complies with legislative requirements and fulfils contractual requirements
  - complying with OHS regulations applicable to

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workplace operations
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- building owner and manager
- building certifier
- professional
- provider of services to the public e.g. shop
- public utility
- commonwealth, state and territory, and local government department and agency.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- OHS policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and procedures manuals
- records and information management systems and processes

style guides and other guides used to prepare documents.

Interpersonal skills and communication techniques may include:

- active listening to clarify and confirm understanding
- control of tone of voice and body language
- culturally aware/sensitive use of language and

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	concepts
	• demonstrating flexibility and a willingness to negotiate
	• presenting options and consequences
	• providing constructive feedback
	• reflection
	• seeking feedback to confirm understanding of needs
	• summarising and paraphrasing to check understanding
	• using effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
	• using language that is:
	  • accurate, articulate and concise
	  • positive, confident and cooperative
	  • verbal or non-verbal.

Legislative requirements may be outlined and reflected in:	• relevant commonwealth, state and territory legislation that affects organisational operation:
	  • OHS
	  • building
	  • environmental
	  • equal employment opportunity
	  • industrial relations
	  • anti-discrimination and diversity
	• Australian standards
	• codes of practice
	• local government regulations and by-laws
	• privacy legislation
	• quality assurance and certification requirements
	• trade practices laws and guidelines.

Client brief will include:	• written instructions detailing requirements of the access consultant.
Access arrangements may include:	• access and egress points • keys, passes and security clearances • OHS requirements, including personal protective equipment • timing of access.
Relevant person may include:	• identified contact • owner and manager • site supervisor.
Customer profile data may include:	• information on the range of potential customers • the changing nature of the potential customer base

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	the frequency of known use of services by customers with disabilities.
Advice may:	• be written or oral include referral to other experts or sources of information.
Appropriate person may be:	• another member of the access team • business partner or colleague • staff member.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC4022A Work effectively as an access consultant

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to work effectively as an access consultant. It covers the basic entry-level functions that enable compliance with legislative and procedural requirements. It requires the ability to identify potential risks associated with a range of activities within access consulting, and opportunities for own professional development.

Application of the Unit

Application of the unit

This unit of competency supports the full range of access consulting services. In order to commence work, access consultants must be aware of regulatory requirements, ethical standards and their own roles and responsibilities. Access consultants must also manage their professional development and be able to identify risks, provide quotes, prepare contracts and promote the provision of access for people with disabilities. The unit addresses these areas and will support all aspects of the work of access consultants.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Interpret and comply with legislative, financial and procedural requirements.	1.1 ***Legislative, financial and procedural requirements*** relevant to access consulting services are identified and interpreted in accordance with ***client*** needs and ***organisational requirements***. 1.2 Key principles relating to disability access are identified and interpreted in accordance with legislative and industry requirements. 1.3 Own interpretation and application of legislative, financial and procedural requirements are confirmed with ***relevant persons*** to ensure consistency and accuracy. 1.4 Situations requiring ***specialist advice*** are identified and assistance is sought as required in accordance with organisational requirements.
2 Interpret and comply with ethical practices and codes of conduct.	2.1 ***Regulatory, industry and association standards, codes of ethics, practice and/or conduct*** are identified and interpreted in accordance with organisational requirements. 2.2 Key principles relating to organisational ethical values are identified and interpreted in accordance with legislative and industry requirements. 2.3 Own interpretation and application of ethical and conduct requirements are confirmed with relevant persons to ensure consistency and accuracy. 2.4 Situations requiring specialist advice are identified and assistance is sought as required in accordance with organisational requirements.
3 Interpret work role and responsibilities.	3.1 Own role and responsibilities are identified and confirmed with relevant persons in accordance with organisational requirements. 3.2 Work tasks are identified, scheduled and completed

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ELEMENT	PERFORMANCE CRITERIA
	within designated timeframes in accordance with client and organisational requirements.
	3.3 Understanding of and respect for individual differences is reflected in all work, and work practices are adapted as appropriate to meet the ***specific needs*** of relevant persons.
	3.4 ***Feedback*** from clients and colleagues is sought in regard to own professional competency and performance, and used to identify key areas for improvement.
	3.5 Information regarding learning and professional development is recorded and maintained in accordance with organisational requirements.
4 Identify risks involved in working as an access consultant.	4.1 Potential ***risks*** are identified and reported to relevant persons in accordance with organisational requirements.
	4.2 Recommendations on appropriate strategies to minimise risks and complaints are discussed with relevant persons.
	4.3 ***Limitations*** in identifying risks are identified and assistance is sought from relevant persons in accordance with organisational requirements.
	4.4 Appropriate ***information collection processes*** are used to access information from individuals and groups on potential risks.
5 Develop understanding of industry employment requirements.	5.1 Industry employment requirements, including ***competency standards and other relevant benchmarks***, are identified and interpreted to establish future ***professional development*** needs and priorities to ensure own continuous professional development.
	5.2 Employee and employer rights and responsibilities, including remuneration and awards, are accessed and interpreted.
	5.3 Key industry and statutory organisations able to assist own professional development are identified and assistance is sought as required.
6 Promote the provision of access for people with disabilities.	6.1 Opportunities are identified during the performance of the access consulting role to inform and educate ***people*** on issues relating to the provision of access for people with disabilities.
	6.2 ***Legislative requirements for the provision of access*** for people with disabilities are advised in a positive

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ELEMENT	PERFORMANCE CRITERIA
	manner using effective ***interpersonal skills and communication techniques***.
	6.3 Requests for further advice and information on the provision of access for people with disabilities are responded to in accordance with *organisational requirements*.
7 Prepare a quotation.	7.1 Scope of the proposed service requirement is analysed to understand the extent of the task.
	7.2 The capability to provide the proposed service is assessed against personal and organisational competencies.
	7.3 The cost of delivering the proposed service is estimated and documented in accordance with organisational requirements.
	7.4 The quotation to provide the service, addressing capability and price, is prepared in accordance with organisational requirements.
8 Complete standard contractual documentation.	8.1 ***Standard documentation*** for access consulting operations is completed in accordance with legislative and procedural requirements.
	8.2 ***Business equipment***/***technology*** is used as required to complete documentation in accordance with applicable occupational health and safety (OHS) and organisational requirements.
	8.3 Written information meeting organisational standards of language, accuracy and relevance is used in a legally appropriate manner.
	8.4 All documentation and information systems are securely maintained in accordance with confidentiality, legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation and regulations

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- disability awareness
- efficient and effective customer service
- equal employment opportunity, equity and diversity principles
- how to source and access documentation to meet the requirements of the relevant standards, codes and legislation
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- OHS policies and procedures
- organisational and professional policies and procedures, social and ethical practices and business standards
- organisational goals, objectives and plans
- principles of effective communication
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory legislation applying to the specific area of work e.g. building legislation and codes
- relevant commonwealth, state and territory consumer protection and trade practices legislation
- report writing
- research methods.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
  - interpret organisational policies and procedures
  - prioritise any personal development needs
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply and adhere to all OHS regulations, policies and processes in the workplace
  - apply disability awareness to work processes
  - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:
  - explain clearly information on issues relating to the provision of access
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- interpersonal skills to:

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    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
    - provide advice in a sensitive, respectful and appropriate manner
    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - engage colleagues and share disability access knowledge
    - adapt to new workplace situations
- literacy skills to:
    - assess and use workplace information
    - read and record data
    - interpret and understand legal, financial and procedural requirements
- organisational skills to:
    - prepare and administer documentation
    - implement organisational policies and procedures
- respond to customer service expectations
- prepare contracts and meet contractual obligations
    - create a personal professional development plan
- reflection skills to:
    - differentiate between professional and personal values
- writing skills to:
    - prepare reports to meet the contractual requirements of the client
    - prepare reports that meet organisational requirements
- research skills to:
    - source information to assist in developing potential solutions to the provision of appropriate access
- self-evaluation skills to:
    - systematically evaluate own work practices to identify ways to improve performance or understanding
- technology skills to:
    - apply information technology and computing skills to prepare working documentation and reports
- writing skills to:
    - prepare and complete documentation required of access consultants to meet organisational and service delivery requirements.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - complying with OHS regulations applicable to workplace operations
  - applying organisational management policies and procedures, including quality assurance requirements
  - interpreting accurately and complying with relevant legislative requirements and confirming own understanding and application with relevant persons
  - interpreting accurately and complying with ethical practices and codes of conduct and checking own understanding and application with relevant persons
  - identifying a range of potential risks using appropriate information collection techniques, and discussing recommendations on strategies to minimise risks with relevant persons
  - identifying opportunities to promote the provision of access for people with disabilities and providing information and advice based on legislative requirements
  - completing standard contractual documentation ensuring adherence to legislative and procedural requirements and maintaining information securely
  - interpreting accurately and using industry

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employment and professional development guidelines and benchmarks, and seeking assistance from key industry and statutory organisations to ensure own continuous professional development
- interpreting and verifying own role and responsibilities and demonstrating an understanding of and respect for individual differences when carrying out work tasks.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislative**, **financial and procedural requirements may be outlined and reflected in:	• relevant commonwealth, state and territory legislation and regulations that affect organisational operation including:
	  • anti-discrimination and diversity
	  • OHS
	  • building access
	  • environmental
	  • equal employment opportunity
	  • industrial relations
	  • public health
	  • taxation
	• relevant common law
	• trade practices laws and guidelines
	• consumer protection laws and guidelines
	• Australian standards
	• business or occupational licensing requirements
	• quality assurance and certification requirements
	• relevant industry codes of practice and ethics
	• privacy/confidentiality requirements and laws applying to owners, contractors and tenants
	• relevant local government policies and regulations
	• freedom of information documents
	• tribunal and court precedents.

Clients may include:	• building owners and managers • building designers • architects • builders • owners of transport conveyances • managers of transport conveyances • educational services providers • organisations developing Disability Discrimination Act (DDA) Action Plans • other access consultants.
Organisational requirements may be outlined and reflected in:	• access and equity policy, principles and practices • business and performance plans • client service policies, procedures and standards • codes of conduct and codes of practice

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- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- OHS policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and procedures manuals
- records and information management systems and processes

style guides and other guides used to prepare documents.

Relevant persons may include:

- business partners
- supervisors
- colleagues
- clients
- legal representatives
- industry association representatives
- consumers.

Specialist advice may be sought from:

- supervisors and colleagues
- business partners
- architects
- owners and developers
- builders
- designers
- solicitors
- government officials
- industry associations
- OHS representatives.

Regulatory, ***industry and association standards*** and

- industry codes of conduct and ethical practices
- legislative and statutory requirements outlined in

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procedures may include:	relevant legislation (e.g. licensing, anti-discrimination and building access) • tribunal and court precedents • industry standards • OHS standards.
Codes of ethics*, *practice and/or conduct may relate to:	• maintaining confidentiality • use of organisational property • duty of care • individual behaviour • non-discriminatory practices • misrepresentation of personal or business competencies or the nature of the services being offered • clear communication regarding services offered and fee for services • clear negotiation of fees.
Specific needs may relate to:	• language (verbal, non-verbal and written) • traditional practices and observations • beliefs and values • food and diet • dress • religious and spiritual observances • social conventions • cultural stereotypes conventions of gender and sexuality.

Feedback may include:	• formal and informal discussions, reviews and evaluations with:
	  • existing and previous clients
	  • peers, colleagues and managers
	  • information provided by others involved in a professional capacity, both internal and external to the organisation.

Risks may relate to:	• physical, financial or human resources • competition • client/staff dissatisfaction (e.g. complaints) • health and safety • project control and cash flow • suppliers and contractors • changes to regulations and legislation • time constraints. • And may be identified through: • regular formal and informal consultation/meetings

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	with colleagues • regular housekeeping activities • ongoing training • audits and review of audit reports • inspections in area of responsibility • checking work area and/or equipment before and during work • review of OHS records.
Limitations may relate to:	• job role and responsibilities • quality processes • own competency level • industry requirements • own understanding of risk identification processes • own interpretation of legislation, regulations and procedures • complying with OHS requirements • legal responsibilities.
Information collection processes may include:	• questionnaires • documentation and reports • quality assurance data • regular meetings comments from business partners, supervisors and colleagues.

Competency standards and other relevant benchmarks may relate to:	• personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day-to-day tasks and duties of the work function and specifically:
	  • competency standards for the access consulting industry
	  • other relevant industry, cross-industry and enterprise competency standards
	  • other benchmarks such as industry codes of practice and ethics, and statutory and legislative requirements for working in the access consulting sector.

Professional development strategies may include:	• formal and informal learning programs • work rotation to facilitate changing work priorities • using existing strengths to focus future career development • involvement in community/industry activities • coaching, mentoring and supervision • updating and maintaining knowledge base on current

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	issues for work/professional practice • identifying and establishing new career paths.
People may include:	• clients, their staff and contractors • building owners and managers • property developers • service groups • community groups • government agencies • building and construction industry personnel • building certifiers • regulatory authorities.
Legislative requirements for the provision of access may include:	• Australian standards • Building Code of Australia • DDA • DDA Premises, Transport and Education Standards • commonwealth, state and territory anti-discrimination legislation and regulations • state and territory building legislation.

Interpersonal skills and communication techniques may include:	• active listening to clarify and confirm understanding
	• control of tone of voice and body language
	• culturally aware/sensitive use of language and concepts
	• demonstrating flexibility and a willingness to negotiate
	• presenting options and consequences
	• providing constructive feedback
	• reflection
	• seeking feedback to confirm understanding of needs
	• summarising and paraphrasing to check understanding
	• using effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
	• using language that is:
	  • accurate, articulate and concise
	  • positive, confident and cooperative
	  • verbal or non-verbal.

Capability includes:	• personal competencies • organisational competencies.
Standard documentation may include:	• organisational, industry and other contracts • building codes • licences • specifications

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- plans and maps.

Business equipment*/*technology may include:

- computers
- email
- internet, extranet and intranet
- facsimile machines
- printers, photocopiers and scanners
- data storage devices

software applications such as databases and word applications.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5001A Assess documentation of building work for access compliance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to assess the documentation of building work for compliance with building access legislation. It includes the evaluation and interpretation of plans, specifications and detail drawings included in the building approval application; assessing compliance with legislative requirements for access and the preparation of reports.

Application of the Unit

Application of the unit

This unit of competency supports a number of access consulting services where there is a breadth, depth and complexity of tasks and often the requirement to make decisions and provide recommendations involving non-routine situations. These access consulting services include conducting building access audits, assessing building plans, providing advice on building renovations and serving on a Building Code of Australia (BCA) Access Panel.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess the existing building to determine the required level of access.	1.1 The building classification is determined in accordance with the BCA. 1.2 The building is inspected for access, and compliance with the provisions of the BCA is determined. 1.3 The classification of the building and level of compliance with access requirements are documented in accordance with ***organisational requirements***.
2 Evaluate building approval application documents for the provision of access requirements.	2.1 The building approval application is evaluated against relevant legislative requirements. 2.2 Plans, specifications and detail drawings included in the building approval application are evaluated for compliance with required level of access. 2.3 Non-compliance issues in the building approval application are identified, documented and reported to the ***client*** in accordance with organisational requirements.
3 Prepare the building access report and provide to client.	3.1 A building access report is prepared for the client in accordance with contractual arrangements and organisational requirements. 3..2 The building access report and associated documentation are forwarded to the client in accordance with contractual arrangements. 3.3 A copy of the building access report and associated documentation is recorded and retained for future reference in accordance with organisational and legislative requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- industry codes of practice and ethics
- international standards on building access
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety (OHS) legislation and procedures
- processes for interpreting reports, working drawings and specifications
- processes for preparing and administering documentation and reports
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- relevant development application and building approval processes
- research methodologies and analytical processes
- relevant terminology and definitions in hazard identification.

Required skills and attributes include:

- analytical skills to:
  - analyse, evaluate and apply legislative requirements pertaining to disability access
  - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - analyse and evaluate how environmental barriers impact on people with disabilities
  - analyse and evaluate compliance plans, specifications and drawings as specified by legislation
  - interpret and analyse routine and non-routine situations to establish suitable methods of reporting
- application skills to:
  - apply guidelines for relevant anti-discrimination and building legislation
  - apply industry building codes of practice and ethics and other legislative requirements to work processes
  - apply disability awareness to work processes
  - maintain and apply current Australian and international building codes, standards, regulations and practices
- communication skills to:
  - explain clearly information on issues relating to the provision of access
  - explain clearly information on legislation relating to the provision of access, and the relationship between the various pieces of legislation
  - consult effectively with clients and colleagues

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    - impart knowledge and ideas through oral, written and visual means
    - develop and maintain professional relationships and networks
    - use workplace equipment and communication methods
- literacy and numeracy skills to:
    - assess and use workplace information
    - read and interpret plans, specifications and detail drawings
    - ensure dimensional details are numerically correct
- organisational skills to:
    - prepare and manage documentation
    - plan and schedule site visits
    - collect, store and retrieve data for inclusion in a report to the client
    - develop and implement organisational policies and procedures
- interpersonal skills to:
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
    - consult and provide advice in a sensitive and appropriate manner
    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - engage colleagues and share disability access knowledge
    - adapt to new workplace situations
- report-writing skills to:
    - prepare a building access report to meet the contractual requirements of the client
    - prepare a building access report that meets organisational requirements
- research and evaluation skills to:
    - source, analyse and evaluate building legislative requirements
    - source, analyse and evaluate legislative requirements for the provision of access.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.
Critical aspects for	• A person who demonstrates competency in this unit

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assessment and evidence required to demonstrate competency in this unit

must be able to provide evidence of:

- recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
- interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
- interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
- assessing a building approval application for access and documenting the findings
- evaluating the plans, specifications and detail drawings for compliance with access legislation
- negotiating with other members of the building development team for the resolution of access non-compliance issues
- complying with OHS regulations applicable to workplace operations
- applying organisational management policies and procedures, including quality assurance requirements
- preparing an access report that complies with legislative requirements and fulfils contractual requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the

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assessor has complete confidence in the person's competence

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- OHS policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes

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- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and procedures manuals
- records and information management systems and processes

style guides and other guides used to prepare documents.

Client may include:

- architect
- owner and manager
- building designer
- builder
- building certifier and surveyor

developer.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5002A Inspect access compliance during the building process

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to conduct inspections of building work during the building process for compliance with building access legislation. It includes the progressive inspection of building work, and the preparation of reports detailing compliance with legislative requirements and non-compliant building work and services.

Application of the Unit

Application of the unit

This unit of competency supports a number of access consulting services where there is a breadth, depth and complexity of tasks and often the requirement to make decisions and provide recommendations involving non-routine situations. These access consulting services include conducting building access audits, assessing building plans, providing advice on building renovations and serving on a Building Code of Australia (BCA) Access Panel.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Carry out inspections of building work and building services at various stages during the building process.	1.1 Building work is inspected during construction and checked for compliance with legislative requirements for access. 1.2 Building services are inspected against relevant legislative requirements and the provision of access is documented. 1.3 Inspection results are assessed and the findings processed promptly within contractual arrangements.
2 Determine the compliance of building work and building services with respect to legislation.	2.1 Progress reports including a full explanation of non-compliant building work and building services and required remedial action are prepared promptly for the ***client*** and processed in accordance with ***organisational requirements***. 2.2 Follow-up inspections to check rectified work are conducted at a suitable time and without disruption to the building progress. 2.3 Meetings are conducted with the client and other members of the building development team and recorded. 2.4 Outcome of rectified building work is inspected, documented and reported to the client.
3 Prepare the building access report and provide to client.	3.1 The final building access report is prepared for the client prior to occupancy, in accordance with contractual arrangements and organisational requirements. 3.2 The building access report and associated documentation are forwarded to the client in accordance with contractual arrangements. 3.3 A copy of the building access report and associated documentation is recorded and retained for future

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ELEMENT	PERFORMANCE CRITERIA
	reference in accordance with organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- industry codes of practice and ethics
- international standards on building access
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety (OHS) legislation and procedures
- processes for interpreting reports, working drawings and specifications
- processes for preparing and administering documentation and reports
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- research methodologies and analytical processes
- role, responsibilities and powers of building certifiers
- relevant terminology and definitions in hazard identification.

Required skills and attributes include:

- analytical skills to:
- analyse, evaluate and apply legislative requirements pertaining to disability access
    - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
    - analyse and evaluate how environmental barriers impact on people with disabilities
    - review completed building work and determine compliance with approved plans, specifications and detail drawings
    - review completed building work and determine level of compliance as specified by legislation
    - interpret and analyse routine and non-routine situations to establish suitable methods of reporting
- application skills to:
    - apply relevant anti-discrimination and building legislation
    - apply industry building codes of practice and ethics and other legislative requirements to

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work processes
    - apply disability awareness to work processes
    - maintain and apply current Australian and international building codes, standards, regulations and practices
- communication skills to:
    - explain clearly information on issues relating to the provision of access
    - explain clearly information on legislation relating to the provision of access, and the relationship between the various pieces of legislation
    - consult effectively with clients and colleagues
    - impart knowledge and ideas through oral, written and visual means
    - develop and maintain professional relationships and networks
    - use workplace equipment and communication methods
- literacy and numeracy skills to:
    - assess and use workplace information
    - read and interpret plans, specifications and detail drawings
    - measure building work in progress and make calculations to determine compliance with access requirements
- organisational skills to:
    - prepare and manage documentation
    - plan and schedule site visits
    - collect, store and retrieve data for inclusion in a report to the client
    - develop and implement organisational policies and procedures
- interpersonal skills to:
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
    - consult and provide advice in a sensitive and appropriate manner
    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - engage colleagues and share disability access knowledge
    - adapt to new workplace situations
- report-writing skills to:
    - prepare progress and final building access reports to meet the contractual requirements of the client
    - prepare progress and final building access reports that meet organisational requirements
- research and evaluation skills to:
    - source, analyse and evaluate building legislative requirements
    - source, analyse and evaluate legislative requirements for the provision of access.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - conducting inspections during the building process to determine building access compliance
  - negotiating with other members of the building development team to resolve access non-compliance issues
  - complying with OHS regulations applicable to workplace operations
  - applying organisational management policies and procedures, including quality assurance requirements
  - preparing progress and final access reports that comply with legislative requirements and fulfil contractual requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements

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- cost and time considerations.

- Validity and sufficiency of evidence requires:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- architect
- owner and manager
- building designer
- builder
- building certifier and surveyor
- developer.

Organisational requirements may be

- access and equity policy, principles and practices
- business and performance plans

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outlined and reflected in:

- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- OHS policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and procedures manuals
- records and information management systems and processes

style guides and other guides used to prepare documents.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5003A Apply anthropometric principles to accessible building design and fitout

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to use knowledge of human anatomy and the skills required to determine human body size and shape and apply this information to the design of the environment in which people live and work.

The unit covers the application of basic data on the spread of body measurements of the human population, and requires the use of basic statistical techniques in analysing and interpreting this data. It includes the measurement of the components of body size and shape of individual persons, and the application of this data to the design of an accessible environment required by the individual.

Application of the Unit

Application of the unit

This unit of competency supports a number of access consulting services associated with the design and fitout of accessible buildings and the accessibility of the built environment.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine the spread of body dimensions within a defined population.	1.1 Key ***anatomical features*** of the human body are identified accurately. 1.2 Appropriate methodology for measuring key anatomical features is selected. 1.3 ***Anthropometric data*** is recorded in a recognised format appropriate for retrieval and statistical analysis in accordance with ***organisational requirements***.
2 Analyse anthropometric data from a defined population and determine the statistical variations involved.	2.1 Basic statistical analysis of data is applied to determine population variance. 2.2 Statistical parameters derived by appropriate analysis are reported in accordance with organisational requirements. 2.3 The analysis of findings is documented and reported using recognised statistical formats in accordance with organisational requirements.
3 Compare anthropometric data used in published architectural design documents with anthropometric data derived through measurement of a defined population.	3.1 ***Published architectural design data*** is compared and verified against recent anthropometric data derived through measurement of a defined population. 3.2 Anthropometric data that proves different to published architectural design data is analysed to assess the extent of difference, possible causes for the difference and likely consequences of altering published architectural design data.
4 Identify the critical anthropometric features impacting on the ability of a person with a disability to work and function.	4.1 The level of functioning of the person with a disability is determined in consultation with the client. 4.2 Anthropometric features relevant to the ability of the person with a disability to work and function independently are identified in consultation with the

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ELEMENT	PERFORMANCE CRITERIA
	client using anthropometric methodology in accordance with organisational requirements.
	4.3 Situations requiring specialist advice are identified and assistance is sought as required in accordance with organisational requirements.
	4.4 Appropriate strategies for maximising the ability of the person with a disability to work and function independently are identified.
	4.5 Identified strategies are communicated to the appropriate people for the design, construction and fitout of the client's premises.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- anatomical terminology
- anthropometric and ergonomic principles
- building terminology, definitions and hazard identification
- commonwealth, state and territory anti-discrimination legislation and regulations
- design, structural and construction principles of buildings
- disability awareness
- human anatomy
- industry codes of practice and ethics
- international codes, standards, regulations and practices
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- normal population variance
- occupational health and safety (OHS) legislation and procedures
- processes for interpreting reports, working drawings and specifications
- processes for interpreting medical reports and terminology
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- research methodologies and analytical processes
- role, responsibilities and powers of building certifiers

statistical parameters of a normally distributed population.

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Required skills and attributes include:

- analytical skills to:
  - analyse, evaluate and apply legislative requirements pertaining to disability access
  - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - analyse and evaluate how environmental barriers impact on people with disabilities
- application skills to:
  - apply relevant anti-discrimination and building legislation
  - apply relevant industry codes of practice and ethics, and other legislative requirements to work processes
  - apply disability awareness to work processes
  - apply current Australian and international building codes, standards, regulations and practices
- communication skills to:
  - explain clearly the findings of anthropometric data analysis and the relevance of the findings to ensuring appropriate access
  - explain clearly information on issues and legislation relating to the provision of access
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
  - use workplace equipment and communication methods
- literacy and numeracy skills to:
  - assess and use workplace information
  - measure anatomical features and record data
  - read and interpret statistical data
- organisational skills to:
  - coordinate data collection of defined populations
  - prepare and manage documentation of data
  - collect, store and retrieve data for analysis and reporting
  - develop and implement organisational policies and procedures
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
  - consult and provide advice in a sensitive and appropriate manner
  - facilitate change for greater awareness of disability access
  - analyse own work practices and process outcomes critically
  - engage colleagues and share disability access knowledge
  - adapt to new workplace situations

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- research and evaluation skills to:
  - source, analyse and evaluate published architectural design data
  - source, analyse and evaluate legislative requirements for the provision of access
- technical skills to:
  - determine the normality of population variance
  - measure the range of human movement and reach.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• A person who demonstrates competency in this unit must be able to provide evidence of:
	  • recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
	  • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
	  • interpreting accurately how the full range of environmental barriers impacts on any of the impairments that people with disabilities might have
	  • measuring anatomical features and recording anthropometric data accurately in preparation for analysis
	  • analysing anthropometric data using appropriate statistical methodologies
	  • conducting comparative analysis between anthropometric data derived from a defined population and published architectural design data
	  • identifying accurately anthropometric features that impact on the ability of a person with

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disabilities to work and function independently
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Anatomical features may include:

- stature
- sitting and standing eye height
- sitting and standing shoulder height
- sitting and standing elbow height
- hip height
- knuckle height
- fingertip height
- sitting height
- thigh thickness
- buttock-knee length
- buttock-popliteal length
- knee height
- popliteal height
- shoulder breadth
- hip breadth
- chest depth
- abdominal depth
- shoulder-elbow length
- elbow-fingertip length
- upper limb length
- shoulder-grip length
- head length and breadth
- hand length and breadth
- foot length and breadth
- fingertip-fingertip span
- vertical grip reach
- forward grip reach
- body weight.

Anthropometric data applies to:

- the data derived from the measurement of anatomical features.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered

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- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- OHS policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and procedures manuals
- records and information management systems and processes

style guides and other guides used to prepare documents.

Published architectural design data may be included in:

- Australian and international standards
- Building Code of Australia
- professional journals and manuscripts.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5004A Apply building codes and standards to accessible large-scale buildings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the competency required to ensure the building process complies with the Disability Discrimination Act (DDA) Premises Standard, the Building Code of Australia (BCA) and relevant Australian standards, and results in accessible developments. The unit applies to residential and commercial buildings.

It includes the evaluation and interpretation of building requirements, the classification of buildings according to BCA criteria and the development of strategies for disability access compliance.

This unit is based on BCGSV5011A Apply building codes and standards to residential buildings.

Application of the Unit

Application of the unit

This unit of competency supports a number of access consulting services where there is a breadth, depth and complexity of tasks and often the requirement to make decisions and provide recommendations involving non-routine situations. These access consulting services include conducting building access audits, assessing building plans, providing advice on building renovations and serving on a BCA Access Panel.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

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This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse the purpose and basic intent of the BCA.	1.1 Objectives of the BCA and the purpose of the respective components of the code are researched and evaluated. 1.2 The deemed-to-satisfy (DTS) concept for construction to meet BCA requirements is researched and evaluated. 1.3 The hierarchy of commonwealth, state and territory ***building access legislation*** is identified and documented.
2 Locate and interpret the requirements of the codes and standards that are applicable to access compliance of specific projects.	2.1 Relevant clauses from building access legislation that apply to specific projects are identified and documented. 2.2 Prescriptive requirements of the relevant legislative clauses are determined and documented. 2.3 Special requirements that may be applicable to specific areas are identified and documented.
3 Classify buildings.	3.1 The class of building is determined according to BCA criteria and with regard to intended use. 3.2 BCA requirements for disability access are determined and documented. 3.3 Disability access requirements are interpreted for multiple classifications and documented.
4 Apply appropriate assessment methods to access compliance with the BCA.	4.1 Appropriate assessment methods are selected to determine building access compliance with the intent of the BCA. 4.2 Alternative solutions to building accessibility problems that comply with BCA requirements are

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ELEMENT	PERFORMANCE CRITERIA
	identified and documented.
	4.3 Assessment methods used to determine whether a building solution to an accessibility problem complies with performance requirements or DTS provisions of the BCA are analysed and applied.
	4.4 Assessment methods are identified and confirmed as appropriate to meet the DTS provisions of the BCA.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- BCA and primary referenced Australian standards
- commonwealth, state and territory anti-discrimination legislation and regulations
- DTS provisions
- disability awareness
- industry codes of practice and ethics
- international codes, standards, regulations and practices
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect on performance
- processes for preparing and administering documentation
- processes for interpreting reports, working drawings and specifications
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- research methodologies and analytical processes
- role, responsibilities and powers of building certifiers
- structural and construction principles of buildings
- relevant terminology and definitions in hazard identification.

Required skills and attributes include:

- analytical skills to:
  - analyse, evaluate and apply legislative requirements pertaining to disability access
  - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - analyse and evaluate how environmental barriers impact on people with disabilities

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    - analyse and evaluate building legislation
- application skills to:
    - apply relevant anti-discrimination and building legislation
    - apply industry building codes of practice and ethics, and other legislative requirements to work processes
    - apply disability awareness to work processes
    - apply current Australian and international building codes, standards, regulations and practices
- communication skills to:
    - explain clearly information on issues relating to the provision of access
    - explain clearly information on legislation relating to the provision of access, and the relationship between the various pieces of legislation
    - consult effectively with clients and colleagues
    - impart knowledge and ideas through oral, written and visual means
    - use workplace equipment and communication methods
- interpersonal skills to:
    - adapt to new workplace situations
    - analyse own work practices and process outcomes critically
    - consult and provide advice in a sensitive and appropriate manner
    - facilitate change for greater awareness of disability access
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- literacy skills to:
    - assess and use workplace information
    - read and interpret plans, specifications and structural drawings
- organisational skills to:
    - prepare and manage documentation
    - plan and organise assessment methods
    - develop and implement organisational policies and procedures
- research and evaluation skills to:
    - source, analyse and evaluate building legislative requirements
    - source, analyse and evaluate legislative requirements for the provision of access.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impacts on any of the impairments that people with disabilities might have
  - identifying accurately the hierarchy of commonwealth, state and territory building access legislation
  - interpreting and applying accurately building codes and standards for the provision of access
  - identifying alternative approaches to building accessibility problems that comply with BCA requirements
  - applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of

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competence only taken at the point when the assessor has complete confidence in the person's competence

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Building access legislation includes:

- Australian standards
- DDA
- DDA Premises Standard
- DDA Transport Standard
- BCA
- state and territory building legislation
- commonwealth, state and territory anti-discrimination legislation and regulations
- local government regulations.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5005A Interpret and apply building control legislation when assessing large-scale buildings for access

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to research, interpret and apply building accessibility legislation for use when assessing the accessibility of large-scale residential and commercial buildings.

It includes the evaluation of the Australian common law system and the various sources of law applicable to the accessibility of large-scale building developments and the analysis and application of the professional code of practice required for the assessment and inspection of buildings.

This unit is based on BCGSV5008A Applying building control legislation to building surveying.

Application of the Unit

Application of the unit

This unit of competency supports a number of access consulting services where there is a breadth, depth and complexity of tasks and often the requirement to make decisions and provide recommendations involving non-routine situations. These access consulting services include conducting building access audits, assessing building plans, providing advice on building renovations and serving on a Building Code of Australia Access Panel.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

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This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse the Australian administrative legal system.	1.1 Differences between common law, statute law, delegated legislation and local government law are analysed and documented. 1.2 Civil law and examples of civil action relevant to building accessibility of large-scale buildings are researched and analysed. 1.3 Administrative law relevant to building accessibility is researched and analysed.
2 Evaluate administrative law applicable to building accessibility.	2.1 Individual elements of judicial review legislation are evaluated and documented. 2.2 Natural justice issues related to decision making through the building control process are identified and evaluated.
3 Describe the procedures and benefits of enforcing the law.	3.1 Legislative benefits and examples of building accessibility enforcement are researched, analysed and documented. 3.2 Major regulatory enforcement strategies are identified and recorded. 3.3 The powers of entry of building certifiers are identified and analysed. 3.4 The legal considerations of a building certifier obtaining a warrant are identified and documented. 3.5 The types of evidence required to investigate and prove a breach of legislation are identified, gathered and documented.

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ELEMENT	PERFORMANCE CRITERIA
	3.6 Processes for addressing non-compliance issues are identified and appropriate documentation is prepared in a format suitable for review by a building certifier.
4 Analyse the impact of any other legislation on state and territory legislation regarding building and development control and access.	4.1 Implications of commonwealth legislation on access upon state and territory building and development control legislation are examined and documented. 4.2 Implications of other state and territory legislation on building and development control legislation and access are examined and documented.
5 Analyse the professional code of practice applicable to the assessment of accessible large-scale buildings.	5.1 The ***code of practice*** required by building industry regulators is analysed and evaluated in accordance with ***organisational requirements***. 5.2 Concepts regarding working within own area of personal competence are evaluated and practised. 5.3 Concepts regarding duty of care as it relates to common law are evaluated and documented. 5.4 Concepts regarding conflict of interest as specified by relevant legislation are identified and managed appropriately.
6 Analyse the responsibilities and liabilities of access consultants and building certifiers and develop effective working relationships.	6.1 ***Responsibilities*** and liabilities of access consultants are evaluated and documented. 6.2 The statutory duties, responsibilities and liabilities of building certifiers as specified by relevant legislation are evaluated and documented. 6.3 Strategies for establishing and building effective working relationships between access consultants and building certifiers are developed and implemented.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- Australian legal system
- building and construction terminology and definitions

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- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- industry codes of practice and ethics
- legal terminology and definitions
- limitations of work role, responsibility and professional abilities
- networking and building relationships
- organisational and professional procedures and business standards
- processes and procedures used in standard court operations
- processes for preparing and administering documentation
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- research methodologies and analytical processes

role, responsibilities and powers of building certifiers.

Required skills and attributes include:

- analytical skills to:
  - analyse, evaluate and apply legislative requirements pertaining to disability access
  - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - analyse and evaluate how environmental barriers impact on people with disabilities
  - analyse and evaluate examples of civil action relevant to the provision of access
  - evaluate the responsibilities and powers of building certifiers as specified by legislation
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply disability awareness to work processes
  - apply current Australian building codes, standards, regulations and practices
- communication skills to:
  - explain clearly information on issues relating to the provision of access
  - explain clearly information on legislation relating to the provision of access, and the relationship between the various pieces of legislation
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
  - develop and maintain professional relationships and networks
  - use workplace equipment and communication methods
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and legal cases on the provision of access
- organisational skills to:
  - prepare and manage documentation
  - develop and implement organisational policies and procedures

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- interpersonal skills to:
  - adapt to new workplace situations
  - analyse own work practices and process outcomes critically
  - consult and provide advice in a sensitive and appropriate manner
  - facilitate change for greater awareness of disability access
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- research and evaluation skills to:
  - source, analyse and evaluate building legislative requirements
  - source, analyse and evaluate legislative requirements for the provision of access.
  -

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - researching, analysing and evaluating building and anti-discrimination legislation for the provision of access to large-scale buildings
  - analysing the industry codes of practice and applying them to personal work situation
  - gathering appropriate evidence on non-compliance issues and preparing the relevant documentation for review by a building

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certifier
- researching and analysing the responsibilities of building certifiers to ensure the provision of access to large-scale buildings
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Code of practice may relate to:

- maintaining confidentiality
- use of organisational property
- duty of care
- individual behaviour
- non-discriminatory practices
- ethical conduct
- clear communication of services offered and fee for services

clear negotiation of fees.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- occupational health and safety policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- quality assurance and procedures manuals
- privacy and confidentiality policies and

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procedures
- records and information management systems and processes

style guides and other guides used to prepare documents.

Responsibilities may include:

- working within own areas of competence
- working within the law
- maintaining a duty of care at all times in professional dealings
- providing contracted services to the standard specified in a timely and professional manner
- adhering to and implementing relevant industry codes of practice and ethics

participating in continuous professional development programs.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5006A Apply ergonomic principles to accessible building design and fitout

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to use knowledge of human movement and the skills required to determine human posture and body strength and apply this information to the design of the environment in which people live and work.

The unit covers the application of basic ergonomic data derived from a defined human population to the design of accessible workplaces and living spaces. The design of accessible workplaces will maximise the sequencing of tasks to ensure body movements are efficient in terms of the conservation of work.

The measurement of the components of ergonomic competence of individuals and the application of this information to the design of an accessible environment required by the individual shall be demonstrated.

Application of the Unit

Application of the unit

This unit of competency supports a number of access consulting services associated with the design and fitout of accessible buildings and the accessibility of the built environment.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine the range of human posture and body strength values within a defined population.	1.1 Key ***working postures*** of the human body are identified accurately. 1.2 Appropriate methodology for measuring key ***ergonomic features*** is selected. 1.3 ***Ergonomic data*** is recorded in a recognised format appropriate for retrieval and statistical analysis in accordance with ***organisational requirements***.
2 Compare ergonomic data used in published architectural design documents with ergonomic data derived through measurement of a defined population.	2.1 ***Published architectural design data*** is compared and verified against ergonomic data derived through measurement of a defined population. 2.2 Ergonomic data that proves different to published architectural design data is analysed to assess the extent of difference, possible causes for the difference and likely consequences of altering published architectural design data.
3 Apply the principles of ergonomics to the design of workplaces.	3.1 The work processes undertaken in various locations are analysed to determine economical task sequencing. 3.2 Facilities are designed to locate the most essential elements in close proximity to support their functionality.
4 Identify the critical ergonomic features impacting on the ability of a person with a disability to work and function independently.	4.1 The level of functioning of a person with a disability is determined in consultation with the client. 4.2 Ergonomic features relevant to the ability of a person with a disability to work and function independently are identified in consultation with the client, using ergonomic methodology in accordance

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ELEMENT	PERFORMANCE CRITERIA
	with organisational requirements.
	4.3 Situations requiring specialist advice are identified and assistance is sought as required in accordance with organisational requirements.
	4.4 Appropriate strategies for maximising the ability of a person with a disability to work and function independently are identified.
	4.5 Identified strategies are communicated to the appropriate people for the design, construction and fitout of the client's premises.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- anatomical terminology
- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- human anatomy
- ergonomic principles
- industry codes of practice and ethics
- international codes, standards, regulations and practices
- limitations of work role, responsibility and professional abilities
- normal population variance
- occupational health and safety (OHS) legislation and procedures
- processes for interpreting reports, working drawings and specifications
- preparation of research findings
- principles of design relating to accessible buildings and fitouts
- principles of safe and efficient workplace design
- principles of task sequencing for energy conservation
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- research methodologies and analytical processes
- statistical parameters of a normally distributed population
- relevant terminology and definitions in hazard identification.

Required skills and attributes include:

- analytical skills to:

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  - analyse, evaluate and apply legislative requirements pertaining to disability access
  - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - analyse and evaluate how environmental barriers impact on people with disabilities
- application skills to:
  - apply relevant anti-discrimination and building legislation
  - apply relevant industry codes of practice and ethics, and other legislative requirements to work processes
  - apply disability awareness to work processes
  - apply current Australian and international building codes, standards, regulations and practices
- communication skills to:
  - explain clearly the findings of ergonomic data analysis and the relevance of the findings to ensuring appropriate access
  - explain clearly information on issues and legislation relating to the provision of access
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
  - use workplace equipment and communication methods
- literacy and numeracy skills to:
  - assess and use workplace information
  - measure ergonomic features of a defined population and record data
  - read and interpret statistical data
- organisational skills to:
  - coordinate data collection of defined populations
  - prepare and manage documentation
  - collect, store and retrieve data for analysis and reporting
  - develop and implement organisational policies and procedures
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
  - consult and provide advice in a sensitive and appropriate manner
  - facilitate change for greater awareness of disability access
  - analyse own work practices and process outcomes critically
  - engage colleagues and share disability access knowledge
  - adapt to new workplace situations
- research and evaluation skills to:
  - source, analyse and evaluate published architectural design data
  - source, analyse and evaluate legislative requirements for the provision of access
- technical skills to:
  - determine the normality of population variance

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- determine human movement, reach range and strength
- determine the statistical parameters of a normal population distribution.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	• A person who demonstrates competency in this unit must be able to provide evidence of: • recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment • interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have • measuring anatomical features and recording ergonomic data accurately in preparation for analysis • analysing ergonomic data using appropriate statistical methodologies • conducting comparative analysis between ergonomic data derived from defined populations and published architectural design data • identifying accurately ergonomic features that impact on the ability of a person with disabilities to work and function independently • applying organisational management policies and procedures, including quality assurance requirements.
Context of and specific	• Resource implications for assessment include:

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resources for assessment	• a registered provider of assessment services
	• competency standards
	• assessment materials and tools
	• suitable assessment venue/equipment
	• workplace documentation
	• candidate special requirements
	• cost and time considerations.
	• Validity and sufficiency of evidence requires that:
	  • competency will need to be demonstrated over a period of time reflecting the scope of the role
	  • where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
	  • all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
	  • where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
	  • assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Working posture is defined as:	• the posture a person adopts when performing a particular task, determined by the relationship

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between the dimensions of the person's body and the dimensions of the various items in his/her workplace.

Ergonomic features may include:

- body clearances
- reach ranges
- zones of convenient reach
- joint ranges
- working posture
- vision - head and neck posture
- working height
- posture and strength.

Ergonomic data applies to:

- the data derived from the measurement of ergonomic features.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- OHS policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and procedures manuals
- records and information management systems and processes

style guides and other guides used to prepare documents.

Published architectural design data may be included

- Australian standards
- international standards

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in:

- Building Code of Australia
- professional journals and manuscripts.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5007A Apply mechanics of human body functions to accessible building design and fitout

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to apply knowledge of human anatomy, body function and the functional limitations that result from impairment of the various body systems to the design of an accessible environment.

The application of this unit requires knowledge of human anatomy including the brain and nervous system, the musculoskeletal system, the eye and the ear. Knowledge of the consequences of dysfunction of the various body systems will be necessary for the access consultant to provide advice on appropriate design solutions for achieving an accessible environment.

The access consultant may work alone or contribute to a team.

Application of the Unit

Application of the unit

This unit of competency supports a number of access consulting services associated with the design and fitout of accessible buildings and the accessibility of the built environment.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine the level of impairment in human anatomy and body function within a defined population.	1.1 Key ***functional systems of the human body*** are identified accurately. 1.2 Appropriate ***terminology for describing impairment of key body functions*** is selected and applied. 1.3 The relationship between ***impairment***, ***disability*** and ***handicap*** is recognised. 1.4 Extent of impairment in a defined population is recorded in a recognised format for retrieval and statistical analysis in accordance with organisational requirements.
2 Analyse the impact of anatomical and functional impairment of the musculoskeletal system on the mobility needs of a defined population, and the consequences for accessible design.	2.1 Published ***accessibility design data for mobility*** is assessed against anatomical and functional impairment data for its ability to meet the mobility needs of the defined population. 2.2 Data on ***anatomical and functional impairment of the musculoskeletal system*** for a defined population is compared with published accessibility design data to identify any differences in mobility needs and the extent of those differences. 2.3 Possible causes for the difference between the defined population and the published accessibility design data are identified, and the likely consequences of altering published accessibility design data are assessed.
3 Analyse the impact of anatomical and functional impairment of the eye and vision system on the wayfinding needs of a	3.1 Published ***accessibility design data for wayfinding*** is assessed against ***anatomical and functional impairment of the eye and vision system*** data for its ability to meet the wayfinding needs of the defined population. 3.2 Data on anatomical and functional impairment of

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ELEMENT	PERFORMANCE CRITERIA
defined population and the consequences for accessible design.	the eye and vision system for a defined population is compared with published accessibility design data to identify any differences in mobility needs and the extent of those differences. 3.3 Possible causes for the difference between the defined population and the published accessibility design data are identified, and the likely consequences of altering published accessibility design data are assessed.
4 Analyse the impact of anatomical and functional impairment of the ear and auditory system on the communication needs of a defined population and the consequences for accessible design.	4.1 Published ***accessibility design data for communication*** is assessed against ***anatomical and functional impairment of the ear and auditory system*** data for its ability to meet the communication needs of the defined population. 4.2 Data on anatomical and functional impairment of the ear and auditory system for a defined population is compared with published accessibility design data to identify any differences in mobility needs and the extent of those differences. 4.3 Possible causes for the difference between the defined population and the published accessibility design data are identified, and the likely consequences of altering published accessibility design data are assessed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- anatomical terminology
- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- human anatomy, body systems and functions
- industry codes of practice and ethics
- international codes, standards, regulations and practices
- limitations of work role, responsibility and professional abilities
- normal population variance
- occupational health and safety legislation and procedures
- processes for interpreting reports, working drawings and specifications

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- preparation of research findings
- principles of design relating to accessible buildings and fitouts
- principles of safe and efficient workplace design
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- research methodologies and analytical processes
- statistical parameters of a normally distributed population
- relevant terminology and definitions in hazard identification.

Required skills and attributes include:

- analytical skills to:
  - analyse, evaluate and apply legislative requirements pertaining to disability access
  - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - analyse and evaluate how environmental barriers impact on people with disabilities
  - interpret and analyse routine and non-routine situations to establish suitable methods of reporting
- application skills to:
  - apply relevant anti-discrimination and building legislation
  - apply relevant industry codes of practice and ethics, and other legislative requirements to work processes
  - apply disability awareness to work processes
  - apply current Australian and international building codes, standards, regulations and practices
- communication skills to:
  - explain clearly the findings from data analysis on human body functions and the relevance of the findings to ensuring appropriate access
  - explain clearly information on issues and legislation relating to the provision of access
  - consult effectively with colleagues and other experts
  - impart knowledge and ideas through oral, written and visual means
  - use workplace equipment and communication methods
- literacy and numeracy skills to:
  - assess and use workplace information
  - measure anatomical and functional impairment and record data
  - read and interpret statistical data
- organisational skills to:
  - coordinate data collection of defined populations
  - prepare and manage documentation
  - collect, store and retrieve data for analysis and reporting
  - develop and implement organisational policies and procedures
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range

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of physical and mental abilities
  - consult and provide advice in a sensitive and appropriate manner
  - facilitate change for greater awareness of disability access
  - analyse own work practices and process outcomes critically
  - engage colleagues and share disability access knowledge
  - adapt to new workplace situations
- research and evaluation skills to:
  - source, analyse and evaluate published architectural design data
  - source, analyse and evaluate legislative requirements for the provision of access
- technical skills to determine:
  - the normality of population variance
  - human body dysfunction and ability
  - design solutions to overcome environmental barriers for the full range of disabilities and increase the ability of people to work and function in the community
  - the statistical parameters of a normal population distribution.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• A person who demonstrates competency in this unit must be able to provide evidence of:
	  • recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
	  • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
	  • interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
	  • identifying functional systems of the human body

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and their behaviour, and recording data accurately in preparation for analysis
- analysing human body systems data using appropriate statistical methodologies
- conducting comparative analysis on anatomical and impairment data of human body systems derived from defined population and published accessibility design data
- identifying design solutions to architectural barriers that impact on people with impairment of body systems
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Functional systems of the human body include:

- musculoskeletal
- nervous
- circulatory
- respiratory
- digestive
- urinary
- endocrine
- eyes and vision
- ears and auditory
- nose and olfactory.

Terminology for describing impairment of key body functions may include:

- musculoskeletal system
  - arthritis
  - rheumatism
  - osteoporosis
  - brittle bones (Osteogenesis imperfecta)
  - muscular dystrophy

Duchenne disease

Landouzy-Dejerine disease

Myotonic dystrophy

- repetitive strain injury
- fractures
- amputation
- arthrogryposis multiplex congenita
- contracture
- achondroplasia (Dwarfism)
- myasthenia gravis
- osteomyelitis
- Paget's disease
- spondylitis (ankylosis)

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- nervous system
  - cerebral palsy
  - epilepsy
  - poliomyelitis
  - multiple sclerosis
  - motor neurone disease
  - Parkinson's disease
  - Friedreich's ataxia
  - Alzheimer's disease
  - spina bifida
  - spinal injury (paraplegia and quadriplegia)
  - head injuries
  - amyotrophic lateral sclerosis
  - aphasia
  - ataxia
  - athetosis
  - benign congenital hypotonia
  - encephalitis
  - hemiplegia and monoplegia
  - Huntington's chorea
  - hydrocephalus
  - syringomyelia
- intellectual and mental disorders
  - Down syndrome
  - autism
  - low intellectual development
  - schizophrenia and delusional disorders
  - anxiety disorders

obsessive-compulsive disorder

phobias

post-traumatic stress disorder

  - bipolar disorder
  - depression and mania
  - dissociative disorders (e.g. amnesia)
  - hypochondriasis
  - psychosomatic disorders
  - suicidal behaviour
- circulatory system

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- haemophilia
- arterial sclerosis
- chronic cardiac congestion
- venous disorders
- cerebral haemorrhage
- cardiac failure
- sickle cell anaemia

- respiratory system
  - cystic fibrosis
  - asthma
- digestive system
  - bowel movement disorders
  - tumours
- urinary system
  - chronic infection
  - urinary incontinence
- endocrine system
  - diabetes
  - hypothyroidism
  - gout
- eyes and vision
  - loss of central vision (e.g. macular degeneration)
  - loss of parts of visual field (e.g. diabetic retinopathy)
  - loss of peripheral vision (e.g. glaucoma)
  - loss of contrast vision (e.g. cataract)
  - blindness
  - colour deficiency
- ears and auditory system
  - hearing loss

otosclerosis

noise-related

age-related

- deafness

perforation of the eardrum

cochlear damage

auditory nerve damage

- middle and inner ear disorders

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	Meniere's disease tinnitus vertigo.
Impairment refers to:	• medical condition and diagnosis.
Disability refers to:	• loss of function due to medical condition.
Handicap refers to:	• environmental impact due to loss of function.
Accessibility design data for mobility may include:	• Building Code of Australia (BCA) • Disability Discrimination Act (DDA) • DDA Premises Standard • AS1428 Part 1 • architectural data publications • international codes, standards, regulations and practices.
Anatomical and functional impairment of the musculoskeletal system may include:	• amputation • arthritis • brittle bones • fractures • muscular dystrophy • osteoporosis • repetitive strain injury • rheumatism.
Accessibility design data for wayfinding may include:	• BCA • DDA • DDA Premises Standard • AS1428 Part 4 • architectural data publications • international codes, standards, regulations and practices.
Anatomical and functional impairment of the eye and vision system may include:	• blindness • colour deficiency • low vision.
Accessibility design data for communication may include:	• BCA • DDA • DDA Premises Standard • AS1428 Part 5 • architectural data publications • international codes, standards, regulations and practices.

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Anatomical and functional impairment of the ear and auditory system may include:	• deafness • low hearing • Meniere's disease.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5008A Assess the construction of existing buildings and new building work required to be accessible

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to interpret the construction methods of existing buildings and new building work to ensure the provision of access. It includes the identification and evaluation of appropriate construction methods in accordance with relevant building legislation. Construction methods are assessed to provide the basis for determining recommendations for appropriate alternatives to building renovations.

This unit is based on BCGSV5001A Assess the construction of domestic scale buildings.

Application of the Unit

Application of the unit

This unit of competency supports a number of access consulting services where there is a breadth, depth and complexity of tasks and often the requirement to make decisions and provide recommendations involving non-routine situations. These access consulting services include conducting building access audits, assessing building plans, providing advice on building renovations and serving on a Building Code of Australia (BCA) Access Panel.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research compliance with building and planning legislation for building access.	1.1 Effects of planning and construction legislation are investigated, interpreted and communicated to others throughout the design and construction of the building project. 1.2 Planning and construction effects of the BCA and construction requirements of relevant Australian standards on access are researched and documented. 1.3 Effects of state and territory legislation, local government and service supply authorities on design and construction for the provision of access are researched and documented. 1.4 Methods of construction and ***methods of classification*** are identified and evaluated.
2 Record all relevant planning and construction information.	2.1 Building planning and construction information is determined and recorded using appropriate industry terminology and symbols. 2.2 All ***salient features*** of a site concerning access, sufficient for the preparation of design and construction documents, are recorded.
3 Investigate and evaluate a site for the construction of an accessible building.	3.1 Types and principles of construction relevant to design and construction are identified and evaluated according to ***relevant building legislation***. 3.2 Structural systems commonly used in buildings are reviewed and those relevant to the site are identified.
4 Inspect the construction site at appropriate intervals.	4.1 The project plan is obtained from the principal contractor in accordance with ***organisational requirements***. 4.2 Trade sequencing points appropriate to the provision of access within buildings are identified

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ELEMENT	PERFORMANCE CRITERIA
	and documented. 4.3 Access to the construction site is negotiated with the principal contractor in accordance with organisational requirements. 4.4 The construction is inspected at appropriate trade sequencing points in accordance with organisational requirements.
5 Evaluate construction standards and practices for access compliance.	5.1 Standards and practices for claddings, linings, finishes and coatings associated with buildings are identified and evaluated. 5.2 Standards and practices for window, door and joinery fabrication and installation are identified and evaluated. 5.3 Basic principles and integration of building services into the building are identified and evaluated. 5.4 Structural principles of loads, forces, stresses and strains applied in the design and construction of buildings are identified and evaluated. 5.5 Construction standards and practices for the installation of the building services are identified and evaluated. 5.6 Construction standards and practices relating to stair, balustrade and handrail construction are identified and evaluated. 5.7 Alternative approaches to construction are evaluated for access in accordance with relevant building legislation.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- behaviour of structural members undergoing stress, strain, compression or bending
- commonwealth, state and territory anti-discrimination legislation and regulations
- design and construction principles of buildings
- disability awareness

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- industry codes of practice and ethics
- international codes, standards, regulations and practices
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety (OHS) legislation and procedures
- processes for interpreting reports, working drawings and specifications
- processes for preparing and administering documentation and reports
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- research methodologies and analytical processes
- role, responsibilities and powers of building certifiers
- relevant terminology and definitions in hazard identification.

Required skills and attributes include:

- analytical skills to:
  - analyse, evaluate and apply legislative requirements pertaining to disability access
  - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - analyse and evaluate how environmental barriers impact on people with disabilities
  - interpret and analyse routine and non-routine situations to establish suitable methods of reporting
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply disability awareness to work processes
  - apply current Australian and international building codes, standards, regulations and practices
- communication skills to:
  - explain clearly information on issues relating to the provision of access
  - explain clearly information on legislation relating to the provision of access, and the relationship between the various pieces of legislation
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
  - develop and maintain professional relationships and networks
  - use workplace equipment and communication methods
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
  - consult and provide advice in a sensitive and appropriate manner
  - facilitate change for greater awareness of disability access
  - analyse own work practices and process outcomes critically
  - engage colleagues and share disability access knowledge
  - adapt to new workplace situations

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- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation
- organisational skills to:
  - prepare and manage documentation
  - develop and implement organisational policies and procedures
- research and evaluation skills to:
  - source, analyse and evaluate building legislative requirements
  - source, analyse and evaluate legislative requirements for the provision of access.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - interpreting accurately construction methods used in existing buildings and new building work required to be accessible and documenting the findings
  - identifying appropriate construction methods that comply with relevant building legislation
  - complying with OHS regulations applicable to

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workplace operations
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Methods of classification are:	• described in Part A of the BCA.
Salient features may include:	• topography • supply of services (e.g. water and sewerage) • easements.
Relevant building legislation may include:	• Australian standards • BCA • Disability Discrimination Act (DDA) • DDA Premises Standard • DDA Transport Standard • international codes, standards, regulations and practices • local government regulations • state and territory building legislation.
Organisational requirements may be outlined and reflected in:	• access and equity policy, principles and practices • business and performance plans • client service policies, procedures and standards • codes of conduct and codes of practice • communication channels and reporting procedures • communication of services offered • complaint and dispute resolution procedures • compliance with legislation, codes and workplace standards • continuous improvement processes and standards • defined resource parameters • duty of care • employer and employee rights and responsibilities • ethical standards • legal policies and guidelines • OHS policies, procedures and programs • organisational mission statement, goals, objectives, plans, systems and processes • policies and procedures relating to the setting of fees and the negotiation and management of contracts • policies and procedures relating to own role, responsibilities and delegation • privacy and confidentiality policies and procedures

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- quality assurance and procedures manuals
- records and information management systems and processes
- style guides and other guides used to prepare documents.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5009A Evaluate materials for the construction of buildings for access

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to evaluate and select materials for buildings in accordance with the specific requirements for access. The unit relates to the use of a range of building materials including concrete, glass, timber, plastic and plasterboard.

This unit is based on BCGSV5002A Evaluate materials for construction of domestic scale buildings.

Application of the Unit

Application of the unit

This unit of competency supports a number of access consulting services where there is a breadth, depth and complexity of tasks and often the requirement to make decisions and provide recommendations involving non-routine situations. These access consulting services include conducting building access audits, assessing building plans, developing designs for accessible buildings and serving on a Building Code of Australia Access Panel.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse building materials' performance.	1.1 Properties of materials are analysed and selected for performance. 1.2 Quality standards and performance of materials are identified in accordance with the specific requirements for access. 1.3 ***Methods of testing materials*** are recorded and the product data sheets are reviewed. 1.4 ***Visual characteristics of materials*** are identified and recorded. 1.5 Compatibility of materials and their performance are identified and documented.
2 Investigate suitability of materials for buildings.	2.1 Samples of commonly used construction materials are identified and selected for investigation according to their purpose and standard work practices. 2.2 Materials identified as structurally adequate are selected in accordance with the specific requirements for access. 2.3 Materials of a required fire resistance are selected in accordance with the specific requirements for access. 2.4 Materials considered cost effective are selected in accordance with manufacturers' specifications. 2.5 Materials for a given application are selected according to the specific requirements for access.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation and regulations
- design, structural and construction principles of buildings
- disability awareness
- environmental issues impacting on material selection
- grading processes and grade markings used to categorise timber and timber products
- international codes, standards, regulations and practices
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety legislation and procedures
- processes for interpreting reports, working drawings and specifications
- processes for preparing and administering documentation and reports
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- research methodology and analytical processes
- relevant terminology and definitions in hazard identification.

Required skills and attributes include:

- analytical skills to:
  - analyse, evaluate and apply legislative requirements pertaining to disability access
  - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - analyse and evaluate how environmental barriers impact on people with disabilities
  - interpret and analyse routine and non-routine situations to establish suitable methods of reporting
- application skills to:
  - apply relevant anti-discrimination and building legislation
  - apply industry building codes of practice and ethics and other legislative requirements to work processes
  - apply disability awareness to work processes
  - apply current Australian and international building codes, standards, regulations and practices
- communication skills to:
  - explain clearly information on issues relating to the provision of access
  - explain clearly information on legislation relating to the provision of access and the relationship between the various pieces of legislation
  - consult effectively with clients and colleagues

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- impart knowledge and ideas through oral, written and visual means
- use workplace equipment and communication methods

- literacy skills to:
  - assess and use workplace information
  - read and interpret plans, specifications and structural drawings
  - read and interpret manufacturers' specifications
- organisational skills to:
  - prepare and manage documentation
  - develop and implement organisational procedures
  - plan and schedule investigation and analysis of buildings
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
  - consult and provide advice in a sensitive and appropriate manner
  - facilitate change for greater awareness of disability access
  - analyse own work practices and process outcomes critically
  - engage colleagues and share disability access knowledge
  - adapt to new workplace situations
- research and evaluation skills to:
  - source, analyse and evaluate building legislative requirements
  - source, analyse and evaluate other legislative requirements for the provision of access.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• A person who demonstrates competency in this unit must be able to provide evidence of:
	  • recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
	  • interpreting accurately the impacts of the full range of disabilities and the limitations that each

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disability places on the individual's ability to access the environment
- interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
- evaluating and selecting a range of building materials for the construction of accessible buildings
- identifying materials to address specific requirements for access
- applying organisational management policies and procedures, including quality assurance requirements where appropriate.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Methods of testing materials may include:	• slip resistance • surface roughness • compatibility of materials, including galvanic effect • fire resistance • impact resistance.
Visual characteristics of materials may include:	• luminance • glare index • colour.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5010A Provide access advice on the design of the built environment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to provide advice on the design of the built environment, including new building work, aged care facilities, educational facilities, streetscapes, landscapes and playgrounds and the accessibility of facilities of national parks. The access consultant must ensure that the project plans provide adequate access for people with disabilities. The accessible design may cover new and future building work or renovations to an existing built environment.

Access consultants need to know and apply access requirements in the Disability Discrimination Act (DDA) Premises Standard, the DDA Transport Standard, the DDA Education Standard, the Building Code of Australia (BCA) and relevant Australian standards in the preparation of design plans that meet the access needs of people with disabilities. The ability to research access solutions where the Deemed-to-Satisfy (DTS) requirements do not provide appropriate access is important.

Some categories of design work are covered by various state and territory legislation and regulations. People seeking to work as designers of the built environment should ensure that they meet the relevant legislative and regulatory requirements for the jurisdiction in which they seek to operate. This unit focuses on ensuring access issues are incorporated into the design process.

Application of the Unit

Application of the unit

This unit of competency supports two of the access consulting services where there is a breadth, depth and complexity of tasks and often the requirement to make decisions and provide recommendations involving non-routine situations. These access consulting services are providing advice on building renovations and developing designs for accessible buildings.

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine the aspect of the built environment requiring access advice.	1.1 The nature of the client's request for advice on an aspect ***of the built environment*** is clarified. 1.2 The capability to provide the proposed service is assessed against personal and organisational competencies. 1.3 Authority to proceed is negotiated with client and documented in accordance with ***organisational requirements***.
2 Establish client relationship.	2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and ***legislative requirements***. 2.2 A ***client brief*** providing the required level of detail is requested and obtained in accordance with organisational requirements. 2.3 ***Site access arrangements*** are negotiated and ***relevant person*** is identified in accordance with client, organisational and legislative requirements. 2.4 Copies of all relevant plans and associated documentation pertinent to the project are obtained.

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ELEMENT	PERFORMANCE CRITERIA
3 Source appropriate legislative and reference documents relating to the proposed project.	3.1 The ***legislative framework*** governing the particular project is identified and relevant legislative references are accessed. 3.2 The existence of relevant legislative references pertaining to disability access is identified and relevant legislative references are accessed. 3.3 Recognised publications are researched to identify specific disability access guidance relevant to the particular project, particularly in the absence of specific guidance. 3.4 Implications for the project of the identified disability access regulations and specific disability guidance ideas are determined and documented.
4 Provide advice to client.	4.1 A comprehensive report on design advice is prepared for the client in accordance with contractual arrangements and organisational requirements. 4.2 Risks associated with the specific disability access guidance derived from recognised publications in the absence of legislative guidance are highlighted in the report. 4.3 The design advice report documentation is presented to the client and risks are explained in detail to ensure client understanding. 4.4 A copy of the design advice report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- anthropometric principles of accessible building design and fitout
- commonwealth, state and territory anti-discrimination legislation and regulations
- structural and construction principles of buildings
- disability awareness

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- efficient and effective customer service
- ergonomic principles of accessible building design and fitout
- functional systems of the human body
- industry codes of practice and ethics
- international codes, standards, regulations and practices
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures and business standards
- principles of design relating to accessible buildings and fitouts
- principles of risk management
- processes for recording data and administering records
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- report writing
- research methodology and analytical processes.

Required skills and attributes include:

- analytical skills to:
  - analyse, evaluate and apply legislative requirements pertaining to disability access
  - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - analyse and evaluate how environmental barriers impact on people with disabilities
  - analyse situations where the DTS requirements do not provide appropriate access
  - interpret and analyse routine and non-routine situations to establish suitable methods of reporting
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply disability awareness to work processes
  - apply current Australian and international building codes, standards, regulations and practices
- communication skills to:
  - obtain information from the client on their requirements for design advice and the extent of the expected advice
  - explain clearly information on issues and legislation relating to access provision
  - impart knowledge and ideas through oral, written and visual means
  - use workplace equipment and communication methods
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
  - consult and provide advice in a sensitive and appropriate manner
  - facilitate change for greater awareness of disability access
  - analyse own work practices and process outcomes critically
  - engage colleagues and share disability access knowledge

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  - participate in a team environment to complete tasks
  - adapt to new workplace situations
- literacy skills to:
  - assess and use workplace information
  - read and interpret legislation and design reference documents on the provision of access
- organisational skills to:
  - prepare and manage documentation
  - plan and organise site access arrangements
  - collect, store and retrieve data for inclusion in a report to the client
  - develop and implement organisational policies and procedures
- report-writing skills to:
  - prepare a report on design advice to meet the contractual requirements of the client
  - prepare a report on design advice that meets organisational requirements
- research and evaluation skills to:
  - source, analyse and evaluate articles on the provision of disability access for specific circumstances
  - source, analyse and evaluate legislative requirements for the provision of access.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• A person who demonstrates competency in this unit must be able to provide evidence of:
	  • recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
	  • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
	  • interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might

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have
- integrating an understanding of disability awareness into the provision of advice on design and access compliance
- communicating effectively with clients to establish their requirements for access advice
- identifying and applying relevant building and anti-discrimination legislation when providing access advice on the design of the built environment
- using effective research methodology and analysis techniques to inform the provision of advice on access
- preparing an access report that complies with legislative requirements and fulfils contractual requirements
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency

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demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:
- regulatory authority
- design team head contractor

owner, manager and developer.

Aspect of the built environment may include:
- new building work
- renovations to existing buildings
- landscape features and

streetscapes.

Organisational requirements may be outlined and reflected in:
- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- occupational health and safety (OHS) policies, procedures and programs

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- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and procedures manuals
- records and information management systems and processes

style guides and other guides used to prepare documents.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
  - OHS
  - building
  - environmental
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian standards
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Client brief will include:

- written instructions detailing requirements of the access consultant
- any relevant existing documentation.

Site access arrangements may include:

- access and egress points
- keys, passes and security clearances
- OHS requirements, including personal protective equipment
- timing of access.

Relevant person may include:

- identified contact
- owner and manager
- site supervisor.

Legislative framework may include:

- Australian standards
- BCA
- DDA Education Standard
- DDA Premises Standard
- DDA Transport Standard

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- international codes and standards
- traffic engineering
- transport
- playground
- heritage
- OHS
- national parks and wildlife.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5011A Prepare a concept design for accessible building work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to prepare a concept design to ensure that the building work provides adequate access for people with disabilities. The concept design should be appropriate and relevant to the nature of the design project. It should portray a design idea that enables the designer to investigate and communicate at a very general level the overall nature of the project. The concept design must clearly illustrate any client requests such as construction methodology and space allocation while ensuring that the development will provide adequate access for people with disabilities.

Access consultants need to know the access requirements of the Disability Discrimination Act (DDA) Premises Standard, the DDA Transport Standard, the DDA Education Standard, the Building Code of Australia (BCA) and relevant Australian standards in order to create concept designs for accessible buildings. They must be able to communicate with the client to elicit the purpose and function of the proposed building, and determine their needs and any limitations that impact on the design.

Application of the Unit

Application of the unit

This unit of competency supports several access consulting services where there is a breadth, depth and complexity of tasks and often the requirement to make decisions and provide recommendations involving non-routine situations. These access consulting services are providing advice on building renovations and renovations to private dwellings, and developing designs for accessible buildings.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess client requirements.	1.1 Client's ***aspirations*** for the development project are elicited and confirmed using effective ***interpersonal skills and communication techniques*** in accordance with ***organisational requirements***.
	1.2 Design consequences of the client's aspirations are evaluated.
	1.3 The impact of the class of development is determined in accordance with ***relevant legislation***.
	1.4 ***Legislative requirements for access*** are determined in accordance with the class of development.
2 Assess access limitations imposed by the development.	2.1 Topographical limitations to accessible design are identified and documented.
	2.2 ***Limitations*** to accessible design due to existing conditions are identified and documented.
3 Create concept design.	3.1 Initial ***concept design*** drawings portraying ***design features*** that reflect the client's aspirations are prepared.
	3.2 The concept design is reviewed with ***appropriate person(s)*** in accordance with organisational requirements.
	3.3 Feedback received from the review process is incorporated into the concept drawings.
4 Discuss concept design with client.	4.1 Concept design drawings are presented to the client and the rationale for the design features are presented

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ELEMENT	PERFORMANCE CRITERIA
	in relation to the client's aspirations. 4.2 The concept design is discussed with the client and agreed ideas are incorporated progressively. 4.3 The concept design is reviewed in accordance with legislative requirements to ensure required disability access is provided.
5 Distribute and store documentation.	5.1 Final agreed concept design drawings are prepared for the client in accordance with contractual arrangements and organisational requirements. 5.2 The design drawings and associated documentation are forwarded to the client in accordance with contractual arrangements. 5.3 A copy of the design drawings and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- anthropometric principles of accessible building design and fitout
- commonwealth, state and territory anti-discrimination legislation and regulations
- designs for the creative use of space
- structural and construction principles of buildings
- disability awareness
- efficient and effective customer service
- ergonomic principles of accessible building design and fitout
- functional systems of the human body
- industry codes of practice and ethics
- international codes, standards, regulations and practices
- limitations of work role, responsibility and professional abilities
- measurements and calculations
- organisational and professional procedures and business standards
- principles of design relating to accessible buildings and fitouts
- principles of risk management

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- processes for recording data and administering records
- processes for reading and interpreting plans, working drawings and specifications
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- report writing

research methodology and analytical processes.

Required skills and attributes include:

- analytical skills to:
  - analyse, evaluate and apply legislative requirements pertaining to disability access
  - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - analyse and evaluate how environmental barriers impact on people with disabilities
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply disability awareness to work processes
  - apply current Australian and international building codes, standards, regulations and practices
- communication skills to:
  - obtain information from the client on their aspirations for the project and provide advice on the design consequences
  - explain clearly information on issues and legislation relating to the provision of access
  - impart knowledge and ideas through oral, written and visual means
  - use workplace equipment and communication methods
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
  - consult and provide advice in a sensitive and appropriate manner
  - facilitate change for greater awareness of disability access
  - analyse own work practices and process outcomes critically
  - engage colleagues and share disability access knowledge
  - adapt to new workplace situations
- literacy skills to:
  - assess and use workplace information
  - read and interpret legislation that could impact on the proposed design
- organisational skills to:
  - prepare and manage documentation

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- develop communication strategies that ensure that the client is kept informed during the design process
- collect, store and retrieve data for inclusion in the documentation provided to the client
- develop and implement organisational policies and procedures

- technical skills to:
  - develop designs that respond creatively to the client's requirements.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - integrating an understanding of disability awareness into the concept design for the provision of access
  - communicating effectively with clients to establish their design requirements for access
  - identifying and applying relevant building and anti-discrimination legislation to ensure access
  - preparing a concept design that complies with legislative requirements and fulfils contractual requirements

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- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Aspirations may include:

- purpose and function
- financial return
- general aesthetics of the building
- impact of landscaping.

Interpersonal skills and communication techniques may include:

- active listening to clarify and confirm understanding
- control of tone of voice and body language
- culturally aware/sensitive use of language and concepts
- demonstrating flexibility and a willingness to negotiate
- presenting options and consequences
- providing constructive feedback
- reflection
- seeking feedback to confirm understanding of needs
- summarising and paraphrasing to check understanding
- using effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
- using language that is:
  - accurate, articulate and concise
  - positive, confident and cooperative
  - verbal or non-verbal.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines

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- occupational health and safety policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and procedures manuals
- records and information management systems and processes
- style guides and other guides used to prepare documents.

Relevant legislation may include:

- town planning requirements:
  - traffic control
  - car parking
  - building heights
  - landscaping
  - heritage
  - signage
- environmental considerations
- building legislation.

Legislative requirements for access may include:

- Australian standards
- BCA
- DDA Education Standard
- DDA Premises Standard
- DDA Transport Standard
- local government building regulations
- state and territory building legislation.

Limitations may include:

- easements
- availability of services e.g. area without sewers
- placement of existing services e.g. water mains, sewers and stormwater drains
- soil type

presence of hidden rock.

Concept designs should be:

- inclusive - capable of addressing the multiple issues of the design project
- visually descriptive - powerful enough to guide the development of full design documentation
- adaptable - flexible enough to accept change
- sustainable - able to endure manipulations and

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	transformations during the design process without a loss of identity.
Design features may include:	• horizontal and vertical functional zoning • zoning of degrees of privacy • horizontal and vertical circulation • site conditions and context • spatial hierarchy and relationships • geometric properties • natural and artificial lighting conditions • structure and enclosure.
Appropriate person may include:	• another member of the design team • business partner or colleague • staff member.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5012A Prepare a design brief for accessible building work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to prepare a design brief to ensure that the building work provides adequate access for people with disabilities. The design brief must be in writing and identify the intended site, construction methodology, materials and interior finishes, allocation of space, and specific fixtures, fittings and furniture. A budget estimate should be provided that includes construction, design and statutory costs. Access consultants may wish to use a briefing questionnaire to assist them in preparing an access design brief.

Access consultants need to know the access requirements of the Disability Discrimination Act (DDA) Premises Standard, the DDA Transport Standard, the DDA Education Standard, the Building Code of Australia (BCA) and relevant Australian standards in order to prepare an access design brief. They must be able to communicate with the client to elicit the purpose and function of the proposed building and determine their needs and any limitations that impact on the design.

Application of the Unit

Application of the unit

This unit of competency supports several access consulting services where there is a breadth, depth and complexity of tasks and often the requirement to make decisions and provide recommendations involving non-routine situations. These access consulting services are providing advice on renovations and renovations to private dwellings, and developing designs for accessible buildings.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess client requirements.	1.1 Client's ***aspirations*** for the development project are elicited and confirmed using effective ***interpersonal skills and communication techniques*** and are documented for later reference in accordance with ***organisational requirements***. 1.2 The design consequences of the client's aspirations are evaluated. 1.3 The impact of the class of development is determined in accordance with ***relevant legislation***. 1.4 ***Legislative requirements for access*** are determined in accordance with the class of development.
2 Assess access limitations imposed by the development.	2.1 Topographical limitations to accessible design are identified. 2.2 ***Limitations*** to accessible design due to existing conditions are identified.
3 Create an access design brief.	3.1 Client is interviewed and ***access design briefing questionnaire*** is completed in accordance with organisational requirements. 3.2 Initial ***access design brief*** incorporating the client's aspirations for the project is prepared. 3.3 Preliminary budget is prepared and incorporated into the access design brief in accordance with organisational requirements. 3.4 Access design brief is reviewed with ***appropriate***

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ELEMENT	PERFORMANCE CRITERIA
	person in accordance with organisational requirements.
	3.5 Feedback received from the review process is incorporated into the access design brief.
4 Discuss access design brief with client.	4.1 Access design brief is presented to client and the extent that it reflects the client's aspirations is checked and confirmed.
	4.2 Access design brief is discussed with the client and agreed ideas are incorporated progressively.
	4.3 Access design brief is reviewed in accordance with legislative requirements to ensure required disability access is provided.
5 Distribute and store documentation.	5.1 Final agreed access design brief is prepared for client in accordance with contractual arrangements and organisational requirements.
	5.2 The access design brief and associated documentation are forwarded to the client in accordance with contractual arrangements.
	5.3 A copy of the access design brief and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- anthropometric principles of accessible building design and fitout
- commonwealth, state and territory anti-discrimination legislation and regulations
- structural and construction principles of buildings
- disability awareness
- efficient and effective customer service
- ergonomic principles of accessible building design and fitout
- functional systems of the human body
- industry codes of practice and ethics
- international codes, standards, regulations and practices

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- limitations of work role, responsibility and professional abilities
- measurements and calculations
- organisational and professional procedures and business standards
- principles of design relating to accessible buildings and fitouts
- principles of risk management
- processes for recording data and administering records
- processes for reading and interpreting concept plans
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- report writing

research methodology and analytical processes.

Required skills and attributes include:

- analytical skills to:
  - analyse, evaluate and apply legislative requirements pertaining to disability access
  - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - analyse and evaluate how environmental barriers impact on people with disabilities
  - analyse clients' information regarding their aspirations
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply disability awareness to work processes
  - apply current Australian and international building codes, standards, regulations and practices
- communication skills to:
  - obtain information from the client on their aspirations for the project
  - explain clearly information on issues and legislation relating to the provision of access
  - impart knowledge and ideas through oral, written and visual means
  - use workplace equipment and communication methods
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
  - consult and provide advice in a sensitive and appropriate manner
  - facilitate change for greater awareness of disability access
  - analyse own work practices and process outcomes critically
  - engage colleagues and share disability access knowledge
  - adapt to new workplace situations
- literacy skills to:
  - assess and use workplace information
  - read and interpret legislation that could impact on the proposed design
- organisational skills to:

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- prepare and manage documentation
- develop communication strategies that ensure the client is kept informed during the design process
- collect, store and retrieve data for inclusion in the documentation provided to the client
- develop and implement organisational policies and procedures

- technical skills to:
  - develop the design brief.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• A person who demonstrates competency in this unit must be able to provide evidence of:
	  • recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
	  • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
	  • interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
	  • integrating an understanding of disability awareness into the design brief for the provision of access
	  • communicating effectively with clients to establish their design requirements for access
	  • identifying and applying relevant building and anti-discrimination legislation to ensure access
	  • effectively using research to inform the design brief for the provision of access
	  • providing a design brief that complies with

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legislative requirements and fulfils contractual requirements
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Aspirations may include:

- purpose and function
- financial return
- general aesthetics of the building
- impact of landscaping.

Interpersonal skills and communication techniques may include:

- active listening to clarify and confirm understanding
- control of tone of voice and body language
- culturally aware/sensitive use of language and concepts
- demonstrating flexibility and a willingness to negotiate
- presenting options and consequences
- providing constructive feedback
- reflection
- seeking feedback to confirm understanding of needs
- summarising and paraphrasing to check understanding
- using effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
- using language that is:
  - accurate, articulate and concise
  - positive, confident and cooperative
  - verbal or non-verbal.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines

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- occupational health and safety policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and procedures manuals
- records and information management systems and processes
- style guides and other guides used to prepare documents.

Relevant legislation may include:

- town planning requirements:
  - traffic control
  - car parking
  - building heights
  - landscaping
  - heritage
  - signage
- environmental considerations.

Legislative requirements for access may include:

- Australian standards
- BCA
- DDA Education Standard
- DDA Premises Standard
- DDA Transport Standard
- local government building regulations
- state and territory building legislation.

Limitations may include:

- easements
- availability of services e.g. area without sewers
- placement of existing services e.g. water mains, sewers and stormwater drains
- soil type
- presence of hidden rock.

Access design briefing questionnaire may include the following broad headings:

- information on the client
- agreements on fees
- persons and firms involved in the project
- general requirements
- basic design factors
- technical fact finding
- records and preliminary investigations

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	• deadlines.
Access design brief may include:	• purpose and function of the proposed building • any limitations that impact on the design • intended site • construction methodology • materials and finishes • allocation of space • specific fixtures • fittings and furniture • budget estimate including construction, design and statutory costs.
Appropriate person may include:	• another member of the design team • business partner or colleague • staff member.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5013A Prepare and administer tender documentation for accessible building work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to prepare tender documentation and administer the tendering process for accessible building work. The tender documentation must describe in detail all aspects of the intended construction methodology, materials and finishes. It must seek specific information on the time schedule, alternative materials, alternative methods, hourly rates for trades, progress payment timing and contract details. The tender documentation must seek a single price for the work being contracted, including, where appropriate, prices for prime cost items and prescribed sums.

Access consultants require a full understanding of contract law, in particular contracts associated with the building industry, and must be able to read and interpret building plans and construction drawings. They need to know the access requirements of the Disability Discrimination Act (DDA) Premises Standard, the DDA Transport Standard, the DDA Education Standard, the Building Code of Australia and relevant Australian standards in order to prepare specifications documentation.

The unit requires the ability to communicate with builders, building developers, building owners and managers, renovators, interior designers and building designers on the interpretation of tenders and the implementation of contracts within the context of the DDA and building legislation.

Application of the Unit

Application of the unit

This unit of competency supports two access consulting services where there is a breadth, depth and complexity of tasks and often the requirement to make decisions and provide recommendations involving non-routine situations. These access consulting services are providing advice on building renovations and developing designs for accessible buildings.

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare documentation for tender.	1.1 ***Relevant items*** for inclusion in the tender documentation are prepared in accordance with industry expectations and ***organisational requirements***. 1.2 Tender documentation is prepared in consultation with appropriate personnel in accordance with organisational requirements. 1.3 Correspondence explaining the ***tender conditions*** is prepared in accordance with industry standards and organisational requirements. 1.4 Personal limitations in preparing tender documentation are identified and assistance is sought as required from relevant people.
2 Select tendering method.	2.1 ***Project facets*** influencing the appropriate ***method of tendering*** are determined in accordance with organisational requirements. 2.2 Method of tendering is selected in consultation with the development team and in accordance with organisational requirements.
3 Distribute tender	3.1 Correspondence explaining the tender conditions is

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ELEMENT	PERFORMANCE CRITERIA
document.	prepared in accordance with industry standards and organisational requirements. 3.2 Tender documents are distributed to all intended recipients in accordance with method of tendering and organisational requirements. 3.3 Contact reference point is established to respond to queries regarding tender documentation in accordance with organisational requirements. 3.4 A facility is provided to receive tenderers' submission documentation.
4 Assess tenders.	4.1 ***Eligible tenders*** are determined in accordance with tender conditions and organisational requirements. 4.2 Tenders are assessed according to tender conditions to determine the optimum bid. 4.3 Assessment procedures and reasons for selection are documented in accordance with organisational requirements.
5 Notify all tenderers of tender process outcome.	5.1 Unsuccessful tenderers are notified of the tender decision in accordance with organisational requirements. 5.2 Successful tenderer is notified of the decision and pre-contract negotiations are commenced in accordance with organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation and regulations
- construction methodologies
- disability awareness
- industry codes of practice and ethics
- international codes, standards, regulations and practices
- legal and process issues relating to managing quotations and tender processes
- limitations of work role, responsibility and professional abilities
- measurements and calculations

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- principles of design relating to accessible buildings and fitouts
- principles of risk management
- processes for preparing and administering documentation and reports
- processes for reading and interpreting plans, working drawings and specifications
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- relevant commonwealth, state and territory consumer protection and trade practices legislation
- research methodology and analytical processes
- structural and construction principles of buildings
- relevant terminology and definitions in hazard identification.

Required skills and attributes include:

- analytical skills to:
  - analyse, evaluate and apply legislative requirements pertaining to disability access
  - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - analyse and evaluate how environmental barriers impact on people with disabilities
  - analyse the project's requirements for inclusion in tender documentation
  - analyse the tender documents lodged
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply disability awareness to work processes
  - apply international building codes, standards, regulations and practices
- communication skills to:
  - explain clearly to interested parties information on the tender documentation and process
  - impart knowledge and ideas through oral, written and visual means
  - use workplace equipment and communication methods
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
  - consult and provide advice in a sensitive and appropriate manner
  - facilitate change for greater awareness of disability access
  - analyse own work practices and process outcomes critically
  - engage colleagues and share disability access knowledge
  - adapt to new workplace situations
- literacy skills to:
  - assess and use workplace information
  - read and interpret consumer protection legislation and trade practices legislation in relation to preparing tender documents
  - read and interpret plans and specifications

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- organisational skills to:
  - prepare and manage documentation
  - collect, store and retrieve data for inclusion in the tender documentation
  - prepare and collate the tender documentation
  - plan and organise the tender selection process
  - advise tenderers of the tender outcome
  - develop and implement organisational policies and procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - applying relevant legislation regarding conducting tender processes for building work
  - preparing comprehensive tender documentation for accessible building work that complies with legislative requirements and reflects accurately the requirements of the project plans and specifications
  - coordinating effectively the distribution of the tender documents and the receipt and assessment of tender submissions

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- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant items will include:

- the specification documentation
- working drawings
- any other items necessary to interpret the project.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- occupational health and safety policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and procedures manuals
- records and information management systems and processes
- style guides and other guides used to prepare documents.

Tender conditions and documentation must be the same for all potential tenderers and complete to avoid tenders responding with conditions and must

- closing date of tender
- required validity period of the tender
- time schedule for the project
- late tender policy
- contact details of the principal contractor (tenderer)
- requirement of a capability statement covering

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include:	experience and financial viability of the tenderer • a single price • details of alternative materials, alternative methods, hourly rates for trades, progress payment timing and contract details • additional conditions including acceptance of tender, adjustment for errors in documentation, exceeding the quantity surveyors' estimate and non-conforming tenders.
Project facets may include:	• timing of project • size of project • complexity of the project.

Methods of tendering may include:	• negotiated supply
	• competitive tender:
	  • open tender
	  • single stage or two-stage process
	  • selected/restricted tender
	• pre-qualified contractors or pre-registered contractors.

Eligible tenders are those that are:	• complete in all respects lodged by the closing date and time.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5014A Prepare contract documentation for accessible building work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to prepare contract documentation for the performance of accessible building work. Contract documentation consists of the contract, the working drawings and the specifications. Access consultants should ensure that the contract covers the extent of the work involved, the materials to be supplied, the plant to be used and the price to be paid for the work done. The use of appropriate contracts protects the access consultant in delivering services.

Access consultants should have an understanding of the types of clauses featured in a building contract. They may wish to seek legal advice to assist them in preparing contract documentation and should also be aware of sources of pre-printed contract forms. Access consultants need to be able to read and interpret contracts and construction drawings and specifications. They need to know the access requirements of the Disability Discrimination Act (DDA) Premises Standard, the DDA Transport Standard, the DDA Education Standard, the Building Code of Australia (BCA) and relevant Australian standards.

The unit requires the ability to communicate with builders, building developers, building owners and managers, renovators, interior designers and building designers on the interpretation and implementation of building contracts.

Application of the Unit

Application of the unit

This unit of competency supports two access consulting services where there is a breadth, depth and complexity of tasks and often the requirement to make decisions and provide recommendations involving non-routine situations. These access consulting services are providing advice on building renovations and developing designs for accessible buildings.

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify the potential contract parties.	1.1 All potential ***contract parties*** are identified in accordance with ***legislative*** and ***organisational requirements***. 1.2 Roles and responsibilities of all contract parties are identified, agreed and documented in accordance with legislative and organisational requirements.
2 Determine contract requirements.	2.1 Contract requirements are reviewed, verified and documented in accordance with client, legislative and organisational requirements. 2.2 ***Consultative processes*** are used to negotiate and confirm contract specifications with the ***relevant people***. 2.3 ***Required contract information*** is sourced in consultation with relevant people and assessed for currency, accuracy and relevance in accordance with organisational requirements. 2.4 Methods for gathering information are selected that are reliable and make efficient use of time and ***resources***, in accordance with organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Personal limitations in assessing contract requirements are identified and assistance is sought as required from the relevant people.
3 Prepare contract document.	3.1 The contract is prepared in accordance with contract specifications, and legislative and organisational requirements.
	3.2 Advice is sought to confirm that the contract captures and addresses identified ***risks***, protects contracted parties and provides a basis for due performance.
	3.3 The contract is distributed to ***appropriate persons*** to check the accuracy of the information and that contract specifications and requirements are clearly addressed and meet legislative requirements.
	3.4 Situations requiring ***specialist advice*** are identified and assistance is sought as required in accordance with organisational requirements.
4 Assemble contract documentation.	4.1 Contract document, working drawings and specifications are collated and assembled in readiness for formal consideration in accordance with organisational requirements.
	4.2 Associated correspondence for submission to contract parties is prepared in accordance with organisational requirements.
	4.3 Contract documentation is forwarded to the contract parties for agreement and signing in accordance with organisational requirements.
5 Finalise contract.	5.1 The contract is finalised within agreed timeframes and in accordance with client, organisational and legislative requirements.
	5.2 Any gaps or deficiencies are identified and appropriate actions are implemented in accordance with client, organisational and legislative requirements.
	5.3 Signed copies of the contract are distributed to all contract parties in accordance with legislative and contractual requirements.
	5.4 All information is recorded, and a copy of the contract documentation is retained for future reference and maintained securely with due regard to confidentiality in accordance with legislative and organisational requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation and regulations
- construction methodologies
- disability awareness
- industry codes of practice and ethics
- international codes, standards, regulations and practices
- legal and process issues relating to contract law
- limitations of work role, responsibility and professional abilities
- measurements and calculations
- processes for interpreting reports, working drawings and specifications
- principles of design relating to accessible buildings and fitouts
- principles of risk management
- processes for preparing and administering documentation and reports
- processes for reading and interpreting plans, working drawings and specifications
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- relevant commonwealth, state and territory consumer protection and trade practices legislation
- research methodology and analytical processes
- structural and construction principles of buildings
- relevant terminology and definitions in hazard identification.

Required skills and attributes include:

- analytical skills to:
  - analyse, evaluate and apply legislative requirements pertaining to disability access
  - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - analyse and evaluate how environmental barriers impact on people with disabilities
  - analyse the project's requirements for inclusion in contract documentation
  - analyse the contract documents lodged
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply disability awareness to work processes
  - apply current Australian and international building codes, standards, regulations and practices

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- communication skills to:
  - explain clearly contract requirements and clauses
  - impart knowledge and ideas through oral and written means
  - use workplace equipment and communication methods
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
  - provide impartial advice in a consistent and polite manner
  - facilitate change for greater awareness of disability access
  - analyse own work practices and process outcomes critically
  - engage colleagues and share disability access knowledge
  - adapt to new workplace situations
- literacy skills to:
  - assess and use workplace information
  - read and interpret consumer protection legislation and trade practices legislation in relation to preparing contract documentation
  - read and interpret plans and specifications
- organisational skills to:
  - prepare and manage documentation
  - collect, store and retrieve data for inclusion in the contract documentation
  - prepare and collate the contract documentation
  - plan and facilitate the finalisation of the contract
  - distribute copies of contract documentation
  - develop and implement organisational policies and procedures
- technical skills to:
  - implement risk management strategies
  - adhere to legal requirements and process issues relating to contracts.
  -

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.
Critical aspects for assessment and evidence	• A person who demonstrates competency in this unit must be able to provide evidence of:

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required to demonstrate competency in this unit

- recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
- interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
- interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
- applying building legislation and contract legislation
- incorporating accurately the requirements of plans and specifications into all contract documentation
- finalising contracts for accessible building work within agreed timeframes
- applying organisational management policies and procedures, including quality assurance requirements
- integrating risk management principles into the development of contracts.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination

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	of direct, indirect and supplementary evidence • where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time • assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contract parties may include:	• principal • builder • superintendent (where relevant).
Legislative requirements may include:	• AS2421 for simple contracts between the principal and the builder • AS4000 for contracts between the principal and the builder where a third party (e.g. a superintendent), ensures that all agreements are met • BCA • DDA Education Standard • DDA Premises Standard • DDA Transport Standard • environmental protection • insurance • occupational health and safety (OHS) • privacy • trade practices • consumer protection • workers compensation insurance.
Organisational	• access and equity policy, principles and practices

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requirements may be outlined and reflected in:	• business and performance plans • client service policies, procedures and standards • codes of conduct and codes of practice • communication channels and reporting procedures • communication of services offered • complaint and dispute resolution procedures • compliance with legislation, codes and workplace standards • continuous improvement processes and standards • defined resource parameters • duty of care • employer and employee rights and responsibilities • ethical standards • legal policies and guidelines • OHS policies, procedures and programs • organisational mission statement, goals, objectives, plans, systems and processes • policies and procedures relating to the setting of fees and the negotiation and management of contracts • policies and procedures relating to own role, responsibilities and delegation • privacy and confidentiality policies and procedures • quality assurance and procedures manuals • records and information management systems and processes style guides and other guides used to prepare documents.
Consultative processes may include:	• face to face meetings • telephone conversations • written communication (e.g. facsimile and email).
Relevant people may include:	• supervisors • colleagues • clients • parties to contract • legal representatives • government agencies • industry regulators • industry associations.
Required contract information may include:	• date, name of principal, name of contractor, names of witnesses • work to be done, incorporating special instructions and reference to working documents and specifications

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- contract price and type of contract (e.g. fixed price, rise and fall, or cost plus)
- earliest and latest dates for contractor to commence work
- method of paying the contractor
- statement that the contractor shall be responsible for the payment of all wages to workers before a progress claim is made
- provisions for variations to the contract
- hours of work
- payment of fees to statutory bodies
- payment of required insurances e.g. statutory building insurance, workers compensation, public liability and professional indemnity
- default protection clauses for protection of the principal and the contractor
- clause defining responsibilities regarding scaffolding
- provisions for sending and receiving formal notices between the principal and the contractor
- clause requiring agreement with the principal before the contractor appoints any subcontractor
- provision for the removal of incompetent or misbehaving workers
- provision requiring the contractor to meet all conditions in any industrial award or industrial agreement relevant to the work
- clause requiring contractor to maintain a clean and tidy site that complies with the requirements of environmental protection legislation
- provision requiring each contractor or subcontractor to indemnify each other against damage caused to their work
- a statement of quality of required workmanship and finish
- a defined defects liability period
- provision defining access to the contractor's work by third parties e.g. statutory authorities, lending authorities and the principal

provision for settling unresolved disputes.

Resources may include:

- tools and equipment
- materials
- personnel
- training
- transport.

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Risks may relate to:	• failure of a contracted party to comply with contract terms and conditions • loopholes in contracts • physical, financial or human resources • competition • market influences • client/staff dissatisfaction (e.g. complaints) • health and safety • fire and security • project control and cash flow • suppliers and contractors • changes to regulations and legislation • time constraints • emergencies and disasters.
Appropriate person may include:	• law firm • business partner or colleague • staff member • professional association.
Specialist advice **may be sought from**:	• solicitors/legal representatives • supervisors and colleagues • technical experts • government officials • industry professionals and associations.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5015A Prepare specification documentation for accessible building work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to prepare specification documentation for accessible building work. The specification documentation is mainly concerned with the quality of the materials and labour to be used in a particular project. The specification must describe in detail intended construction methodology, materials and finishes. A time schedule for construction will be prepared setting out the critical path for construction to ensure the correct sequencing of trades. The specification will provide a description of the level of workmanship required for each trade; schedules for specific fixtures, fittings and furniture, including interior finishes; and prices for prime cost items and prescribed sums.

Access consultants must be able to read and interpret building plans and construction drawings. They need to know the access requirements of the Disability Discrimination Act (DDA) Education Standard, DDA Premises Standard, DDA Transport Standard, the Building Code of Australia and relevant Australian standards in order to prepare specification documentation.

The unit requires the ability to communicate with builders, building developers, building owners and managers, renovators, interior designers and building designers on the interpretation and implementation of the DDA and building legislation.

Application of the Unit

Application of the unit

This unit of competency supports several access consulting services where there is a breadth, depth and complexity of tasks and often the requirement to make decisions and provide recommendations involving non-routine situations. These access consulting services are providing advice on renovations and renovations to private dwellings, and developing designs for accessible buildings.

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse the requirements of the project working drawings.	1.1 Working drawings are obtained and reviewed, and any ambiguities are clarified with relevant persons. 1.2 Working drawings are analysed to determine ***specification requirements*** in accordance with ***organisational requirements***.
2 Prepare the specification schedules and reference specifications.	2.1 Specification ***schedules*** are prepared under headings in the order of a ***normal building schedule*** in accordance with industry practice. 2.2 Relevant Australian standards are identified and reference specifications are prepared under the various trades.
3 Collate manufacturers' specifications.	3.1 Manufacturers' material data sheets are collected according to the specification schedules. 3.2 Manufacturers' material data sheets are collated according to the trades.
4 Assemble the specification documentation.	4.1 Specification requirements are checked for accuracy and relevance in accordance with organisational requirements. 4.2 Information for inclusion in the specification documentation is prepared in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	industry expectations and organisational requirements.
	4.3 Specification documentation is collated and assembled in accordance with organisational requirements and stored in readiness for future use.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation and regulations
- construction methodologies
- disability awareness
- industry codes of practice and ethics
- international codes, standards, regulations and practices
- legal and process issues relating to the preparation of the specification documentation process
- limitations of work role, responsibility and professional abilities
- measurements and calculations
- processes for interpreting reports, working drawings and specifications
- principles of design relating to accessible buildings and fitouts
- principles of risk management
- processes for preparing and administering documentation and reports
- processes for reading and interpreting plans, working drawings and specifications
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- relevant commonwealth, state and territory consumer protection and trade practices legislation
- research methodology and analytical processes
- relevant terminology and definitions in hazard identification
- structural and construction principles of buildings.

Required skills and attributes include:

- analytical skills to:
  - analyse, evaluate and apply legislative requirements pertaining to disability access

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    - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
    - analyse and evaluate how environmental barriers impact on people with disabilities
    - analyse the project's requirements for inclusion in the specification documentation
- application skills to:
    - apply relevant codes of practice and other legislative requirements to work processes
    - apply disability awareness to work processes
    - apply current Australian and international building codes, standards, regulations and practices
- communication skills to:
    - explain clearly information in the specification documentation
    - impart knowledge and ideas through oral, written and visual means
    - use workplace equipment and communication methods
- interpersonal skills to:
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
    - consult and provide advice in a sensitive and appropriate manner
    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - engage colleagues and share disability access knowledge
    - adapt to new workplace situations
- literacy skills to:
    - assess and use workplace information
    - read and interpret plans
- organisational skills to:
- prepare and manage documentation
    - collect, store and retrieve data for inclusion in the specification documentation
    - prepare and collate the specification documentation
    - plan and organise the specification schedules
    - develop and implement organisational policies and procedures.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - preparing specification documentation for accessible building work that complies with legislative requirements and reflects accurately the requirements of the project
  - applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of

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competence only taken at the point when the assessor has complete confidence in the person's competence

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specification requirements may include:

- site identification
- timelines
- trades
- quality of work required
- schedules
- references to Australian standards
- manufacturers' specifications.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care

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- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- occupational health and safety policies, procedures and programs
- organisational goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and procedures manuals
- records and information management systems and processes
- style guides and other guides used to prepare documents.

Schedules may include:

- schedule of doors and windows
- schedule of finishes
- schedule of hardware
- schedule of materials
- schedule of fixtures and fittings

privacy and confidentiality of documents.

Normal building schedule is presented in the following order:

- for sole occupancy unit: entry, bedroom 1, bedroom 2, bedroom 3, study, lounge, family room, kitchen, bathroom 1, bathroom 2, dressing room and laundry
- for a commercial building: demolition, site establishment, external services, rough-in (ground floor, first floor, second floor), roof, fit-off (ground floor, first floor, second floor), finishing trades, external works, landscaping, signage and clean up.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5016A Provide expert access advice on renovations to private dwellings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to work with people with disabilities, members of their family, and their carers to achieve appropriate building renovations to private dwellings (homes) to suit their needs. The unit focuses on ensuring the home environment is modified to suit the specific needs of the client, and where appropriate, the family and/or carers.

To achieve appropriate home renovations for clients, access consultants typically work in collaboration with professional construction and/or health personnel. To provide advice on renovations to private dwellings access consultants should, with the client's permission, obtain relevant construction and/or health professional reports relating to the design requirements of the client.

Access consultants will need to apply anthropometric, ergonomic and physiological principles in the performance of their role.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of providing advice on renovations to private dwellings.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify client's particular needs.	1.1 Relevant ***health professionals*** and ***medical reports*** are consulted in regard to the client's functional abilities, using ***ethical practices***.
	1.2 Client's current level of functioning is identified and discussed with the client and relevant health professionals.
	1.3 Functional features critical to maintaining independence are identified in consultation with the client using anthropometric, ergonomic and physiological methodology.
	1.4 Assistive equipment required by the client is identified.
	1.5 Situations requiring specialist advice are identified and assistance is sought.
	1.6 Client's current and long-term lifestyle needs are identified and discussed with the client and relevant health professionals.
	1.7 Client's understanding of the need for renovations is confirmed in accordance with ethical practices.
2 Assess building capacity in relation to the client's needs.	2.1 Existing building is audited against client's needs and in accordance with relevant ***legislative requirements***.
	2.2 The capacity of the building and surrounds to meet the client's functional needs is determined and documented.
	2.3 The capacity of the building and surrounds to meet the requirements of the client's assistive equipment is determined and documented.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Building renovation strategies that meet the client's needs are developed and documented.
3 Formulate response to client's current and long-term needs.	3.1 Client's immediate needs are analysed with relevant health professionals and/or construction personnel. 3.2 The client's changing longer-term needs are analysed in collaboration with relevant health professionals and/or construction personnel. 3.3 The client's identified needs are documented in accordance with ***organisational requirements***. 3.4 Appropriate strategies for maximising client's independence in their home are identified. 3.5 Specific fixtures, fittings, equipment and associated spatial requirements needed by the client are incorporated into the design of renovations. 3.6 Proposed building renovations are discussed with the client and their feedback is incorporated into the proposed building strategies. 3.7 Identified methodologies are communicated to appropriate personnel for implementation of design and construction of the renovations. 3.8 Referral to ***other service providers*** is arranged in response to specific client requirements and instructions.
4 Prepare report for the client and complete documentation.	4.1 A report including ***associated documentation*** detailing the agreed building renovations is prepared to enable the client to communicate their access requirements to building and/or design professionals. 4.2 A report and associated documentation are forwarded to the client and/or referring health professionals in accordance with contractual arrangements. 4.3 A copy of the report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- anatomical and medical terminology
- anthropometric and ergonomic principles of accessible building design and fitout
- assistive equipment and resources
- building terminology, definitions and hazard identification
- commonwealth, state and territory anti-discrimination legislation and regulations
- design, structural and construction principles of buildings
- disability awareness
- environmental issues impacting on material selection
- industry codes of practice and ethics
- international codes, standards, regulations and practices
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety (OHS) legislation and procedures
- processes for generating design solutions for individual situations
- processes for interpreting medical reports and terminology
- processes for preparing and administering documentation
- processes for interpreting reports, working drawings and specifications
- relevant commonwealth, state and territory building and other legislation, local government regulations and Australian standards
- research methodology and analytical processes

role, responsibilities and powers of building certifiers.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements
  - interpret reports and assessments of the client's ability to live in their own home
  - evaluate manufacturers' specifications and select suitable assistive equipment
  - develop a home renovation strategy
- application skills to:
  - apply disability awareness to work processes
  - apply current Australian and international building codes, standards, regulations and practices
- communication skills to:
  - provide information and explain issues relating to home renovations to the client, their family and carers
  - impart knowledge and ideas through oral, written and visual means

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    - consult effectively with health and construction professionals
    - seek advice from other experts
    - make referrals to other service providers
    - use workplace equipment and communication methods
- interpersonal skills to:
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
    - provide advice in a sensitive, appropriate and timely manner
    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - engage colleagues and share disability access knowledge
    - adapt to new workplace situations
- literacy skills to:
    - read and understand medical terminology and medical reports
    - read and understanding construction terminology
    - read and interpret manufacturers' specifications for assistive equipment and building products
- negotiation skills to:
    - clarify client requirements
    - ensure that building contractors comply with specified home renovation requirements
- numeracy skills to:
    - perform measurement tasks and undertake associated calculations
- organisational skills to:
    - prepare and administer documentation
    - implement organisational policies and procedures
    - develop and document building renovation requirements
    - prepare contracts and meet contractual obligations
- report-writing skills to:
    - prepare a report on required home renovations to meet the contractual requirements of the client
    - prepare a report on required home renovations that meets organisational requirements
- research and evaluation skills to:
    - source, analyse and interpret the functionality and suitability of building products and assistive equipment to meet the client's needs
- teamwork skills to:
    - work effectively with other people
- technical skills to:
    - read and interpret plans
    - read and interpret specifications

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- carry out measurements and calculations
- produce diagrams and sketches to present ideas

- technology skills to:
  - apply information technology and computer skills to prepare documentation and reports.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of a person with a disability to undertake daily living activities in their own home, and their right to do so
  - interpreting accurately information from reports and interviews to assist in determining the client's needs to live in their own home and developing home renovation strategies that optimise their capacity to do so
  - interpreting building legislation and applying it to the provision of appropriate renovation solutions to meet the client's needs
  - interpreting construction methodologies and applying them to the design of home renovation
  - developing effective and practical home renovation solutions to meet the client's needs
  - complying with OHS regulations applicable to workplace operations
  - applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards

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- assessment materials and tools
- suitable assessment venue/equipment
- workplace documentation
- candidate special requirements
- cost and time considerations.

- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Health professionals may include:	• occupational therapists • ergonomists • physiotherapists • medical specialists.
Medical reports may	• medical admission reports • discharge reports

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include:

- health professional reports
- rehabilitation reports.

Client refers to:

- the individual person with a disability
- the parent of a person with a disability
- the person or organisation engaging the services of the access consultant.

Ethical practices may include:

- industry codes of conduct and ethics
- maintaining confidentiality.

Legislative requirements may include:

- OHS requirements for carers
- regulations not covered in the Building Code of Australia (BCA) e.g. plumbing and electrical provision
- privacy.

Organisational requirements may include:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- OHS policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- privacy and confidentiality of client relationship and documentation
- quality assurance and procedures manuals
- records and information management systems and processes
- style guides and other guides used to prepare

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	documents.
Other service providers may include:	• assistive equipment suppliers • lift installers • structural engineers.
Associated documentation may include:	• drawings • plans • design specifications • construction reports • referral reports and/or forms.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5017A Provide expert access advice on building renovations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to provide expert advice on the renovation of buildings to achieve access for people with disabilities. The unit focuses on ensuring access issues are incorporated into the design process. It includes the identification and evaluation of appropriate construction methods in accordance with relevant building legislation. Construction methods are assessed to provide the basis for determining appropriate alternatives for recommendations on building renovations.

The access consultant must ensure that the project plans provide adequate access for people with disabilities. Access consultants will need to apply anthropometric and ergonomic principles in the performance of their role. They need to know and advise designers on the access requirements of the Disability Discrimination Act (DDA) Premises Standard, DDA Transport Standard, DDA Education Standard, the Building Code of Australia (BCA) and relevant Australian standards for the preparation of design plans that meet the access needs of people with disabilities. Some categories of design work are covered by various state and territory legislation and regulations.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of building renovations where there is a breadth, depth and complexity of tasks and often the requirement to make decisions and provide recommendations involving non-routine situations.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Confirm the areas of the building that require renovation to achieve access.	1.1 The building requiring renovation is inspected and the areas of the building requiring renovation are identified in accordance with ***relevant building legislation***. 1.2 The ***methodology*** for undertaking the required renovations is determined taking into account all aspects of the building's structure and construction, and relevant building legislation.
2 Confirm that building construction methodology can accommodate required renovations.	2.1 The effect of applying the identified methodology for modifying the building is assessed. 2.2 Alternative ***technologies*** for overcoming any adverse effects resulting from the application of the identified methodology for providing access to the building are considered. 2.3 Suitable technology for overcoming any adverse effects resulting from the identified methodology for providing access to the building is determined.
3 Review pre-existing conditions that impact on the Building Upgrade Plan.	3.1 The impact on the accessibility of the building resulting from implementation of the Building Upgrade Plan is assessed and documented. 3.2 The impact of the identified suitable technology on achieving reduced timelines for providing full access to the building is assessed and documented. 3.3 Suitable technology identified for reducing

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ELEMENT	PERFORMANCE CRITERIA
	timelines is documented and reported to the client.
4 Review pre-existing conditions that impact on the Alternative Building Solution.	4.1 The impact on the accessibility of the building resulting from the implementation of the Alternative Building Solution is assessed and documented. 4.2 The impact of the identified suitable technology on achieving the performance requirements of the BCA for providing full access to the building is assessed and documented. 4.3 Suitable technology identified for achieving the performance requirements of the BCA is documented and reported to the client.
5 Review pre-existing conditions that impact on the application for exception to the BCA.	5.1 The impact of allowing the application for exception to the BCA on the accessibility of the building is analysed and documented. 5.2 The impact of the identified suitable technology on overcoming pre-existing conditions to the achievement of full access to the building is assessed and documented. 5.3 Suitable technology identified for achieving full access is documented and reported to the client.
6 Develop arguments pertaining to expert judgement.	6.1 Where the identified suitable technology differs from the Deemed-to-Satisfy (DTS) provisions, arguments to demonstrate that the identified suitable technology meets or exceeds the performance requirements of the BCA are developed and documented. 6.2 Client is advised of suitable technology for providing renovations that meet or exceed the DTS provisions of the BCA.
7 Document findings and prepare report for client.	7.1 The final access report documentation is prepared in accordance with contractual and ***organisational requirements***. 7.2 Access report documentation is forwarded to the client in accordance with contractual arrangements and organisational requirements. 7.3 A copy of the access report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- anthropometric principles of accessible building design and fitout
- behaviour of structural members undergoing stress, strain, compression or bending
- commonwealth, state and territory anti-discrimination legislation and regulations
- commonwealth, state and territory Heritage Acts
- design, structural and construction principles of buildings
- disability awareness
- efficient and effective customer service
- environmental issues impacting on material selection
- ergonomic principles of accessible building design and fitout
- functional systems of the human body
- industry codes of practice and ethics
- international standards on building access
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety (OHS) legislation and procedures
- processes for interpreting reports, working drawings and specifications
- processes for recording data, administering records and preparing reports
- relevant commonwealth, state and territory building and other legislation, local government regulations and Australian standards
- research methodology and analytical processes
- role, responsibilities and powers of building certifiers
- state and territory Planning and Development Acts
- relevant terminology and definitions in hazard identification.

Required skills and attributes include:

- analytical skills to:
  - analyse, evaluate and apply legislative requirements pertaining to disability access
  - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - analyse and evaluate how environmental barriers impact on people with disabilities
  - use the BCA as a performance-based document
- application skills to:
  - apply relevant anti-discrimination and building legislation
  - apply current Australian and international building codes, standards, regulations

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and practices
    - apply disability awareness to work processes
    - apply OHS policies and procedures
- communication skills to:
    - explain clearly information on issues relating to the provision of access
    - explain clearly information on legislation relating to the provision of access, and the relationship between the various pieces of legislation
    - consult effectively with clients and colleagues
    - impart knowledge and ideas through oral, written and visual means
    - develop and maintain professional relationships and networks
    - use workplace equipment and communication methods
- literacy skills to:
    - assess and use workplace information
    - read and interpret plans, specifications and structural drawings
    - read and use anatomical and medical terminology
    - read and use building and construction terminology
- organisational skills to:
    - prepare and manage documentation
    - plan and schedule site visits
    - collect, store and retrieve data for inclusion in a report to the client
    - develop and implement organisational policies and procedures
- interpersonal skills to:
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
    - consult and provide advice in a sensitive and appropriate manner
    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - engage colleagues and share disability access knowledge
    - adapt to new workplace situations
- report-writing skills to:
    - prepare a report on building renovations to meet the contractual requirements of the client
    - prepare a report on building renovations that meets organisational requirements
- research and evaluation skills to:
    - source, analyse and evaluate building legislative requirements
    - source, analyse and evaluate legislative requirements for the provision of access
    - facilitate the development of performance-based solutions
- technical skills to:
    - apply anthropometric and ergonomic principles of accessible building design and fitout

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- apply Australian standards on slip resistance, luminance contrast, wayfinding and hearing augmentation
- use structural and design principles.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - applying disability awareness to the provision of access for people with disabilities
  - interpreting and applying building legislation to the provision of access for people with disabilities
  - interpreting and applying construction methodologies to the provision of access for people with disabilities
  - interpreting and using the performance-based provisions of the BCA to provide appropriate levels of access and developing effective arguments to demonstrate that performance-based solutions meet or exceed the DTS requirements
  - complying with OHS regulations applicable to workplace operations
  - applying organisational management policies and

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procedures, including quality assurance requirements
- developing effective and practical building renovation solutions to meet access requirements for people with disabilities.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant building legislation may include:	• BCA • DDA • DDA Premises Standard • DDA Transport Standard • DDA Education Standard • Australian standards • state and territory codes and regulations • international codes and standards.
Methodology may refer to:	• the full range of construction elements necessary to provide access for people with disabilities e.g. ramps, landings and doorways.
Technologies may refer to:	• innovative solutions for meeting the performance requirements of the BCA.
Organisational requirements may be outlined and reflected in:	• access and equity policy, principles and practices • business and performance plans • client service policies, procedures and standards • codes of conduct and codes of practice • communication channels and reporting procedures • communication of services offered • complaint and dispute resolution procedures • compliance with legislation, codes and workplace standards • continuous improvement processes and standards • defined resource parameters • duty of care • employer and employee rights and responsibilities • ethical standards • legal policies and guidelines • OHS policies, procedures and programs • organisational mission statement, goals, objectives, plans, systems and processes • policies and procedures relating to the setting of fees and the negotiation and management of contracts • policies and procedures relating to own role, responsibilities and delegation • privacy and confidentiality policies and procedures • quality assurance and procedures manuals • records and information management systems and

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processes
- style guides and other guides used to prepare documents.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5018A Provide expert access advice to a complainant or respondent

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to work with individuals, the management and staff of organisations, and their legal advisers in providing advice on their rights and/or obligations under the Disability Discrimination Act (DDA) and the relevant state and territory anti-discrimination legislation.

Access consultants must be able to interpret the DDA and relevant state and territory legislation's provisions relevant to complaint and response processes, together with the necessary information to substantiate such complaints or responses. Access consultants must also be able to interpret the commonwealth, state and territory legislation with regard to rules of evidence and prescribed formats for expert reports.

The unit requires the ability to communicate effectively on service provision issues with individuals, the management and staff of organisations, and their legal advisers in a wide range of situations.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting services of preparing expert witness reports, giving evidence in court and providing expert judgement, information and advice.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

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This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify client needs.	1.1 The legal identity of the client and other parties is confirmed in accordance with ***legislative*** and ***organisational requirements***. 1.2 The parties' legal capacity to respond is determined in accordance with legislative and organisational requirements. 1.3 Authority to proceed is negotiated with the client and documented in accordance with legislative and organisational requirements. 1.4 A ***client brief*** providing the required level of detail is requested and obtained in accordance with legislative and organisational requirements.
2 Review the legislation.	2.1 The specific ***legislation*** applicable to the circumstances of the case is determined. 2.2 The appropriate procedures, processes and protocols are determined in accordance with relevant legislation.
3 Establish the existence of relevant documentation.	3.1 All available ***documentation*** relevant to the specific case is identified, sourced and accessed in accordance with legislative and organisational requirements. 3.2 Additional information requirements or missing documents are identified and listed and strategies for obtaining this information are developed in accordance with legislative and organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	3.3 A staged process for exchanging and collating the required documentation is negotiated and agreed between the parties.
4 Provide advice to client.	4.1 The extent of own competencies in relation to the case are recognised and examined in accordance with industry codes of practice and ethics. 4.2 Situations requiring specialist advice are identified and assistance is sought in accordance with legislative and organisational requirements. 4.3 Advice is provided to client using effective ***interpersonal skills and communication techniques*** and in accordance with legislative and organisational requirements.
5 Complete and distribute the client report.	5.1 All case documentation is reviewed in accordance with legislative and organisational requirements. 5.2 The report for client is finalised in accordance with contractual arrangements, and legislative and organisational requirements. 5.3 The report is published and distributed to relevant parties in accordance with client, legislative and organisational requirements. 5.4 A copy of the report and associated documentation are recorded and retained for future reference in accordance with legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- anthropometric and ergonomic principles
- commonwealth, state and territory anti-discrimination legislation and regulations
- construction methodologies
- current national and international literature on access issues
- design, structural and construction principles of buildings
- disability awareness
- environmental issues impacting on material selection

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- industry codes of practice and ethics
- international standards on building access
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- processes for interpreting reports, working drawings and specifications
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- research methodology and analytical processes
- relevant terminology and definitions in hazard identification.

Required skills and attributes include:

- analytical skills to:
  - analyse, evaluate and apply legislative requirements pertaining to disability access
  - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - analyse and evaluate how environmental barriers impact on people with disabilities
  - analyse and evaluate all case documentation in order to prepare advice for client
  - interpret and analyse routine and non-routine situations to establish suitable methods of reporting
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply disability awareness to work processes
  - apply current Australian and international building codes, standards, regulations and practices
- communication skills to:
  - use questioning and listening techniques to obtain relevant information about the case from the client
  - explain clearly information on issues relating to the provision of access
  - explain clearly information on legislation relating to the provision of access, and the relationship between the various pieces of legislation
  - provide relevant advice about the case to the client clearly so that the client understands the implications of the advice provided
  - impart knowledge and ideas through oral, written and visual means
  - develop and maintain professional relationships and networks
  - use workplace equipment and communication methods
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and legal cases on the provision of access

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- organisational skills to:
  - prepare and manage documentation
  - develop and implement organisational policies and procedures
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
  - consult and provide advice in a sensitive and appropriate manner
  - facilitate change for greater awareness of disability access
  - analyse own work practices and process outcomes critically
  - engage colleagues and share disability access knowledge
  - adapt to new workplace situations
- research and evaluation skills to:
  - source, analyse and evaluate building legislative requirements
  - source, analyse and evaluate legislative requirements for the provision of access.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - interpreting and applying anti-discrimination

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legislation for the purposes of providing advice on issues relating to the provision of access for people with disabilities
- interpreting and applying building legislation for the purposes of providing advice on issues relating to the provision of access for people with disabilities
- applying a knowledge of the appropriate means of seeking a judicial or quasi-judicial hearing and providing appropriate advice to clients
- applying disability awareness to the individual's circumstances when providing advice for people with disabilities
- providing an access compliance report that complies with legislative requirements and is useable by the client for the intended purpose
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents

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competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- owner and manager
- corporate body

small business tenant.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
  - occupational health and safety (OHS)
  - building
  - environmental
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian standards
- codes of practice
- international codes and standards
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace

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	standards • continuous improvement processes and standards • defined resource parameters • duty of care • employer and employee rights and responsibilities • ethical standards • legal policies and guidelines • occupational health and safety policies, procedures and programs • organisational mission statement, goals, objectives, plans, systems and processes • policies and procedures relating to the setting of fees and the negotiation and management of contracts • policies and procedures relating to own role, responsibilities and delegation • privacy and confidentiality policies and procedures • quality assurance and procedures manuals • records and information management systems and processes • style guides and other guides used to prepare documents.
Client brief will include:	• written instructions detailing requirements of the access consultant • any documentation related to the case.
Legislation may include:	• Building Code of Australia • DDA • DDA Education Standard • DDA Premises Standard • DDA Transport Standard • commonwealth, state and territory anti-discrimination legislation and regulations state and territory building legislation.
Documentation may include:	• advertisements • contracts and leases • DDA Action Plan disclaimers.
Interpersonal skills and communication techniques may include:	• active listening to clarify and confirm understanding • control of tone of voice and body language • culturally aware/sensitive use of language and concepts • demonstrating flexibility and a willingness to negotiate

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- presenting options and consequences
- providing constructive feedback
- reflection
- seeking feedback to confirm understanding of needs
- summarising and paraphrasing to check understanding
- using language that is:
  - accurate, articulate and concise
  - positive, confident and cooperative
  - verbal or non-verbal.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC5019A Coordinate the development and implementation of Disability Discrimination Act Action Plans

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to coordinate the development and implementation of Disability Discrimination Act (DDA) Action Plans or similar plans required by state or territory legislation on behalf of a client organisation. The client's staff will have a key role in facilitating the developmental process within the organisation. The unit involves working with the management of government departments, companies, building owners and service providers to develop DDA Action Plans for lodgement with the Human Rights and Equal Opportunity Commission (HREOC), ensuring ownership of the DDA Action Plan by senior management and effective subsequent implementation of the plan.

The unit requires the ability to communicate with building owners and managers on the implementation of the DDA and state and territory anti-discrimination legislation.

The access consultant will typically act in an advisory role to the client organisation developing the DDA Action Plan.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of facilitating the development and implementation of DDA Action Plans and similar plans as specified in state and territory anti-discrimination legislation.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish client relationship.	1.1 Contractual arrangements are negotiated and confirmed. 1.2 A comprehensive ***client brief*** is developed in conjunction with the client. 1.3 Information on client's business operations, services offered, staff profiles and business premises is obtained. 1.4 A work plan for the coordination of the development of the ***Action Plan*** is prepared in collaboration with the client.
2 Engage senior management in the development process.	2.1 A strategy is developed for communicating with senior management in the preparation of an Action Plan. 2.2 Processes to engage senior management in the Action Plan development are identified in conjunction with appropriate organisational personnel. 2.3 The agreement of senior management to take a lead role in the development of the Action Plan is obtained. 2.4 Training needs and human resources are identified to assist senior managers in taking a lead role in the development of the Action Plan. 2.5 Identified training is delivered to senior

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ELEMENT	PERFORMANCE CRITERIA
	management.
3 Assist the client to coordinate the development of the Action Plan.	3.1 Assist in the identification of organisational staff to facilitate the development of the Action Plan. 3.2 Training needs to assist staff to facilitate the development of the Action Plan are identified. 3.3 Identified training is developed and delivered to staff.
4 Work with client to monitor progress in the development of the Action Plan.	4.1 Assist the client in managing the development of the Action Plan by providing expert advice to ensure satisfactory progress. 4.2 Assist the client in developing ***policies and programs*** to support the Action Plan. 4.3 Assist the client review the draft Action Plan in readiness for formal endorsement by senior management and subsequent lodgement with HREOC.
5 Work with client to monitor the implementation of the DDA Action Plan.	5.1 Assist the client to implement the Action Plan. 5.2 Assist the client to monitor the achievement of the milestones identified in the Action Plan. 5.3 Assist the client in managing the periodic review of the Action Plan.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- commonwealth DDA or similar state and territory anti-discrimination legislation and regulations requiring the completion of Action Plans or similar documents
- consultation processes
- disability awareness
- efficient and effective customer service
- industry codes of practice and ethics
- international codes, standards, regulations and practices
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures and business standards

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- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- range of presentation formats for conveying information to participants in the Action Plan development process
- report writing
- research methods
- principles and techniques associated with:
  - change management
  - coaching
  - communication
  - goal setting
  - group dynamics and processes
  - motivation
  - negotiation
  - planning.

Required skills and attributes include:

- analytical skills to:
  - interpret and apply legislative requirements pertaining to disability access
  - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
  - evaluate the provision of access in relation to legislative requirements
- application skills to:
  - apply relevant codes of practice and other legislative requirements to work processes
  - apply current Australian and international building codes, standards, regulations and practices
  - apply disability awareness to work processes
- coaching skills to:
  - develop the skills of clients and their staff
- communication skills to:
  - explain clearly information on issues relating to the provision of access
  - identify client needs
  - explain clearly benefits of the Action Plan
  - consult effectively with clients and their representatives
  - impart knowledge and ideas through oral, written and visual means
  - use workplace equipment and communication methods
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities

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- provide advice in a sensitive and appropriate manner
- facilitate change for greater awareness of disability access
- analyse own work practices and process outcomes critically
- engage colleagues and share disability access knowledge
- adapt to new workplace situations

- literacy skills to:
  - assess and use workplace information
  - read and record data
- negotiation skills to:
  - clarify client requirements
  - establish the contractual conditions with the client
- organisational skills to:
  - assist in the implementation of organisational policies and procedures
  - prepare contracts and meet contractual obligations
  - respond to customer service expectations
  - prepare and administer documentation
- problem-solving skills to:
  - develop strategies for addressing areas of access non-compliance for consideration by the client
- report-writing skills to:
  - prepare working documentation and papers
  - assist in the preparation of the Action Plan documentation
- research skills to:
  - collect and interpret valid and reliable data
- teamwork skills to:
  - work effectively with other people
- technical skills to:
  - advise on processes to facilitate the development of Action Plans
  - facilitate group processes
  - encourage and facilitate planning processes
  - provide guidance during the change-management process
  - develop appropriate policies and programs to achieve the legislative objectives of the DDA or similar state and territory legislation
- technology skills to:
  - apply information technology and computer skills to prepare working documentation and reports.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - interpreting accurately the requirements of the commonwealth DDA or state and territory anti-discrimination legislation covering the development of Action Plans or similar plans
  - applying an understanding of the access needs of people with disabilities to the Action Plan development process
  - working with senior management to obtain commitment to the development of a DDA Action Plan
  - using effective interpersonal skills and communication techniques to coordinate the exchange of ideas and information to support the development and implementation of an Action Plan
  - applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards

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- assessment materials and tools
- suitable assessment venue/equipment
- workplace documentation
- candidate special requirements
- cost and time considerations.

- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client brief may include:

- written instructions detailing requirements of the access consultant.

Action Plan:

- includes:
  - goals and targets to ensure that results are

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measurable
- timeframes
- suggested evaluation techniques

- is developed through:
  - a review of current business practices
  - devising policies and programs
  - setting goals, targets and timeframes
  - devising and incorporating evaluation strategies
  - appointing persons to be responsible for the implementation of the Action Plan
  - communicating the Action Plan to staff in the client's organisation.

Policies and programs may include:

- developing a complaints procedure for staff and customers - supporting programs could include publicising the complaints procedure to staff and customers, and training staff to handle complaints appropriately
- incorporating the Action Plan into mainstream business planning - supporting programs could include integrating Action Plan considerations into business marketing, communication and training programs
- increased disability awareness amongst staff - supporting programs could include regular disability awareness training for all existing staff, disability awareness training as a component of new staff induction procedures, mentoring staff, and the active recruitment and employment of people with disabilities
- informing employees about the Action Plan - supporting programs could include disability awareness training to educate staff about their role in implementing the Action Plan, and supervisors being accountable for the performance of staff in relation to the Action Plan
- publicising the organisation's commitment to people with disabilities - supporting programs could include removing physical access barriers, removing communication barriers, marketing the organisation's disability awareness initiatives, employing people with disabilities, and disability awareness training for staff
- removing communication barriers - supporting programs could include providing information in alternative formats, improved information

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technology, appropriate signage for the vision impaired and training staff in sign language
- removing physical barriers to access - supporting programs could include conducting an access audit and implementing the correctional renovations
- reviewing and evaluating progress of the Action Plan - supporting programs could include monitoring program implementation against targets and timeframes, and evaluating it against Action Plan goals.

Unit Sector(s)

Unit sector

Access Consulting

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CPPACC5020A Undertake research on access issues

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to undertake research for the purposes of defining the performance and outcomes of building innovations and alternative solutions as well as investigating a range of other issues concerning access. It requires the ability to identify a range of appropriate sources of information within Australia and internationally, apply sound research techniques, analyse the content of resources and document sources and findings for use in addressing specific access issues.

Application of the Unit

Application of the unit

This unit of competency supports the full range of access consulting services where there is a breadth, depth and complexity of tasks and often the requirement to make decisions and provide recommendations involving non-routine situations. The unit will support all the functions of access consulting that require research into access issues.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Define the purpose, scope and nature of the research.	1.1 Details of the research purpose, scope, aims, expected outcomes and potential uses and benefits are clarified and agreed with the ***client*** in accordance with ***organisational requirements***. 1.2 Details of available resources and the research timeframes are confirmed with the client. 1.3 The most suitable research methodology is identified according to the resources available. 1.4 ***Issues related to the appropriate use of research data*** are identified with the client and managed effectively in accordance with organisational requirements. 1.5 Details of evaluation mechanisms and procedures are clarified through consultation and negotiation with the client.
2 Search information sources.	2.1 Appropriate ***research methods*** are implemented and a sufficient number of relevant sources of information are investigated to ensure reliable conclusions. 2.2 Information is recorded accurately according to research protocols and current industry best practice and is easily retrievable in accordance with organisational requirements. 2.3 Collections and associated data resulting from research are recorded and stored appropriately in readiness for analysis in accordance with organisational requirements.
3 Analyse and interpret information.	3.1 ***Methods of data analysis*** appropriate for the nature and subject of the research and in accordance with research protocols and industry best practice are selected.

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Analysis of research data is conducted to meet time, resource and quality constraints in accordance with organisational requirements.
	3.3 Research findings, along with relevant sources and references, are recorded and documented thoroughly for use in the preparation of a report to the client.
	3.4 Research findings and associated documentation are recorded and stored appropriately for future reference in accordance with confidentiality, legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- efficient and effective customer service
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- managing research projects
- organisational and professional procedures, ethical practices and business standards
- organisational requirements for documenting and presenting research findings, and for storing and retrieving documentation
- planning and setting research priorities
- privacy legislation and confidentiality requirements
- report writing for presenting research findings, including referencing protocols
- research methodology, procedures and protocols
- sources of information that may support the research effort e.g. relevant commonwealth, state and territory legislation, such as building legislation and codes, and Australian and international standards; and publications and other materials/resources on access issues produced by Australian or other governments, international agencies, and professional or academic bodies

techniques for analysing information, collecting data and documenting findings.

Required skills and attributes include:

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- analytical skills to:

analyse, evaluate and apply legislative requirements pertaining to disability access

analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment

analyse and evaluate how environmental barriers impact on people with disabilities

analyse and evaluate the performance and outcomes of building innovations and alternative solutions

interpret non standard situations and analyse results to establish suitable methods for responding

- application skills to:

apply relevant codes of practice and other legislative requirements to research processes

apply disability awareness to research processes

maintain knowledge of current codes, standards, regulations, practices and industry updates

use workplace equipment and communication methods

- communication skills to:

explain clearly research findings on issues relating to the provision of access and relevant legislation

consult effectively with clients and colleagues

impart knowledge and ideas through oral, written and visual means

- interpersonal skills to:

relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities

consult and provide advice in a sensitive and appropriate manner

analyse own work practices and process outcomes critically

adapt to new workplace situations

- literacy skills to:

assess and use workplace information

locate and interpret legislation and other written documentation

search databases and catalogues

conduct web-based searches

- organisational skills to:

prepare and manage documentation

plan and set priorities

coordinate technical and human resource inputs to research activities

work within time and resource constraints

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develop and implement organisational policies and procedures

meet client expectations

- research and evaluation skills to:

develop innovative solutions for the provision of access, based on rigorous research processes

source, analyse and evaluate legislative requirements for the provision of access

- technical skills to:

analyse information and document findings

reference, store and retrieve data

recommend solutions to access issues based on the accurate interpretation of legislation, standards, publications and other materials and resources

- technology skills to:

apply information technology and computer skills to analyse data and prepare reports and other documents based on research findings.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	• A person who demonstrates competency in this unit must be able to provide evidence of: • recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment • interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might

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have

- accurately interpreting the research requirements of the client and confirming own understanding of the requirements
- displaying a knowledge of a range of research methodologies, procedures and protocols and their application in research situations
- effectively identifying a range of suitable information sources able to provide meaningful data relevant to the research project
- conducting an analysis of data from a range of information sources, identifying the relevant information as per the requirements of the research project and interpreting the data to provide the basis of advice and recommendations
- documenting and storing the research findings using research protocols and industry best practice to facilitate easy future retrieval of the information
- managing time and resource constraints and workplace priorities effectively
- managing client expectations within agreed parameters
- effectively using information technology to conduct searches of data sources and to store and retrieve information
- applying organisational management policies and procedures, including quality assurance.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further

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learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- architect and builder
- building designer
- building owner and manager
- educational services provider
- organisation developing a Disability Discrimination Act Action Plan
- other access consultant
- owner and manager of transport conveyances.

Organisational requirements may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards

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- defined resource parameters
- duty of care
- employer and employee rights and responsibilities
- ethical standards
- legal policies and guidelines
- occupational health and safety policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and procedures manuals
- records and information management systems and processes

style guides and other guides used to prepare documents.

Issues related to the appropriate use of research data may include:

- copyright
- ethical standards
- intellectual property
- ownership of the finished research
- rights and responsibilities of all parties involved in the research.

Research methods will include:

- documentary research of:

Australian and international standards

Australian and other national governments

international agencies/organisations

professional and academic journals and papers

conference presentations and papers

- other appropriates techniques as required such as:

field study

interview

observation or experiment

questionnaire or survey.

Methods of data analysis may:

- require the application of specific analytical techniques e.g. statistics
- utilise the more general ability to make sound judgements in the face of appropriate evidence.

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Unit Sector(s)

Not Applicable

Competency field

Competency field

Access Consulting

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CPPACC6001A Participate as an access expert on an Access Panel

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to participate as an access expert on an Access Panel. Access Panels are created within state and territory jurisdictions under the Process to Administer Access to Buildings (The Protocol) for the purpose of considering Building Upgrade Plans.

The unit requires the ability to interpret the performance requirements of the Disability Discrimination Act (DDA) Premises Standard the Building Code of Australia (BCA) and all relevant Australian standards. Access consultants also require the ability to apply knowledge of contemporary Australian and international literature, developments and trends regarding access issues. The unit requires a high level of communication skills and the skills to contribute effectively to a team situation.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of serving on a BCA Access Panel. It involves the application of analysis, planning and evaluation to complex technical issues.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Review Access Panel case documentation.	1.1 ***Case documentation*** is checked upon receipt to ensure it is full and complete. 1.2 Case documentation is read and interpreted for the adequacy of access provision in accordance with the relevant ***legislation and codes***. 1.3 Ambiguities in the documentation are clarified with ***relevant persons***.
2 Conduct research on relevant issues.	2.1 Research is conducted on matters pertaining to the case using all relevant databases. 2.2 Advice from other access experts is sought to complement and supplement own expertise in relation to the specific case. 2.3 All research findings and their sources are referenced fully using recognised methods and documented for later retrieval and use.
3 Prepare and document arguments for Access Panel consideration.	3.1 Arguments on issues relating to the case to be considered by other Access Panel members are developed based on own expertise and research findings. 3.2 Developed arguments are documented fully and all relevant supporting evidence is assembled and retained in a suitable manner for consideration by other Access Panel members.
4 Contribute actively to Access Panel deliberations.	4.1 The extent of own competencies in relation to the case are examined and recognised in accordance with industry codes of practice and ethics. 4.2 Information and advice on potential solutions to the adequacies of access provision are provided to all

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ELEMENT	PERFORMANCE CRITERIA
	Access Panel members. 4.3 Effective ***interpersonal skills and communication techniques*** are utilised to contribute to all discussions in a participative and constructive manner. 4.4 Advice on access issues is provided in an agreed format. 4.5 Agreed decisions are documented for future personal reference.
5 Assist in the preparation of the Access Panel decision document.	5.1 Agreed decisions are documented in accordance with the Access Panel reporting guidelines. 5.2 The development and preparation of the Access Panel's reporting document for each case is assisted in accordance with Access Panel reporting guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- Access Panel structures
- anthropometric principles of accessible building design and fitout
- the difference between common law, judicial precedents and legislation
- commonwealth, state and territory anti-discrimination legislation and regulations
- commonwealth, state and territory Heritage Acts
- design, structural and construction principles of buildings
- disability awareness
- environmental issues impacting on material selection
- ergonomic principles
- functional systems of the human body
- industry codes of practice and ethics
- international standards on building access
- jurisdiction of Access Panels
- legislative requirements of presenting evidence to Access Panels
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance

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- occupational health and safety policies and procedures
- processes for interpreting reports, working drawings and specifications
- preparation of a current comprehensive curriculum vitae
- principles and techniques associated with:
  - group dynamics and processes
  - leadership
  - communication and negotiation
  - planning
  - decision making
- procedures and protocols for Access Panels
- processes for recording data, administering records and preparing reports
- relevant commonwealth, state and territory building and other legislation, local government regulations and Australian standards
- research methodology and analytical processes
- role of legal personnel on Access Panels
- role, responsibilities and powers of building certifiers
- state and territory Planning and Development Acts
- relevant terminology and definitions in hazard identification
- types of allowable evidence raised in Access Panels
- types of issues raised in Access Panels.

Required skills and attributes include:

- analytical skills to:
  - analyse, evaluate and apply legislative requirements pertaining to disability access
  - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - analyse and evaluate how environmental barriers impact on people with disabilities
  - review and evaluate arguments presented in Access Panel case documentation
- application skills to:
  - apply relevant anti-discrimination and building legislation
  - apply industry building codes of practice and ethics and other legislative requirements to work processes
  - apply disability awareness to work processes
  - apply current Australian and international building codes, standards, regulations and practices
- communication skills to:
  - discuss issues relating to the provision of access presented in Access Panel case documentation and the relevant legislation with other Access Panel members
  - present arguments to other Access Panel members based on legislation and other research activities
  - seek alternative advice from other experts within own field
  - seek advice from experts in areas outside own expertise

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- literacy skills to:
  - assess and use workplace information on Access Panel role and responsibilities
  - read and interpret plans, specifications and structural drawings
  - read and use anatomical and medical terminology
  - read and use building and construction terminology
  - read and comprehend Access Panel case documentation
- organisational skills to:
  - confirm that all relevant Access Panel case documentation is provided
  - research, reference, store and retrieve data for use in Access Panel processes
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
  - seek and obtain information in a sensitive and appropriate manner
  - facilitate change for greater awareness of disability access
  - participate in a team environment to complete tasks
  - analyse own work practices and process outcomes critically
  - engage colleagues and share disability access knowledge
  - adapt to new workplace situations
- personal attributes relating to:
  - impartiality
  - fairness
  - independence
  - objectivity
  - confidentiality
  - respect
- report-writing skills to:
  - prepare reports and other Access Panel documentation following Access Panel style policy, procedures and guidelines
- research skills to:
  - initiate investigative research relating to specific Access Panel cases
  - source, analyse and evaluate building legislative requirements
  - source, analyse and evaluate legislative requirements for the provision of access
- technical skills to:
  - identify problems and develop solutions
  - participate in decision-making processes
  - facilitate effective group processes to:

provide leadership

provide innovative responses to emerging access issues.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

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

- A person who demonstrates competency in this unit must be able to provide evidence of:
  - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
  - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
  - interpreting the role and responsibilities of the Access Panel and its members as set out in relevant legislation
  - analysing the evidence presented in case arguments, other information obtained by the Access Panel and relevant legislative requirements
  - forming realistic decisions based on the structured analysis of all relevant data and the application of relevant legislation
  - researching and referring to recognised national and international data sources and publications on access issues
  - interpreting the financial and social costs and benefits of Building Upgrade Plans and maintenance activities to provide access
  - applying Access Panel organisational management policies and procedures, including quality assurance requirements.

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Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
  - assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Case documentation may include:

- reports and documents from previous Access Panel hearings.

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Legislation and codes may include:	• BCA • DDA Premises Standard • international legislation, codes and standards • state and territory building legislation.
Relevant person may include:	• state and territory officers responsible for Access Panel affairs.

Interpersonal skills and communication techniques may include:	• active listening to clarify and confirm understanding
	• control of tone of voice and body language
	• culturally aware/sensitive use of language and concepts
	• demonstrating flexibility and a willingness to negotiate
	• presenting options and consequences
	• providing constructive feedback
	• reflection
	• seeking feedback to confirm understanding of needs
	• summarising and paraphrasing to check understanding
	• using effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
	• using language that is:
	  • accurate, articulate and concise
	  • positive, confident and cooperative
	  • verbal or non-verbal.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC6002A Apply performance-based codes and risk management principles to assessing buildings for access

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to apply performance-based codes, and risk assessment and risk management principles to accessibility features of buildings. It covers the comparison of proposed alternative solutions to the prescriptive Deemed-to Satisfy (DTS) requirements of the building legislation for the accessibility of building developments. It includes the evaluation of existing common law decisions for assessing risks associated with building development.

The assessment results in the preparation of a report describing the suitability of the proposed Alternative Building Solution to the provision of access and its usability by people with disabilities.

The unit requires the ability to communicate with members of the building industry on the interpretation and implementation of the Disability Discrimination Act (DDA), the DDA Premises Standard and the Building Code of Australia (BCA).

The access consultant may either work alone or as a member of a team.

This unit is based on BCGSV6009A Implement performance based codes and risk management principles for buildings up to 3 storeys.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of serving on a BCA Access Panel. It involves the application of analysis, planning and evaluation to complex technical issues.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Evaluate performance-based codes.	1.1 The role of the regulation of buildings and the built environment within society is identified and applied.
	1.2 Societal goals related to the construction and use of buildings are interpreted.
	1.3 The hierarchy of commonwealth, state and territory ***building access legislation*** and the role of BCA Objectives, Functional Statements and Performance Requirements are identified and recorded.
	1.4 Differences between public policy and professional judgement are identified and recorded.
2 Apply the performance-based codes.	2.1 Assessment methods pertaining to access contained in the BCA and their application are identified and applied.
	2.2 Methodologies for determining correct performance requirements to be satisfied are applied.
	2.3 Processes for involving relevant parties in the decision-making process are determined.
	2.4 Impacts of a performance-based solution on building maintenance and alterations are identified and documented.
	2.5 Assessment report for the proposed performance-based solution is prepared.

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ELEMENT	PERFORMANCE CRITERIA
	2.6 All documentation and records used in evaluating the proposed performance-based solution are retained for future reference and retrieval.
3 Conduct a risk assessment.	3.1 Assessment methods pertaining to access contained in the BCA and their application are identified and applied. 3.2 Methodology for determining correct performance requirements to be satisfied is applied. 3.3 Methodology for determining and assessing risks is identified and applied. 3.4 Research data sources for risk assessment and management are identified and applied. 3.5 Consequences of various forms of risk are identified and reported. 3.6 Basic probabilistic analysis, including use of event trees, is applied in accordance with risk assessment principles. 3.7 Statistics used in risk assessment practices are interpreted.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- anthropometric principles of accessible building design and fitout
- commonwealth, state and territory anti-discrimination legislation and regulations
- commonwealth, state and territory Heritage Acts
- Deemed-to-Satisfy provisions
- design, structural and construction principles of buildings
- disability awareness
- environmental issues impacting on material selection
- ergonomic principles
- industry codes of practice and ethics
- international standards on building access
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance

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- occupational health and safety (OHS) policies and procedures
- processes for interpreting reports, working drawings and specifications
- processes for recording data, administering records and preparing reports
- relevant commonwealth, state and territory building and other legislation, local government regulations and Australian standards
- research methodology and analytical processes
- risk management methodology appropriate for buildings and the built environment
- risk management principles
- role, responsibilities and powers of building certifiers
- state and territory Planning and Development Acts
- relevant terminology and definitions in hazard identification.

Required skills and attributes include:

- analytical skills to:
  - analyse, evaluate and apply legislative requirements pertaining to disability access
  - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - analyse and evaluate how environmental barriers impact on people with disabilities
  - evaluate the proposed Alternative Building Solution
  - assess risks associated with the proposed Alternative Building Solution
- application skills to:
  - apply relevant anti-discrimination and building legislation
  - apply industry building codes of practice and ethics and other legislative requirements to work processes
  - apply disability awareness to work processes
  - apply current Australian and international building codes, standards, regulations and practices
- communication skills to:
  - explain clearly information on issues and legislation relating to the provision of access
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
  - use workplace equipment and communication methods
- literacy skills to:
  - assess and use workplace information
  - read and interpret plans, specifications and structural drawings
  - read and use anatomical and medical terminology
  - read and use building and construction terminology
- organisational skills to:
  - prepare and manage documentation
  - collect, store and retrieve data
- interpersonal skills to:

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- relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- seek and obtain information in a sensitive and appropriate manner
- facilitate change for greater awareness of disability access
- analyse own work practices and process outcomes critically
- engage colleagues and share disability access knowledge
- adapt to new workplace situations

- research skills to:
  - initiate searches for information relevant to assessing Alternative Building Solutions
  - source, analyse and evaluate building legislative requirements
  - source, analyse and evaluate legislative requirements for the provision of access.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• A person who demonstrates competency in this unit must be able to provide evidence of:
	  • recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
	  • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
	  • interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
	  • applying disability awareness to the provision of access for people with disabilities
	  • interpreting and applying the BCA hierarchy and the Objectives, Functional Statements and Performance Requirements when evaluating

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performance-based designs
- selecting and applying suitable assessment methods for determining correct performance requirements
- selecting and applying suitable risk assessment methods in evaluating performance-based designs
- researching and referring to recognised national and international data sources and publications on access issues
- interpreting the financial and social costs and benefits of Building Upgrade Plans and maintenance activities to provide access
- complying with OHS regulations applicable to workplace operations
- reporting the determination of compliance within the context of relevant legislation, BCA and Australian standards
- applying organisational management policies and procedures, including quality assurance requirements.

Context of and specific resources for assessment

- Resource implications for assessment include:
  - a registered provider of assessment services
  - competency standards
  - assessment materials and tools
  - suitable assessment venue/equipment
  - workplace documentation
  - candidate special requirements
  - cost and time considerations.
- Validity and sufficiency of evidence requires that:
  - competency will need to be demonstrated over a period of time reflecting the scope of the role
  - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
  - all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
  - where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency

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demonstrated over a period of time

- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Building access legislation may include:

- Australian standards
- DDA
- DDA Premises Standard
- DDA Transport Standard
- BCA
- state and territory building legislation
- commonwealth, state and territory anti-discrimination legislation and regulations

local government regulations.

Unit Sector(s)

Unit sector

Access consulting

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CPPACC6003A Apply unjustifiable hardship principles to Alternative Building Solutions for access

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to apply the principles of unjustifiable hardship to the legislative requirements for existing buildings undergoing building work. It requires an assessment of any unjustifiable hardship component of a proposed Building Upgrade Plan, Alternative Building Solution or application for an exception from a requirement of the Building Code of Australia (BCA).

The assessment is tested against the principles of unjustifiable hardship as set out in the Process to Administer Access to Buildings (The Protocol) and the Disability Discrimination Act (DDA) Premises Standard. The assessment may result in the preparation of a report describing the processes for reaching approval of the proposed alternative solution or application for exception.

The unit requires the ability to communicate with members of the state or territory Access Panel on the interpretation and implementation of the DDA, the DDA Premises Standard, the BCA and The Protocol.

The access consultant may either work alone or as a member of a team.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of serving on a BCA Access Panel. It involves the application of analysis, planning and evaluation to complex technical issues.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess the proposal from the building control authority.	1.1 The nature of the proposal documentation is classified as a ***Building Upgrade Plan***, an ***Alternative Building Solution*** or an ***application for exception from a requirement of the BCA***. 1.2 Access issues raised by the building control authority are identified, clarified and documented. 1.3 The grounds for a request for unjustifiable hardship are identified from within the proposal documentation.
2 Apply unjustifiable hardship principles to the assessment of the Building Upgrade Plan.	2.1 Key access components of the Building Upgrade Plan are identified. 2.2 A technical assessment of the issues identified in the Building Upgrade Plan is conducted in accordance with the Process to Administer Access to Buildings. 2.3 The level of access resulting from the Building Upgrade Plan is determined in accordance with ***legislative requirements***. 2.4 The appropriateness of the timeframes proposed by the Building Upgrade Plan is assessed and the findings are documented in accordance with ***unjustifiable hardship considerations***.
3 Apply unjustifiable hardship principles to	3.1 The performance of the Alternative Building Solution for providing access outcomes equivalent

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ELEMENT	PERFORMANCE CRITERIA
the assessment of the Alternative Building Solution.	to the Deemed-to-Satisfy provisions of the relevant legislative requirements is assessed. 3.2 A technical assessment of the issues identified in the application for Alternative Building Solution is conducted in accordance with the Process to Administer Access to Buildings. 3.3 The ability of the Alternative Building Solution to provide access is assessed in accordance with unjustifiable hardship considerations. 3.4 Unjustifiable hardship considerations are assessed and the findings are documented in accordance with the objectives of the DDA and state and territory anti-discrimination legislation.
4 Apply unjustifiable hardship principles to the assessment of the application for exception from a requirement of the BCA.	4.1 The issues nominated in the proposal as preventing the provision of access are identified. 4.2 A technical assessment of the issues identified in the application for exception is conducted in accordance with the Process to Administer Access to Buildings. 4.3 The validity of the issues presented in the application for exception from a requirement of the BCA is assessed against unjustifiable hardship considerations. 4.4 Unjustifiable hardship decisions are assessed and the findings are documented in accordance with the objectives of the DDA and state and territory anti-discrimination legislation.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- anthropometric principles of accessible building design and fitout
- commonwealth, state and territory anti-discrimination legislation and regulations
- commonwealth, state and territory Heritage Acts
- design, structural and construction principles of buildings
- disability awareness
- environmental issues impacting on material selection
- ergonomic principles

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- functional systems of the human body
- industry codes of practice and ethics
- international standards on building access
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety (OHS) policies and procedures
- processes for interpreting reports, working drawings and specifications
- processes for recording data, administering records and preparing reports
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- research methodology and analytical processes
- role, responsibilities and powers of building certifiers
- state and territory Planning and Development Acts
- relevant terminology and definitions in hazard identification.

Required skills and attributes include:

- analytical skills to:
  - analyse, evaluate and apply legislative requirements pertaining to disability access
  - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
  - analyse and evaluate how environmental barriers impact on people with disabilities
  - apply unjustifiable hardship principles to arguments presented in applications for an exception to a requirement of the BCA
  - interpret and analyse routine and non-routine situations to establish suitable methods of reporting
- application skills to:
  - apply relevant anti-discrimination and building legislation
  - apply industry building codes of practice and ethics and other legislative requirements to work processes
  - apply disability awareness to work processes
  - apply current Australian and international building codes, standards, regulations and practices
- communication skills to:
  - discuss unjustifiable hardship principles, their interpretation and application
  - seek alternative advice from other experts within own field
  - seek advice from experts in areas outside own expertise
- literacy skills to:
  - assess and use workplace information
  - read and interpret plans, specifications and structural drawings
  - read and use anatomical and medical terminology
  - read and use building and construction terminology

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    - read and comprehend case documentation associated with claims for unjustifiable hardship
- organisational skills to:
    - confirm that all relevant case documentation is provided
    - research, reference, store and retrieve data for use in decision-making processes
- interpersonal skills to:
    - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
    - seek and obtain information in a sensitive and appropriate manner
    - facilitate change for greater awareness of disability access
    - analyse own work practices and process outcomes critically
    - engage colleagues and share disability access knowledge
    - adapt to new workplace situations
- personal attributes relating to:
    - impartiality
    - fairness
    - independence
    - objectivity
    - confidentiality
    - respect
- research skills to:
    - initiate searches for information relevant to claims for unjustifiable hardship
    - source, analyse and evaluate building legislative requirements
    - source, analyse and evaluate legislative requirements for the provision of access
- technical skills to:
    - participate in decision-making processes.
    -

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	• This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.
Critical aspects for assessment and evidence required to demonstrate	• A person who demonstrates competency in this unit must be able to provide evidence of: • recognising the needs and desires of people with

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competency in this unit	disabilities to engage fully in all aspects of society, and their right to do so • interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment • interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have • applying disability awareness to the provision of access for people with disabilities • interpreting and applying the unjustifiable hardship provisions of the BCA to Building Upgrade Plans, Alternative Building Solutions and applications for exception from a requirement of the BCA • conducting a technical assessment of Building Upgrade Plans, Alternative Building Solutions and applications for exception in accordance with the Process to Administer Access to Buildings (The Protocol) • complying with OHS regulations applicable to workplace operations • reporting assessment findings within the context of the relevant legislation, BCA and Australian standards • applying organisational management policies and procedures, including quality assurance requirements.
Context of and specific resources for assessment	• Resource implications for assessment include: • a registered provider of assessment services • competency standards • assessment materials and tools • suitable assessment venue/equipment • workplace documentation • candidate special requirements • cost and time considerations. • Validity and sufficiency of evidence requires that: • competency will need to be demonstrated over a period of time reflecting the scope of the role • where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at

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different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Building Upgrade Plan means:	• a plan for upgrading the accessibility of an existing building over time.
Alternative Building Solution means:	• a building solution that complies with BCA performance requirements, other than by reason of satisfying the Deemed-to-Satisfy provisions.
An ***application for exception from a requirement of the BCA*** refers to:	• a process under the Building Access Regulatory Compliance Process that allows applicants to seek an exception from a requirement of the BCA.
Legislative requirements may include:	• DDA • commonwealth, state and territory anti-discrimination legislation and regulations • DDA Premises Standard • BCA • Australian standards • international codes and standards

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- Process to Administer Access to Buildings (The Protocol).

Unjustifiable hardship considerations may include:

- the financial viability of a project
- the involvement of public funds in the building work
- the extent of the benefit from providing access
- the significance of any heritage value of features in a building that may be affected by the provision of access
- technical limits
- topographical restrictions or other site constraints
- any relevant safety or health factors
- the requirements of other legislation.

Unit Sector(s)

Unit sector

Access consulting

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CPPBDN5001A Research construction materials and methods for small-scale residential building design projects

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to research and evaluate existing, new and emerging construction materials and methods for all residential building design projects covered by the Building Code of Australia (BCA), except construction Type A buildings.

It also covers the development of an understanding of the range of construction materials and methods available and their application, performance and interaction.

Application of the Unit

This unit of competency supports building designers and other personnel, such as home sustainability assessors, who recommend construction materials and methods to clients for small-scale residential building design projects.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Research materials and methods for structural elements	1.1	***Characteristics*** and ***applications of materials used for structural elements*** are ***researched*** and evaluated in relation to different types of ***small-scale residential building design projects***.
		1.2	***Compliance requirements*** for materials used for structural elements are researched and interpreted.
		1.3	Construction methods and systems for structural elements are researched and evaluated.
		1.4	Research is recorded, filed and regularly updated according to workplace procedures.
2	Research materials and methods for building envelope	2.1	Characteristics and ***applications of materials used for building envelope*** are researched and evaluated.
		2.2	Compliance requirements for materials used for building envelope are researched and interpreted for different types of small-scale residential building design projects.
		2.3	Construction methods and systems for building envelope are researched and evaluated.
		2.4	Research is recorded, filed and regularly updated according to workplace procedures.
3	Research systems and components for services	3.1	Components and systems for **services** are researched and evaluated.
		3.2	Broad compliance requirements for services are researched and interpreted.

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3.3	Installation methods for services are researched in relation to different types of components, systems and small-scale residential building design projects.
3.4	Research is recorded, filed and regularly updated according to workplace procedures.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
  - plan and arrange professional development activities to update own knowledge base
- analytical and problem-solving skills to:
  - evaluate cost-effectiveness of construction materials and methods
  - research construction materials and methods
- interpersonal skills to:
  - interact with builders, clients, manufacturers, representatives of regulatory authorities, and suppliers
  - network with other professionals
- language, literacy and numeracy skills to:
  - assess cost-effectiveness of materials and components
  - communicate with colleagues and contacts, including writing reports
  - interpret complex information
- technology skills to use information technology and relevant software

Required knowledge

- basic principles of structural engineering
- building designers' duty of care to ensure quality and safety of designs
- compliance requirements relating to construction materials and methods, including:
  - Australian standards
  - BCA deemed-to-satisfy requirements
  - environmental and sustainability requirements, including:
    - energy efficiency

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    - fire resistance, including resistance to bushfire attack
    - legislation
- hazards of construction materials and methods
- organisational scope of business and client demographics, including:
    - geographic areas of operation
    - trends in clients' design preferences
    - types of building design projects that form the core business of the organisation
- sources of reliable information on past, current and emerging uses of construction materials and methods
- sustainable construction materials and methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to:
	• develop a body of current research findings suitable for application to a range of small-scale residential buildings, including:
	  • characteristics and applications of materials suitable for structural elements and building envelope
	  • construction methods and systems applicable to structural elements and building envelope
	  • components and systems for services, including:
	  • compliance requirements
	  • installation methods
	• evaluate suitability of materials, construction methods and services for at least three specific projects, covering different types of buildings
	• systematically document and store research findings.

Context of and specific resources for assessment	Assessment of this unit: • must be in the context of the work environment • may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills • must meet relevant compliance requirements.

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	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence
	• assessment instruments.

Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Characteristics of materials may include:	• acoustic properties • aesthetic properties • availability • cost • defects • durability • fire resistance properties • health and safety issues • interaction with other materials • limitations due to manufacturing process • structural safety • sustainability features, such as energy efficiency • thermal properties • tolerance • transport, storage and handling requirements.
Applications of materials used for structural elements may include:	• aesthetic properties • coatings required • compatibility with other elements • fixings required • structural application • substructural application • use in specific construction methods or systems.

Materials used for structural elements may include:	• composite materials
	• glass
	• masonry, such as:
	  • bricks
	  • clay
	  • concrete
	  • glass blocks
	  • stone
	• metals
	• new and emerging materials
	• timber and timber products.

Structural elements may include:	• footings, including:
	  • concrete pad
	  • piles
	  • post and concrete
	  • strip
	• floors, including:
	  • bearers and joists

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	• pier and beam
	• slabs, including:
	  • raft
	  • suspended
	  • waffle
	• walls, including:
	  • frame
	  • post and beam
	  • solid masonry
	• roofs, including:
	  • conventional
	  • truss.

Research may be:	• consultation with:
	  • builders
	  • clients
	  • manufacturers
	  • representatives of regulatory authorities
	  • suppliers
	• data analysis and comparison, including:
	  • manufacturer specifications
	  • performance test information
	• literature review, including peer assessments.

Small-scale residential building design projects:	• include all buildings covered by the BCA, except construction Type A buildings
	• may be:
	  • additions and renovations
	  • heritage restorations
	  • new buildings.

Compliance requirements may include:	• Australian standards • BCA • legislation • performance requirements specified by clients • quality standards specified by clients.
Applications of materials used for building envelope may include:	• cladding • flashing • lining • roofing • waterproofing.
Materials used for building envelope may	• composite materials • new and emerging materials

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include:	• plaster and plasterboard • slate • terracotta • timber and timber products.

Services may include:	• alternative energy sources, including solar
	• electricity
	• environmentally sustainable design (ESD) energy systems
	• fire suppression
	• gas, including:
	  • natural gas
	  • liquefied petroleum gas (LPG)
	• heating, ventilation and cooling (HVAC)
	• telecommunications
	• water.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN5002A Research construction materials and methods for small-scale non-residential building design projects

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to research and evaluate existing, new and emerging construction materials and methods for all commercial and industrial building design projects covered by the Building Code of Australia (BCA), except construction Type A buildings.

It also covers the development of an understanding of the range of construction materials and methods available and their application, performance and interaction.

Application of the Unit

This unit of competency supports building designers and other personnel, such as home sustainability assessors, who recommend construction materials and methods to clients for small-scale commercial and industrial building design projects.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Research materials and methods for structural elements	1.1	***Characteristics*** and ***applications of materials used for structural elements*** are ***researched*** and evaluated in relation to different types of ***small-scale commercial and industrial building design projects***.
		1.2	***Compliance requirements*** for materials used for structural elements are researched and interpreted.
		1.3	Construction methods and systems for structural elements are researched and evaluated.
		1.4	Research is recorded, filed and regularly updated according to workplace procedures.
2	Research materials and methods for building envelope	2.1	Characteristics and ***applications of materials used for building envelope*** are researched and evaluated.
		2.2	Compliance requirements for materials used for building envelope are researched and interpreted.
		2.3	Construction methods and systems for building envelope are researched and evaluated in relation to different types of materials and commercial and industrial building design projects.
		2.4	Research is recorded, filed and regularly updated according to workplace procedures.
3	Research systems and components	3.1	Components and systems for ***services*** **are** researched and evaluated.

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for services.	3.2	Broad compliance requirements for services are researched and interpreted for different types of commercial and industrial building design projects.
	3.3	Installation methods for services are researched in relation to different types of components, systems, and commercial and industrial building design projects.
	3.4	Research is recorded, filed and regularly updated according to workplace procedures.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
  - plan and arrange professional development activities to update own knowledge base
- analytical and problem-solving skills to:
  - evaluate cost-effectiveness of construction materials and methods
  - research construction materials and methods
- interpersonal skills to:
  - interact with builders, manufacturers, representatives of regulatory authorities, and suppliers
  - network with other professionals
- language, literacy and numeracy skills to:
  - assess cost-effectiveness of materials and components
  - communicate with colleagues and contacts, including writing reports
  - interpret complex information
- technology skills to use information technology and relevant software

Required knowledge

- building designers' duty of care to ensure quality and safety of designs
- basic principles of structural engineering
- compliance requirements, including:
  - Australian standards applicable to construction materials and methods

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- BCA deemed-to-satisfy requirements
- environmental and sustainability requirements, including:
  - energy efficiency
  - fire resistance, including resistance to bushfire attack
  - legislation applicable to construction materials and methods
- hazards of construction materials and methods
- organisational scope of business and client demographics, including:
  - geographic areas of operation
  - trends in clients' design preferences
  - types of building design projects that form the core business of the organisation
- sources of reliable information on past, current and emerging uses of construction materials and methods
- sustainable construction materials and methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to:
	• develop a body of current research findings suitable for application to a range of small-scale commercial and industrial buildings, including:
	  • characteristics and applications of materials suitable for structural elements and building envelope
	  • construction methods and systems applicable to structural elements and building envelope
	  • components and systems for services, including:
	  • compliance requirements
	  • installation methods
	• evaluate suitability of materials, construction methods and services for at least three specific projects, covering different types of buildings
	• systematically document and store research findings.

Context of and specific resources for assessment	Assessment of this unit: • must be in the context of the work environment • may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills,

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	contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence
	• assessment instruments.

Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate,

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

Characteristics of materials may include:	• acoustic properties • aesthetic properties • availability • cost • defects • durability • fire resistance properties • health and safety issues • interaction with other materials • limitations due to manufacturing process • structural safety • sustainability features, such as energy efficiency • thermal properties • tolerance • transport, storage and handling requirements.
Applications of materials used for structural elements may include:	• aesthetic properties • coatings required • compatibility with other elements • fixings required • structural application • substructural application • use in specific construction methods or systems.
Materials used for structural elements may include:	• bricks • clay • composite materials • concrete • glass • masonry • metals • new and emerging materials • stone • timber and timber products.
Structural elements may include:	• floors • footings • roof structures and roofing • slabs • walls.

Research may be:	• consultation with:
	  • builders
	  • clients

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	• manufacturers • representatives of regulatory authorities • suppliers • data analysis and comparison, including: • manufacturer specifications • performance test information • literature review, including peer assessments.
Small-scale commercial and industrial building design projects:	• include all commercial and industrial building design projects covered by the BCA, except construction Type A buildings • may be: • factories • motels • offices • restaurants • retail and service outlets • warehouses.
Compliance requirements may include:	• Australian standards (AS) • BCA • legislation • performance requirements specified by client • quality standards specified by client.
Applications of materials used for building envelope may include:	• cladding • flashing • lining • roofing • waterproofing.
Materials used for building envelope may include:	• composite materials • masonry, such as: • bricks • clay • concrete • glass blocks • slate • stone • terracotta • new and emerging materials • plaster and plasterboard • timber and timber products.
Services may include:	• electricity • environmentally sustainable design (ESD) energy systems

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	• fire suppression
	• gas, including:
	  • natural gas
	  • liquefied petroleum gas (LPG)
	• heating, ventilation and cooling (HVAC)
	• telecommunications
	• water.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN5003A Research compliance requirements for small-scale residential building design projects

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to research compliance requirements in different locations that apply to all residential building design projects covered by the Building Code of Australia (BCA), except construction Type A buildings.

It covers research into local, state and federal government legislation and policies relating to planning and the environment, including zoning, and analysis of requirements in relation to client preferences and prospective design proposals.

Application of the Unit

This unit of competency supports building designers who analyse and explain compliance requirements for small-scale residential building design projects in relation to design options and client preferences.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Research requirements of applicable legislation.	1.1	***Legislation*** affecting compliance of designs for different types of ***small-scale residential building design projects*** is researched and variations in requirements are interpreted and noted.
		1.2	Legislation affecting compliance of designs for different ***project locations*** and ***conditions*** is researched and variations in requirements are interpreted and noted.
		1.3	Research is recorded, filed and regularly updated according to workplace procedures.
2	Research requirements of applicable codes and standards.	2.1	***Codes and standards*** relating to different types of residential building design projects are researched and variations in requirements are interpreted and noted.
		2.2	Codes and standards relating to different project locations and conditions are researched and variations in requirements are interpreted and noted.
		2.3	Research is recorded, filed and regularly updated according to workplace procedures.
3	Analyse compliance requirements	3.1	Ambiguous or conflicting compliance requirements are clarified with relevant professionals.
		3.2	Compliance requirements that affect client preferences are identified and communicated to client.
		3.3	Constraints placed on design options by compliance requirements are identified and innovative solutions proposed.

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Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
  - plan and arrange professional development activities to update own knowledge base
- analytical and problem-solving skills to:
  - develop innovative design solutions
  - research compliance requirements
  - interpersonal skills to interact with clients and relevant professionals
- language and literacy skills to:
  - communicate with clients, colleagues and contacts, including writing reports
  - interpret and apply complex information, including legislation, regulations, and codes and standards
- technology skills to use information technology and relevant software

Required knowledge

- building designers' duty of care to ensure quality and safety of designs
- compliance requirements relating to small-scale residential building design projects, including:
  - Australian standards
  - BCA requirements
  - environmental and sustainability requirements, including:
    - energy efficiency
    - fire resistance, including resistance to bushfire attack
  - legislation
  - regulatory limitations
- organisational scope of business and client demographics, including:
  - geographic areas of operation
  - trends in clients' design preferences
  - types of building design projects that form the core business of the organisation
- sources of reliable information on compliance requirements

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to: • develop a body of current research findings relating to legislation, codes and standards affecting compliance of designs for different types of small-scale residential buildings in different project locations and conditions • analyse compliance requirements in relation to a range of different projects and locations • systematically document and store research findings • communicate with clients regarding compliance conflicts and constraints affecting design preferences, including proposing innovative solutions.

Context of and specific resources for assessment	Assessment of this unit:
	• must be in the context of the work environment
	• may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence
	• assessment instruments.

Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes

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	• identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislation may include:	• legislation, regulations and local by-laws relating to:
	  • building
	  • conservation
	  • construction materials and methods
	  • energy
	  • environment
	  • heritage
	  • OHS
	  • planning
	  • water
	• local authority planning schemes.

Small-scale residential building design projects:	• include all buildings covered by the BCA, except construction Type A buildings
	• may be:
	  • additions and renovations
	  • heritage restoration

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	• new buildings.

Project locations may include:	• locations within the jurisdictions of different:
	  • countries
	  • local authorities
	  • states and territories
	• locations with specific conditions, such as:
	  • bushfire threat zones
	  • coastal areas
	  • cyclone zones
	  • flood zones
	  • mountainous areas
	  • rural areas
	  • snow zones.

Conditions may include:	• environmental, including:
	  • natural waterways
	  • protected flora and fauna
	• weather, including:
	  • bushfires
	  • cyclones
	  • floods
	  • snow.

Codes and standards may include:	• Australian standards
	• BCA
	• codes and standards applicable:
	  • at project locations
	  • in particular conditions.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN5004A Research compliance requirements for small-scale non-residential building design projects

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to research compliance requirements in different locations that apply to commercial and industrial building design projects covered by the Building Code of Australia (BCA), except construction Type A buildings.

It covers research into local, state and federal government legislation and policies relating to planning and the environment, including zoning and analysis of requirements in relation to client preferences and prospective design proposals.

Application of the Unit

This unit of competency supports building designers who analyse and explain compliance requirements for small-scale commercial and industrial building design projects.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Research requirements of applicable legislation	1.1	***Legislation*** affecting compliance of designs for different types of ***small-scale commercial and industrial building design projects*** is researched and variations in requirements are interpreted and noted.
		1.2	Legislation affecting compliance of designs for different ***project locations*** and ***conditions*** is researched and variations in requirements are interpreted and noted.
		1.3	Research is recorded, filed and regularly updated according to workplace procedures.
2	Research requirements of applicable codes and standards	2.1	***Codes and standards*** relating to different types of commercial and industrial building design projects are researched and variations in requirements are interpreted and noted.
		2.2	Codes and standards relating to different project locations and conditions are researched and variations in requirements are interpreted and noted.
		2.3	Research is recorded, filed and regularly updated according to workplace procedures.
3	Analyse compliance requirements	3.1	Ambiguous or conflicting compliance requirements are clarified with relevant professionals.
		3.2	Compliance requirements that affect client preferences are identified and communicated to client.
		3.3	Constraints placed on design options by compliance requirements are identified and innovative solutions

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proposed.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
  - plan and arrange professional development activities to update own knowledge base
- analytical and problem-solving skills to:
  - envisage innovative design solutions
  - research compliance requirements
- interpersonal skills to interact with clients and relevant professionals
- language and literacy skills to:
  - communicate with clients, colleagues and contacts, including writing reports
  - interpret and apply complex information, including legislation, regulations, and codes and standards
- technology skills to use information technology and relevant software

Required knowledge

- compliance requirements relating to small-scale commercial and industrial building design projects, including:
  - Australian standards
  - BCA deemed-to-satisfy requirements
  - environmental and sustainability requirements, including:
    - energy efficiency
    - fire resistance, including resistance to bushfire attack
  - legislation
  - regulatory limitations
- organisational scope of business and client demographics, including:
  - geographic areas of operation
  - trends in clients' design preferences
  - types of building design projects that form the core business of the organisation
- sources of reliable information on compliance requirements

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to: • develop a body of current research findings relating to legislation, codes and standards affecting compliance of designs for different types of small-scale commercial and industrial buildings in different project locations and conditions • analyse compliance requirements in relation to a range of different projects and locations • systematically document and store research findings • communicate with clients regarding compliance conflicts and constraints affecting design preferences, including proposing innovative solutions.

Context of and specific resources for assessment	Assessment of this unit:
	• must be in the context of the work environment
	• may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence
	• assessment instruments.

Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required

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	outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislation may include:	• legislation and regulations relating to:
	  • building
	  • conservation
	  • construction materials and methods
	  • energy
	  • environment
	  • heritage
	  • OHS
	  • planning
	  • water
	• local authority planning schemes
	• industry-specific requirements relating to building use.

Small-scale commercial and industrial building design projects:	• include commercial and industrial building design projects covered by the BCA, except construction Type A buildings • may be:

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	• factories • motels • offices • restaurants • retail and service outlets • warehouses.

Project locations may include:	• locations within the jurisdictions of different:
	  • countries
	  • local authorities
	  • states and territories
	• locations with specific conditions, such as:
	  • bushfire threat zones
	  • coastal areas
	  • cyclone zones
	  • flood zones
	  • mountainous areas
	  • rural areas
	  • snow zones.

Conditions may include:	• environmental, including:
	  • natural waterways
	  • protected flora and fauna
	• weather, including:
	  • bushfires
	  • cyclones
	  • floods
	  • snow.

Codes and standards may include:	• Australian standards
	• BCA
	• codes and standards applicable:
	  • at project locations
	  • in particular conditions.

Unit Sector(s)

Building design

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Custom Content Section

Not applicable.

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CPPBDN5005A Recommend sustainability solutions for small-scale building design projects

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to research current and incoming legislative requirements for environmental sustainability of buildings covered by the Building Code of Australia (BCA), except construction Type A buildings; and to clarify client preferences and budget.

It also covers reviewing site conditions, evaluating sustainability options, and recommending cost-effective options for sustainability to clients in order to meet compliance requirements and client preferences.

Application of the Unit

This unit of competency supports building designers who incorporate sustainable design solutions that fall within the clients' budget into small-scale building design projects.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Research trends in sustainable design	1.1	Current and incoming ***legislation relating to sustainable design requirements*** for new buildings is researched and analysed in relation to ***small-scale building design projects***.
		1.2	Global trends in sustainable design for new buildings are researched and analysed.
		1.3	Locally produced components and materials for sustainable design are researched and analysed.
		1.4	Research is recorded, filed and regularly updated according to workplace procedures.
2	Assess clients' sustainability requirements, preferences and budget	2.1	Compulsory requirements and trends in sustainable design are explained to ***client*** in relation to specific building design projects.
		2.2	Client's preferences for sustainable design solutions are clarified, assessed against current and incoming requirements, and discussed.
		2.3	Client's project budget is clarified and budgetary constraints on sustainable design preferences are discussed.
3	Evaluate and recommend design options for sustainability	3.1	Sustainable design options specific to project location and site conditions are researched and evaluated.
		3.2	Generic sustainable design options relevant to small-scale building design projects are researched and evaluated.

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3.3 Sustainable design options are assessed against client preferences and budget, and cost-effective solutions are recommended to client.

3.4 Client's decisions on sustainable design options are recorded and actioned according to workplace requirements.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
  - plan and arrange professional development activities
- analytical and problem-solving skills to:
  - develop innovative ideas and designs
  - select cost-effective products and materials that contribute to sustainable development
  - work out optimum compliant and cost-effective design solutions
- interpersonal skills to:
  - interact with builders, clients, consultants, manufacturers and suppliers
  - network with other professionals
- language, literacy and numeracy skills to:
  - communicate with clients and contacts, including:
    - presenting design options
    - writing reports
  - estimate costs of sustainable design options
  - interpret and apply complex information, including legislation, regulations, codes and standards
  - research sustainable design options
- technology skills to use information technology and relevant software

Required knowledge

- basic principles of structural engineering
- building designers' duty of care to ensure quality and safety of designs

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- construction materials and methods used in sustainable design, including costs
- legislation, codes and standards relevant to sustainable design requirements for small-scale building design projects
- organisational scope of business and client demographics, including:
  - geographic areas of operation
  - trends in clients' sustainable design preferences
  - types of building design projects that form the core business of the organisation
- principles of sustainable design
  - sources of reliable information on:
  - current and incoming legislation
- local and global trends in sustainable design

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to: • develop a body of current research findings relating to sustainable designs for different types of small-scale buildings in different project locations and conditions • systematically document and store research findings • analyse sustainable design options in relation to a range of different projects and locations • communicate with clients to finalise sustainable design solutions.

Context of and specific resources for assessment	Assessment of this unit:
	• must be in the context of the work environment
	• may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to

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	demonstrate competence • assessment instruments.
Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislation relating to sustainable design requirements may include:	• environmental • heritage protection • land rights • planning • renewable energy

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	• sustainability • water use.

Sustainable design may include:	• carbon dioxide reduction methods
	• energy-efficient design
	• minimal impact on site ecosystem and natural water
	• passive solar design
	• renewable energy appliances
	• sustainable building materials, including:
	  • locally produced
	  • recycled
	• water-efficient design.

Small-scale building design projects:	• include buildings covered by the BCA except construction Type A buildings
	• may be residential projects, such as:
	  • additions and renovations
	  • heritage restorations
	  • new buildings
	• may be commercial or industrial projects, such as:
	  • factories
	  • motels
	  • offices
	  • restaurants
	  • retail and service outlets
	  • warehouses.

Clients may include:	• companies • individuals • families • target groups for standard housing products.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN5006A Consult with clients to produce approved small-scale building project design briefs

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to consult with clients to identify and clarify parameters, such as their vision for service level and requirements, preferences and budget for new building design projects covered by the Building Code of Australia (BCA), except construction Type A buildings.

It also covers researching and presenting information that may affect the clients' requirements, preferences and budget; applying knowledge of construction materials and methods; offering and negotiating creative design solutions; and developing a client-approved design brief for the new building design project.

Application of the Unit

This unit of competency supports building designers who consult with clients to prepare finalised and approved design briefs for small-scale commercial, industrial and residential building design projects.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Prepare for design brief consultations	1.1	***Preliminary data*** for ***small-scale building design projects*** is gathered and documentation and files are created according to workplace procedures.
		1.2	Preliminary data is reviewed to identify broad project ***parameters***.
		1.3	Parameters are considered and ***information*** is gathered to assist communications in design brief consultations with client.
		1.4	Individuals to be involved in deciding and approving the project design brief are clarified with client and consultations are scheduled.
		1.5	Strategies to establish and maintain client trust and respect are developed.
		1.6	Files and organisational marketing material for consultations are prepared.
2	Consult clients to develop draft design brief	2.1	Basic understanding of building design project objectives and ability of own organisation to fulfil design role are demonstrated to client.
		2.2	**Client is *encouraged to give details*** about vision, preferences and budget for building design projects and notes are taken to inform next stage of consultation.
		2.3	Questioning techniques and sketching skills are used to expand notes and clarify details of client's design requirements.

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		2.4	Budgetary constraints are explored with client and innovative design ideas are proposed.
		2.5	Details of draft design brief are reviewed with client and level of service and associated fees are discussed.
		2.6	Approval to proceed with finalisation of design brief is obtained from client, or deferral or termination of services is confirmed.
3	Finalise design brief	3.1	Design consultation notes are reviewed and requirements challenged in relation to design constraints specific to location of project.
		3.2	Design brief is formally documented according to workplace procedures.
		3.3	Details of design brief are presented to and negotiated with client, and modifications are accurately documented.
		3.4	Approval of final design brief is obtained from client.
		3.5	***Fee structure and terms and conditions of service*** are established according to workplace procedures.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
  - evaluate cost-effectiveness of construction materials and methods
  - research construction materials and methods
- interpersonal skills to build trust and rapport with clients and other project stakeholders
- language, literacy and numeracy skills to:
  - communicate with colleagues and contacts, including:
    - marketing

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    - negotiating
    - note taking
    - writing formal design briefs
  - explain budgetary constraints
  - interpret complex information
  - present information to clients
- self-management skills to behave with professional integrity in dealings with clients
- technical skills to:
  - apply creative, practical and sustainable design principles to clients' design visions
  - interpret verbal descriptions and visualise clients' concepts to inform production of sketches
  - use fine hand drawing to produce preliminary concept sketches
- technology skills to use information technology and relevant software

Required knowledge

- building designers' duty of care to ensure quality and safety of designs
- basic principles of structural engineering
- construction materials and methods applicable to clients' projects
- creative, practical and sustainable design principles
- design constraints and opportunities relating to particular types of building design projects and locations
- information to be elicited from clients in order to produce comprehensive design briefs
- organisational protocols and procedures for interaction and negotiation with clients
- range of organisational services and nominal fees

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to:
	• prepare for client consultations, including:
	  • gathering and reviewing relevant information
	  • confirming stakeholders to be consulted
	• consult successfully with clients, including:
	  • establishing rapport with clients
	  • explaining budgetary constraints

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	• obtaining sufficient information to produce design briefs that clients approve • explaining service fees • winning contracts for design work • develop and finalise design briefs • complete client service agreements.
Context of and specific resources for assessment	Assessment of this unit: • must be in the context of the work environment • may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills • must meet relevant compliance requirements. Resource implications for assessment include: • access to: • suitable assessment venue and equipment • suitable simulated or real opportunities and resources to demonstrate competence • assessment instruments.
Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Preliminary data may include:	• brief prepared by clients prior to consultation • communications with clients • documentation from past projects for same client • information relating to location of project.

Small-scale building design projects:	• include buildings covered by the BCA, except construction Type A buildings
	• may be residential projects, such as:
	  • additions and renovations
	  • heritage restoration
	  • new buildings
	• may be commercial or industrial projects, such as:
	  • factories
	  • motels
	  • offices
	  • restaurants
	  • retail and service outlets
	  • warehouses.

Parameters may include:	• budget
	• functional analysis of building use
	• level of service requested, for example:
	  • concept sketches only
	  • design drawings for planning approval
	  • working drawings for construction approval
	  • contract administration
	• location
	• size and type of project
	• timelines.

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Information may include basic details of:	• budgetary opportunities and constraints • environmental requirements • planning limitations.
Clients may be ***encouraged to give details*** by:	• active listening • attentiveness • enthusiasm • note taking • questioning.
Fee structure and terms and conditions of service may be established by:	• building designer • building designer in consultation with principal designer • principal designer.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN5007A Inspect and analyse sites and produce measured drawings for small-scale building design projects

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to inspect sites for commercial, industrial and residential building design projects covered by the Building Code of Australia (BCA), except construction Type A buildings. Site inspections are conducted to determine contours and measurements; existing conditions, structures, features and services; and neighbourhood characteristics.

The unit also covers analysing sites; determining orientation and layout of building, access and egress points, and existing utilities and services infrastructure; and producing measured drawings.

Application of the Unit

This unit of competency supports building designers who gather and correlate field data from small-scale building design project sites and produce accurate measured drawings.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Inspect sites for small-scale building design projects	1.1	Site inspection tasks for ***small-scale building design projects*** are planned with reference to relevant ***site information*** and ***workplace procedures***.
		1.2	Site is inspected, sketched and where required photographed, and ***existing characteristics*** are noted according to workplace procedures.
		1.3	***Features of surrounding area*** that may affect design options are investigated and noted according to workplace procedures.
2	Measure and record site dimensions	2.1	Linear site dimensions are measured **o**r calculated, and recorded according to workplace procedures.
		2.2	Levelling devices are set up and adjusted according to manufacturer instructions and workplace procedures.
		2.3	Horizontal and vertical angles are determined and recorded.
3	Plot contours and cut and fill areas	3.1	Contour lines are interpolated from spot level values and plotted on site plan.
		3.2	Cut and fill areas are measured or calculated and plotted in plan and section drawings.
4	Analyse site and produce measured drawings	4.1	Field data is correlated and applied to production of measured drawings according to workplace procedures.
		4.2	Orientation and layout of ***key design elements*** are

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determined, in consultation with technical experts as required, and added to measured drawings.

4.3 Measured drawings and relevant site analysis documentation are finalised within project timelines and processed according to workplace procedures.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
  - apply design principles and theories within regulatory requirements
  - correlate site information from different sources
  - respond to the challenges of irregularly shaped sites
- language, literacy and numeracy skills to:
  - calculate measurements
  - communicate with clients and colleagues
  - interpret complex documents, including:
    - client briefs
    - compliance requirements
    - land titles
    - reports
    - site plans
- technical skills to:
  - apply on-site OHS procedures
  - apply drawing skills, including:
    - drawing to scale
    - field sketching
    - producing measured drawings based on field data
  - take accurate measurements using basic surveying equipment, including:
    - chains and tapes
    - global positioning systems (GPS)
    - automatic, dumpy and tilting levels

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    - theodolites
- technology skills to use information technology and relevant software

Required knowledge

- architectural styles and terminology
- construction materials and methods to accurately assess materials and methods used in existing on-site and neighbouring buildings
- contextual and site constraints
- design development processes and uses of on-site measured drawings in these processes
- key features of building life cycles to accurately assess potential for re-use of existing buildings
- legislation, codes and standards relevant to small-scale building design projects, including:
    - drawing standards
    - OHS
- organisational scope of business, service levels and fees
- principles of building design, including sustainable design
- safe operating procedures for basic levelling and surveying equipment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to: • safely and thoroughly inspect at least three sites for small-scale building design projects, each site having significantly different features and characteristics • observe and document relevant features and characteristics of sites and neighbouring areas • accurately measure or calculate relevant angles, contours and dimensions • produce sets of accurate and scaled measured site drawings.
Context of and specific resources for assessment	Assessment of this unit: • must be in the context of the work environment • may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills,

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	contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence
	• assessment instruments.

Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Small-scale building design projects:	• include buildings covered by the BCA, except construction Type A buildings
	• may be residential projects, such as:
	  • additions and renovations
	  • heritage restoration
	  • new buildings
	• may be commercial or industrial projects, such as:
	  • factories
	  • motels
	  • offices
	  • restaurants
	  • retail and service outlets
	  • warehouses.

Site information may include:	• compliance requirements
	• environmental reports, including:
	  • climate
	  • flora and fauna
	  • soil
	  • water catchment
	• maps
	• overlays
	• service and utility layouts
	• site plans
	• titles.

Workplace procedures may include:	• access arrangements • drawing production systems and procedures • equipment operation and maintenance procedures • hazard and risk assessment and control • OHS requirements • project management procedures.

Existing characteristics of a site may include:	• access
	• boundaries
	• buildings, including:
	  • materials and methods
	  • structural integrity
	• contours
	• easements
	• features

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	• fences
	• flora, especially significant trees
	• relationship to adjoining properties
	• services, including power, telecommunications and water supply
	• structures
	• views
	• water and drainage, including:
	  • absorption and transpiration areas
	  • ground water
	  • rainwater tanks
	  • roof water
	  • sewerage treatment plant
	  • stormwater.

Features of surrounding area may include:	• architectural styles of buildings and structures
	• dimensions, locations and uses of adjacent buildings and structures, including:
	  • aesthetics
	  • noise produced
	  • shade cast on site
	  • traffic
	• landscaping, including significant trees
	• street features and furniture, such as poles and cables.

Key design elements may include:	• access and egress points • buildings • existing utilities and services infrastructure.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN5008A Develop concepts for small-scale building design projects and finalise solutions with clients

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to integrate design briefs and site analyses, apply knowledge of construction materials and methods, and use creativity and innovation skills to produce concept sketches for small-scale building design projects covered by the Building Code of Australia (BCA), except construction Type A buildings.

It also covers presenting concepts to clients, negotiating changes, and preparing client-approved concept sketches and models as a basis for the ongoing design process.

Application of the Unit

This unit of competency supports building designers who produce design concepts that meet clients' requirements and compliance obligations for small-scale building design projects.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse project information to clarify design concepts.	1.1	Design brief and site analysis documentation for ***small-scale building design projects*** are reviewed and further research requirements are noted and met.
		1.2	***Contextual factors*** affecting design options are analysed to determine ***key design parameters***.
		1.3	Compliance requirements are analysed and limitations on design options are interpreted.
		1.4	Construction materials and methods appropriate to the project are reviewed and impacts on design options are analysed.
		1.5	Project information is synthesised and ***design principles*** are applied to develop ideas for building designs.
2	Produce concept sketches	2.1	Building design ideas are explored through sketching and consultation with colleagues, as appropriate.
		2.2	***Sketches*** with accurate proportions are produced within project timelines to illustrate design concepts.
		2.3	***Rendering techniques*** are applied to sketches to enhance readability and depict light, shade and a range of ***material finishes***.
		2.4	Sketches are reviewed, refined and adjusted to ensure design concepts meet requirements of design briefs and address constraints imposed by project sites and compliance obligations.
		2.5	Scaled renditions of design concepts are produced as required.

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3	Consult clients to finalise design concepts	3.1	Design concepts are presented to client and details of design solutions and choices are explained.
		3.2	Client is encouraged to give **feedback,** and questioning techniques and sketching skills are used to explore requested adjustments to design concepts.
		3.3	***Implications of adjustments*** are discussed with client and final decisions on design concepts are negotiated.
		3.4	Negotiated adjustments are made to design concepts and client's approval of final drawings is obtained and recorded according to workplace procedures.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
  - apply design principles and theories within regulatory requirements
  - respond to the challenges of irregularly shaped sites
  - work out optimum compliant and cost-effective design solutions
- artistic and creative thinking skills to visualise spaces, form, shapes and light
- interpersonal skills to interact with clients and colleagues
- language, literacy and numeracy skills to:
  - calculate scales
  - communicate with clients and contacts
  - interpret and apply complex information, including legislation, regulations, and codes and standards
  - present design options to clients
  - negotiate adjustments and their implications with clients
- technical skills to:
  - apply principles of design
  - produce accurate design documentation
  - draw, either freehand or using computer software

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  - design from a brief
  - produce climate-responsive designs
  - use design tools
- technology skills to use information technology and relevant software

Required knowledge

- architectural styles and terminology
- basic principles of structural engineering
- building designers' duty of care to ensure quality and safety of designs
- contextual and site constraints that place limits on design options
- design development and approval processes and implications of changes to design at each stage
- key features of building life cycles and impact on designs
- legislation, codes and standards relevant to sustainable design requirements for small-scale building design projects
- organisational scope of business, service levels and fees
- planning processes and requirements
- principles of design, including sustainable design
- scientific and social principles of human interaction with the built environment
- sustainable construction materials and methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to:
	• collect, review and analyse information relevant to at least three different small-scale building design projects, including residential and commercial or industrial projects
	• produce accurately proportioned and rendered design concept sketches, that meet design brief and site or compliance constraints, within project timelines
	• consult with clients, including:
	  • explaining design concepts
	  • obtaining feedback
	  • negotiating and finalising adjustments
	• produce finalised design concepts and gain and process client

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	approval documentation.

Context of and specific resources for assessment	Assessment of this unit:
	• must be in the context of the work environment
	• may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence
	• assessment instruments.

Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Small-scale building design projects:	• include buildings covered by the BCA, except construction Type A buildings
	• may be residential projects, such as:
	  • additions and renovations
	  • heritage restoration
	  • new buildings
	• may be commercial or industrial projects, such as:
	  • factories
	  • motels
	  • offices
	  • restaurants
	  • retail and service outlets
	  • warehouses.

Contextual factors may include:	• building function, including:
	  • behaviours of users
	  • changes in use and behaviours of users over life cycle of building
	• neighbourhood characteristics
	• site typology.

Key design parameters may include:	• concept and identity • patterns of movement • privacy and transparency • spatial relationships • visual goals.
Design principles may include:	• aesthetics • balance • contrast • dominance and emphasis • functionality • gradation • harmony • proportion

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	• radiation • repetition • rhythm • scale • symmetry • unity.

Sketches may:	• include:
	  • plans
	  • elevations
	  • one-point perspectives
	  • two-point perspectives
	• show details of:
	  • aesthetic elements
	  • construction
	  • structural elements
	• be produced by:
	  • computer software applications
	  • freehand drawing.

Rendering techniques may include:	• burnishing • hatching • line drawings • negative space • rubbing • scoring • stippling • tonal rendering.

Material finishes may include:	• natural finishes, such as:
	  • rammed earth
	  • slate
	  • stone
	  • timber
	  • vegetation
	• non-reflective textured materials, such as:
	  • brick
	  • carpet
	  • pavers
	  • rendered surfaces
	  • tiles
	• reflective surfaces, such as:
	  • glass

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	• mirrors • water.

Implications of adjustments may include:	• buildability issues
	• changes to:
	  • budget
	  • project timelines
	  • service level agreement
	• planning approval issues.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN5009A Produce compliant client-approved designs for small-scale building design projects

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to prepare, consult on and refine designs for building design projects, covered by Building Code of Australia (BCA), except construction Type A buildings, to produce client-approved drawings that comply with planning approval requirements.

It also covers the application of creative design skills, knowledge of human lifestyles and cycles, knowledge of safe and sustainable construction materials and methods, and includes consultation and collaboration with technical experts such as structural engineers.

Application of the Unit

This unit of competency supports building designers who produce design drawings that meet client and compliance requirements for small-scale building design projects.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Plan, administer and produce design drawings	1.1	***Design drawings*** required in planning approval application documentation for ***small-scale building design projects*** are confirmed with ***relevant authorities***.
		1.2	***Compliance requirements*** to be addressed in design drawings are confirmed with relevant authorities.
		1.3	Timelines and methodologies for producing final design drawings are established and followed.
		1.4	Drawings required from ***technical experts*** are specified, commissioned and obtained.
		1.5	Design drawings are set up, named and filed according to workplace procedures.
2	Refine spatial, structural and technical elements of building designs.	2.1	***Factors contributing to spatial requirements and relationships*** are analysed and incorporated into building designs.
		2.2	Structural systems for small-scale buildings are reviewed, in consultation with technical experts as required, and appropriate systems are incorporated into building designs.
		2.3	Construction and technical elements for small-scale buildings are reviewed, in consultation with technical experts as required, and appropriate elements are incorporated into building designs.
		2.4	Aesthetic fusion of design elements is visualised, analysed and refined in building designs.

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3	Address health and safety issues in building designs	3.1	Obligations of building designers for health and safety during construction and use of small-scale buildings are analysed.
		3.2	Health and safety issues specific to design team, construction team and ***users*** are researched, in consultation with client and stakeholders, and analysed.
		3.3	Risk analyses of construction and use of small-scale buildings are conducted and appropriate controls selected and applied to design drawings.
		3.4	***Health and safety documentation for the building*** is created, processed and communicated to relevant personnel according to workplace procedures.
4	Refine sustainable design elements of building designs	4.1	***Optimum sustainable construction materials and methods*** are selected and incorporated into building designs.
		4.2	***Systems for sustainable water use*** are reviewed and suitable systems are incorporated into building designs.
		4.3	***Energy-efficient design principles*** and ***renewable energy sources*** are reviewed and suitable solutions are incorporated into building designs.
5	Obtain client approval of final design drawings	5.1	Design drawings are assessed against client and compliance requirements and anomalies are addressed.
		5.2	Design drawings are presented and explained to client and relevant stakeholders according to workplace procedures.
		5.3	Detailed client and stakeholder feedback is encouraged and discussed, and required amendments are negotiated.
		5.4	Design drawings are amended as required, and client approval is obtained, documented and processed according to workplace procedures.

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Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
  - develop innovative ideas and designs
  - select cost-effective products and materials that contribute to sustainable development
  - work out optimum compliant and cost-effective design solutions
- interpersonal skills to interact with clients and other stakeholders, including planning and regulatory personnel and technical experts
- language, literacy and numeracy skills to:
  - communicate with clients and contacts
  - estimate costs
  - interpret and apply complex information, including legislation, regulations, and codes and standards
  - present design options to clients
- technical skills to:
  - produce accurate design documentation
  - apply compliance requirements, including drawing standards
  - produce hand drawings
  - design from a brief
  - plan and carry out design, including visualising spaces, form, shapes and light
  - use design tools
- technology skills to use information technology and relevant software

Required knowledge

- architectural styles and terminology
- basic principles of structural engineering
- building designers' duty of care to ensure quality and safety of designs
- contextual and site constraints and their impact on the design process
- conventional and sustainable construction materials and methods, including their application, behaviour, characteristics, performance and interactions with other materials
- design development and approval processes and implications of changes to design at each stage
- design drawing and representation methods
- hazards of site, materials, construction practices and building use over life cycle

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- key features of building life cycles
- legislation, codes and standards relevant to sustainable design requirements for small-scale building design projects
- organisational scope of business, service levels and fees
- planning processes and requirements
- pricing of resources
- principles of sustainable design
- scientific and social principles of human interactions with the built environment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to:
	• plan and organise the production of design drawings to meet planning approval requirements
	• produce sets of building design drawings for at least three different small-scale projects, including residential and commercial or industrial projects, that meet quality requirements and are completed within given timelines
	• consult with clients, including:
	  • obtaining feedback
	  • negotiating and finalising adjustments.

Context of and specific resources for assessment	Assessment of this unit:
	• must be in the context of the work environment
	• may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence
	• assessment instruments.

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Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Design drawings may include:	• drawings produced by building designers or technical experts
	• elevations
	• plans, including:
	  • contour
	  • demolition
	  • floor
	  • framing

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	• roof • sections • site analyses • landscape designs • services layout.
Small-scale building design projects:	• include buildings covered by the BCA, except construction Type A buildings • may be residential projects, such as: • additions and renovations • heritage restoration • new buildings • may be commercial or industrial projects, such as: • factories • motels • offices • restaurants • retail and service outlets • warehouses.
Relevant authorities may include:	• local council planning department • federal, state or territory government departments for: • energy • environment • heritage • infrastructure • services • regulatory authorities in country of project location.
Compliance requirements may include:	• Australian standards • BCA • codes and standards applicable: • at project locations • in particular conditions • legislation, regulations and local by-laws relating to: • conservation • construction materials and methods • energy • environment • heritage • OHS • planning • water

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	• local authority planning schemes.
Technical experts may include:	• construction contractors • landscape designers • service contractors • structural engineers • surveyors.
Factors contributing to spatial requirements and relationships may include:	• air circulation and user movement patterns • anthropometrics • building occupancy and functions • ergonomics • landscaping • massing • scale transition.
Users may include:	• maintenance and service personnel • occupants • visitors • users in subsequent life cycle stages of buildings.

Health and safety documentation for the building may include:	• residual risk register
	• information relating to:
	  • construction materials and methods
	  • location of services and machinery
	  • warranties.

Optimum sustainable construction materials and methods may include:	• cost-effective sustainable design solutions • latest sustainable design technologies • locally available sustainable construction materials.
Systems for sustainable water use may include:	• black water systems • bladder storage • filter beds • grey water systems • rainwater tanks • run-off retention.
Energy-efficient design principles may include:	• appliance selection • building location and orientation • low energy lighting • solar hot water systems • star rated appliances • window coverings and glazing.
Renewable energy sources may include:	• biomass energy • geothermal energy

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	• hydroelectric energy • solar energy • wind energy.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN5010A Negotiate and finalise planning approval for small-scale building design projects

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to consult with a planning authority regarding planning approval requirements for small-scale buildings covered by the Building Code of Australia (BCA), except construction Type A buildings; and to prepare and collate documentation for planning approval applications.

It also covers negotiation with the authority and the client regarding changes or additional requirements, and finalisation of the planning approval process.

Application of the Unit

This unit of competency supports building designers who submit compliant documentation and advocate for planning approval for small-scale building design projects on behalf of clients.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Confirm planning approval application requirements	1.1	***Documentation requirements for planning approval applications*** for ***small-scale building design projects*** are obtained from ***relevant authorities***.
		1.2	Pre-application meetings with planners are arranged and conducted, as required, to clarify planning approval application requirements.
		1.3	Comprehensive checklist of planning approval application requirements is prepared and confirmed with planners.
		1.4	Client is notified of planning approval application requirements and associated costs and consent to proceed is confirmed.
2	Prepare and submit planning approval application.	2.1	Project design drawings are checked for planning approval compliance and required additions or changes are made in consultation with the client.
		2.2	Documentation required from other professionals is specified and obtained, fully completed, in good time.
		2.3	Documentation for planning approval application is prepared, checked for compliance with requirements, and confirmed with client.
		2.4	Completeness of planning approval application is confirmed with reference to checklist and submitted.
		2.5	Notifications and advertisements are arranged as required.

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3	Support application through approval process	3.1	Progress of application through planning approval process is monitored and clarification of project design provided as requested.
		3.2	Client is represented at local authority and other relevant meetings, as required, and approval for planning application is advocated.
		3.3	Information is presented to councillors, the general public and relevant consultants using language appropriate to the context.
		3.4	Requirements for changes to project designs are negotiated within the limits of designer's authority.
		3.5	Client is consulted regarding matters outside scope of designer's authority.
4	Finalise planning approval process	4.1	Required changes to planning approval drawings and documentation are made in consultation with client.
		4.2	Planning approval is obtained and filed with final design project documentation according to workplace procedures.
		4.3	Client is notified of planning approval and copies of relevant documentation are provided.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
  - resolve objections to planning applications
  - work out optimum compliant and cost-effective design solutions
- interpersonal skills to interact with clients and participants in planning approval processes
- language, literacy and numeracy skills to:

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  - communicate with clients and other contacts, including writing reports
  - interpret and apply complex information, including legislation, regulations, codes and standards, and local authority planning schemes
  - present and discuss information relating to measurements and calculations
  - present and explain planning approval applications to individuals and groups as required
  - negotiate adjustments to planning approval application and their implications with clients
- technical skills to produce accurate design documentation
- technology skills to use information technology and relevant software

Required knowledge

- basic principles of structural engineering
- building designers' duty of care to ensure quality and safety of designs
- contextual and site constraints
- design development and approval processes
- implications of changes to designs
- legislation, codes and standards relevant to small-scale building design projects, including drawing standards
- organisational scope of business, service levels and fees
- principles of design, including sustainable design

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to: • prepare complete and compliant sets of planning approval drawings and documentation in a timely manner for a range of small-scale building design projects • arrange notifications and cooperative participation in planning approval processes for a range of small-scale building design projects, as required • incorporate negotiated and approved adjustments to drawings and documentation, as required • confirm planning approval application requirements and associated costs for a range of small-scale building design projects, including processing of final drawings and

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	documentation, and notify clients.

Context of and specific resources for assessment	Assessment of this unit:
	• must be in the context of the work environment
	• may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence
	• assessment instruments.

Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Documentation requirements for planning approval applications may include:	• arborists' reports
	• architectural drawings, such as:
	  • area calculations
	  • car park layouts
	  • demolition plans
	  • design response plans
	  • elevations
	  • existing condition plans
	  • floor plans
	  • refuse circulation diagrams
	  • shadow diagrams
	  • site context plans
	  • site plans
	• copy of titles
	• council forms and fees
	• finishes schedule for external colours
	• land survey plans prepared by a land surveyor
	• landscape plans prepared by a landscape designer or architect
	• town planning reports, including:
	  • building sustainability
	  • design response
	  • justifications for non-compliance matters
	  • site context.

Small-scale building design projects:	• include buildings covered by the BCA, except construction Type A buildings
	• may be residential projects, such as:
	  • additions and renovations
	  • heritage restoration
	  • new buildings
	• may be commercial or industrial projects, such as:
	  • factories
	  • motels

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	• offices • restaurants • retail and service outlets • warehouses.
Relevant authorities may include:	• local council planning department • federal, state or territory government departments for: • energy • environment • heritage • infrastructure • services • regulatory authorities in country of project location.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN5011A Produce compliant client-approved working drawings for small-scale residential buildings

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to produce detailed working drawings of designs for residential buildings covered by the Building Code of Australia (BCA), except construction Type A buildings. The drawings are required for submission to the relevant authority for building approval and for use by construction personnel in the building process.

It also covers liaising with the client and relevant authority to finalise the building approval process.

Application of the Unit

This unit of competency supports building designers who prepare sets of working drawings for small-scale residential building design projects.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Plan and administer working drawing production	1.1	***Working drawings*** required by construction contractors and for building approval applications for ***small-scale building design projects*** are confirmed with ***relevant personnel***.
		1.2	***Compliance requirements*** to be addressed in working drawings are confirmed with relevant personnel.
		1.3	Timelines and methodologies for producing working drawings are established and followed.
		1.4	Drawings required from ***technical experts*** are specified, commissioned and obtained.
2	Prepare working drawings	2.1	Project design drawings and documentation are analysed and information relevant to working drawings is extracted.
		2.2	Construction details requiring clarification are resolved through research or consultation.
		2.3	Draft working drawings are prepared and notations added according to project and workplace requirements.
		2.4	***Working drawings are checked*** and finalised, in consultation with colleagues or relevant personnel as required.
3	Submit and support building approval application	3.1	***Documentation requirements for building approval applications*** are obtained from relevant personnel.
		3.2	Documentation for building approval application is prepared, checked for compliance with requirements,

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and confirmed with client.

3.3 Progress of application through building approval process is monitored and requests for clarification or changes are addressed in consultation with client.

3.4 Building approval is obtained and filed with final design project documentation according to workplace procedures.

3.5 Client is notified of building approval and copies of relevant documentation are provided.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
  - analyse data
  - clarify construction details
  - resolve issues arising during building approval process
- interpersonal skills to interact with clients and participants in building approval process
- language, literacy and numeracy skills to:
  - communicate with clients and other contacts, including writing reports
  - interpret and apply complex information, including legislation, regulations, codes and standards, and local authority planning schemes
  - negotiate adjustments and their implications with clients
  - perform measurements and calculations relating to working drawings
- technical skills to:
  - apply compliance requirements, including drawing standards
  - produce accurate drawings and documentation
  - use design tools
- technology skills to use information technology and relevant software

Required knowledge

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- basic principles of structural engineering
- building approval processes
- building designers' duty of care to ensure quality and safety of designs
- construction materials and methods
- implications of changes to designs
- legislation, codes and standards relevant to small-scale building design projects, including drawing standards
- organisational scope of business, service levels and fees
- principles of design, including sustainable design

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to: • confirm working drawing requirements for building approval application and contractors' use • consult with technical experts to clarify details for working drawings, as required • prepare and organise complete and compliant sets of working drawings in a timely manner for at least three small-scale residential building design projects • finalise building approval for a range of small-scale building design projects, including processing of final drawings and documentation, and notify clients of such.

Context of and specific resources for assessment	Assessment of this unit:
	• must be in the context of the work environment
	• may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence

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	• assessment instruments.
Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Working drawings may include:	• area analyses • elevations • in situ concrete detailing • joinery details • location of neighbouring buildings • plans for:

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	• ceilings • floor finishes • floors • footings • lighting • services • sites • projections • room details • sections • two and three-dimensional drawings and sketches.
Small-scale building design projects:	• include buildings covered by the BCA, except construction Type A buildings • may be residential projects, such as: • additions and renovations • heritage restoration • new buildings • may be commercial or industrial projects, such as: • factories • motels • offices • restaurants • retail and service outlets • warehouses.
Relevant personnel may include:	• construction contractors and subcontractors • representatives from: • local council departments • federal, state or territory government departments • regulatory authorities in country of project location.
Compliance requirements may include:	• Australian standards, including standards for drawings • BCA • legislation, regulations and by-laws.
Technical experts may include:	• construction contractors • landscape designers • service contractors • structural engineers • surveyors.
Working drawings may be checked for:	• accuracy • completeness • compliance with relevant requirements, including building

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	approval requirements • consistency of presentation • cross-referencing • titles and reference numbers • version control.

Documentation requirements for building approval applications may include:	• contract administration documentation
	• reports, such as:
	  • access
	  • conservation
	  • energy rating
	  • fire safety
	  • soil analysis
	• plans for:
	  • demolition
	  • cut and fill
	  • excavation
	• risk assessments
	• working drawings.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN5012A Produce and present 3-D models of small-scale building designs

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to produce three-dimensional (3-D) models for building design projects covered by the Building Code of Australia (BCA), except construction Type A buildings.

It also covers demonstrating and discussing the representations with clients and stakeholders.

Application of the Unit

This unit of competency supports building designers who prepare and present 3-D models to clients and stakeholders to illustrate concepts of small-scale building design projects.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Set up and manage digital files	1.1	Files for digital 3-D models of ***small-scale building design projects*** are created, named, saved and retrieved according to project and workplace requirements.
		1.2	Digital two-dimensional (2-D) drawing files are imported as required using appropriate file transfer protocols.
		1.3	Files are exported and transferred for client and consultant use in required formats using appropriate file transfer protocols.
2	Create digital 3-D models of building designs	2.1	Sources of customised ***architectural objects*** for digital 3-D models are identified and accessed.
		2.2	3-D modelling functions of design software are operated to create 3-D model and additional objects according to project and workplace requirements.
		2.3	Architectural objects are applied to 3-D models according to project and workplace requirements.
3	Produce 3-D model presentation	3.1	3-D models are manipulated to create a range of ***views*** according to project and workplace requirements.
		3.2	Dimensions and ***notations*** are applied to views as required.
		3.3	3-D models are checked for accuracy, completeness and quality according to workplace procedures.
		3.4	Presentation styles and ***display controls*** are selected and applied according to project and workplace requirements.

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4	Present digital 3-D models to clients	4.1	3-D models are presented and explained to client to ensure client understanding of designs, according to workplace procedures.
		4.2	Client feedback is encouraged and incorporated into models.
		4.3	Files for finalised 3-D models are saved and processed according to project and workplace requirements.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
- analytical and problem-solving skills to develop innovative ideas and designs
- interpersonal skills to interact with clients and other stakeholders
- language, literacy and numeracy skills to:
  - calculate dimensions and scales for models
  - communicate with clients and contacts
  - interpret and apply complex information, including legislation, regulations, codes and standards, and software operation instructions
  - present design options to clients
- technical skills to:
  - apply compliance requirements, including drawing standards
  - produce accurate design documentation
- technology skills to use information technology and 3-D modelling software

Required knowledge

- architectural styles and terminology
- basic principles of structural engineering
- building designers' duty of care to ensure quality and safety of designs
- contextual and site constraints
- conventional and sustainable construction materials and methods, including their application, behaviour, characteristics, performance and interactions with other materials

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- design drawing and representation methods
- digital file management procedures
- functions and operation of 3-D modelling software programs
- hazards of site, materials, construction practices and building use over life cycle
- key features of building life cycles
- legislation, codes and standards relevant to sustainable design requirements for small-scale building design projects
- organisational scope of business, service levels and fees
- principles of sustainable design
- scientific and social principles of human interactions with the built environment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to:
	• produce digital 3-D models of a range of building designs that meet client expectations and workplace requirements
	• present digital 3-D models of a range of building designs to clients, including:
	  • explaining design using terms appropriate to clients' understanding
	  • encouraging and answering questions and feedback.

Context of and specific resources for assessment	Assessment of this unit:
	• must be in the context of the work environment
	• may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence
	• assessment instruments.

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Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Small-scale building design projects:	• include buildings covered by the BCA, except construction Type A buildings
	• may be residential projects, such as:
	  • additions and renovations
	  • heritage restoration
	  • new buildings
	• may be commercial or industrial projects, such as:

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	• factories • motels • offices • restaurants • retail and service outlets • warehouses.
Architectural objects may include:	• ceilings • doors • fittings • fixtures • floors • landscape • lighting • railings • roofs • stairs • walls • windows.
Views may include:	• elevations • orthographic 3-D views • perspective views • plans • sections.
Notation may include:	• comments • door and window numbers • floor finishes • references • room labels • schedules • titles.
Display controls may include:	• element visibility • hidden • lineweight control • material patterns • section box • shaded • shadows • wireframe.

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Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN5013A Develop and collaborate on building information models for small-scale building design projects

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to develop three-dimensional (3-D) models of small-scale building design projects covered by the Building Code of Australia (BCA), except construction Type A buildings, into true building information models (BIM).

It also covers adding and adjusting values of components of building designs, collaborating with consultants and contractors from other disciplines, working live within the model alongside other disciplines and creating project documentation using modelling software programs.

Application of the Unit

This unit of competency supports building designers who create and use BIMs to optimise productivity and enhance streamlining of the construction process through improved communication and collaboration with consultants and contractors involved in the construction life cycle.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Develop BIM project documentation	1.1	BIM project processes and schedules are planned and finalised in consultation with relevant project stakeholders.
		1.2	Procedures to provide accurate and reliable exchange of project models are developed according to ***organisational and project requirements***.
		1.3	Project documentation is generated according to organisational and project requirements using outputs of appropriate functions of design technology tools.
2	Develop a BIM project	2.1	Information **relating to *small-scale building design projects*** is analysed and applied to plans for BIM development.
		2.2	3-D models are created according to organisational and project requirements and software operation instructions using appropriate ***design technology tools***.
		2.3	***Building design data*** is embedded in project model ***objects*** to allow collaboration, integration and generation of required project documentation.
		2.4	BIM is checked and tested according to organisational and project requirements to confirm accuracy and functionality.
3	Exchange and collaborate on project models	3.1	Transfer of BIM files is tested according to organisational procedures to ensure integrity of format and data is retained on receipt.

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3.2 BIMs are provided to other consultants or contractors for addition of specialist data according to project requirements and data sharing protocols.

3.3 BIMs or BIM data provided by other consultants or contractors are imported or linked and checked for integrity according to project and organisational requirements.

3.4 BIMs are amended and manipulated live in collaboration with other contractors and consultants operating within the same model.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - develop process map, task list and schedule for BIM implementation
  - implement and manage standards
  - manage projects and documents
  - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
  - develop innovative ideas and designs
  - select cost-effective products and materials that contribute to sustainable development
  - work out optimum compliant and cost-effective design solutions
- interpersonal skills to interact with clients and other stakeholders, including planning and regulatory personnel and technical experts
- language, literacy and numeracy skills to:
  - communicate with clients and contacts
  - estimate costs
  - interpret and apply complex information, including legislation, regulations, and codes and standards
  - present design options to clients
- technical skills to:
  - produce accurate design documentation and hand drawings
  - apply compliance requirements, including drawing standards
  - design from a brief
  - plan and carry out design, including visualising spaces, form, shapes and light

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- technology skills to use information technology, BIM technologies and relevant software

Required knowledge

- architectural styles and terminology
- basic principles of structural engineering
- building designers' duty of care to ensure quality and safety of designs
- benefits and challenges of adopting a BIM approach to design production and documentation
- contextual and site constraints
- conventional and sustainable construction materials and methods, including their application, behaviour, characteristics, performance and interactions with other materials
- design development and approval processes, and implications of changes to design at each stage
- design drawing and representation methods
- design technology's built-in tools and networking tools required to maintain two or more disciplines in a single project model within a local area network (LAN)
- tools required to manage a project with two or more disciplines across a wide area network (WAN)
- hazards of site, materials, construction practices and building use over life cycle
- key features of building life cycles
- legislation, codes and standards relevant to sustainable design requirements for small-scale building design projects
- organisational scope of business, service levels and fees
- planning processes and requirements
- pricing of resources
- principles of integrated project delivery
- principles of sustainable design
- project management strategies
- scientific and social principles of human interactions with the built environment
- tools required to create a realistic BIM implementation plan that responds to specific staff, financial and schedule constraints

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence	A person should demonstrate the ability to: • produce interactive BIM projects for a range of small-scale

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required to demonstrate competency in this unit	building design projects in consultation with project team
	• collaborate on BIM projects with a range of stakeholders, including:
	  • integration of imported data
	  • live interoperations.

Context of and specific resources for assessment	Assessment of this unit:
	• must be in the context of the work environment
	• may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence
	• assessment instruments.

Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally

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	appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational and project requirements may include:	• communications protocols • file exchange formats • reporting requirements • schedule.

Small-scale building design projects:	• include buildings covered by the BCA, except construction Type A buildings
	• may be residential projects, such as:
	  • additions and renovations
	  • heritage restoration
	  • new buildings
	• may be commercial or industrial projects, such as:
	  • factories
	  • motels
	  • offices
	  • restaurants
	  • retail and service outlets
	  • warehouses.

Design technology tools may include:	• proprietary 3, 4 and 5-D modelling software, such as:
	  • Autodesk Architectural Desktop
	  • Autodesk Revit
	  • Bentley Architecture
	  • Graphisoft ArchiCAD
	  • VectorWorks ARCHITECT.

Building design data may include:	• details of compliance requirements, including those specified in:
	  • Australian standards
	  • client requirements
	  • design specifications

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	• legislation and regulations • manufacturer specifications • dimensions • labour costs • material costs • material properties, such as: • acoustic values • energy efficiency • fire resistance • R-value and U-value • strength.
Objects may include:	• customised imports • imports from online object libraries • new objects created by the designer.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN5014A Contribute to construction and building design project finalisation processes

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to finalise small-scale building design projects covered by the Building Code of Australia (BCA), except construction Type A buildings.

It also covers supporting the construction process, conducting defect inspections of buildings, and communicating with the builder regarding defects on behalf of the client. It also covers finalising and archiving the design project and reviewing processes and outcomes to inform improved quality assurance.

Application of the Unit

This unit of competency supports building designers who assist in the satisfactory completion of small-scale building design projects and contribute to organisational process improvement.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Provide professional advice and support to clients and contractors during construction	1.1	Contractual obligations to act on behalf of client during construction of ***small-scale building design projects*** are determined and clarified according to workplace procedures.
		1.2	Clarification of, and amendments to, construction drawings and specifications are provided to client and contractors according to contractual obligations and workplace procedures.
		1.3	Advice is provided on sourcing of ***professionals*** to support the construction process according to contractual obligations and workplace procedures.
		1.4	Advice is provided on processes and costings to inform the client during negotiations to vary a contract.
2	Inspect defects on behalf of clients	2.1	Buildings are inspected at ***stages of building completion*** according to contractual obligations, and defects are identified, discussed with contractors and noted.
		2.2	Defect resolution strategies are negotiated with contractors and client, and detailed solutions, including costs, are agreed and noted.
		2.3	Defect resolution is formally documented and processed according to contractual obligations and workplace procedures.
3	Finalise building design projects	3.1	Professional support is provided to client and relevant professionals, within limits of competence and legal responsibility, to assist in obtaining certificates of

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completion for building design projects.

3.2 Project documentation is reviewed, issues that arose and agreed solutions are accurately noted, and documentation is processed according to workplace procedures.

3.3 Project issues and solutions are discussed with relevant workplace personnel and process improvement strategies are explored.

3.4 Project planning, methodologies and quality assurance systems are amended to incorporate agreed process improvement strategies.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
  - evaluate defect resolution strategies
  - review and evaluate project processes
- interpersonal skills to interact with clients, contractors and other professionals
- language, literacy and numeracy skills to:
  - communicate with clients, colleagues and project contacts, including:
    - negotiating
    - note taking
    - writing formal letters and reports
  - interpret complex information
  - take measurements and perform calculations at site inspections
- technical skills to:
  - amend drawings and specifications
  - identify building defects
- technology skills to use information technology and relevant software

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Required knowledge

- architectural styles and terminology
- construction materials and methods applicable to clients' projects
- construction project completion processes
- defects arising in construction projects and potential solutions
- key features of building life cycles
- legislation, codes and standards relevant to small-scale building design projects, including:
  - contract compliance
  - drawing standards
  - OHS duties of designers
- organisational scope of business, service levels and fees
- principles of building design, including sustainable design
- range of organisational services and nominal fees

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to: • provide technical advice and support to clients and contractors according to contractual obligations and workplace procedures • conduct defect inspections and negotiate defect resolutions • finalise project documentation • contribute to building design process improvement strategies.
Context of and specific resources for assessment	Assessment of this unit: • must be in the context of the work environment • may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills • must meet relevant compliance requirements. Resource implications for assessment include: • access to: • suitable assessment venue and equipment

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	• suitable simulated or real opportunities and resources to demonstrate competence • assessment instruments.
Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Small-scale building design projects:	• include buildings covered by the BCA, except construction Type A buildings • may be residential projects, such as: • additions and renovations

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	• heritage restoration • new buildings • may be commercial or industrial projects, such as: • factories • motels • offices • restaurants • retail and service outlets • warehouses.
Professionals may include:	• access consultants • building surveyors • certifiers • quantity surveyors.
Stages of building completion may include:	• practical completion • final completion or handover • end of defect liability period.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN5015A Produce compliant client-approved working drawings for non-residential buildings

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to produce detailed working drawings of designs for commercial and industrial buildings covered by the Building Code of Australia (BCA), except construction Type A buildings. The drawings are required for submission to the relevant authority for building approval and for use by construction personnel in the building process.

The unit also covers liaising with the client and relevant authority to finalise the building approval process.

Application of the Unit

This unit of competency supports building designers who prepare sets of working drawings for non-residential building design projects that fall within the definitions of construction types B and C in the BCA.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Plan and administer working drawing production	1.1	***Working drawings*** required by construction contractors and for building approval applications for ***small-scale commercial and industrial building design projects*** are confirmed with ***relevant personnel***.
		1.2	***Compliance requirements*** to be addressed in working drawings are confirmed with relevant personnel.
		1.3	Timelines and methodologies for producing working drawings are established and followed.
		1.4	Drawings required from ***technical experts*** are specified, commissioned and obtained.
2	Prepare working drawings.	2.1	Project design drawings and documentation are analysed and information relevant to working drawings is extracted.
		2.2	Construction details requiring clarification are resolved through research or consultation.
		2.3	Draft working drawings are prepared and notations added according to project and workplace requirements.
		2.4	***Working drawings are checked*** and finalised, in consultation with colleagues or relevant personnel as required.
3	Submit and support building approval application	3.1	***Documentation requirements for building approval applications*** are obtained from relevant personnel.
		3.2	Documentation for building approval application is prepared, checked for compliance with requirements,

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and confirmed with client.

3.3 Progress of application through building approval process is monitored and requests for clarification or changes are addressed in consultation with client.

3.4 Building approval is obtained and filed with final design project documentation according to workplace procedures.

3.5 Client is notified of building approval and copies of relevant documentation are provided.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
  - analyse data
  - clarify construction details
  - resolve issues arising during building approval process
- interpersonal skills to interact with clients and other participants in building approval processes
- language, literacy and numeracy skills to:
  - communicate with clients and other contacts, including:
    - negotiating
    - writing reports
  - interpret and apply complex information, including legislation, regulations, codes and standards, and local authority planning schemes
  - negotiate adjustments and their implications with clients
  - perform measurements and calculations relating to working drawings
- technical skills to:
  - apply compliance requirements, including drawing standards
  - produce accurate drawings and documentation
  - use design tools
- technology skills to use information technology and relevant software

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Required knowledge

- basic principles of structural engineering
- building approval processes
- building designers' duty of care to ensure quality and safety of designs
- construction materials and methods
- implications of changes to designs
- legislation, codes and standards relevant to small-scale building design projects, including drawing standards
- organisational scope of business, service levels and fees
- principles of design, including sustainable design

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to: • confirm working drawing requirements for building approval application and contractors' use • consult with technical experts to clarify details for working drawings, as required • prepare and organise complete and compliant sets of working drawings in a timely manner for at least three different types of small-scale non-residential projects • finalise building approval for a range of projects, including processing of final drawings and documentation, and notify clients of such.
Context of and specific resources for assessment	Assessment of this unit: • must be in the context of the work environment • may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills • must meet relevant compliance requirements. Resource implications for assessment include: • access to:

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	• suitable assessment venue and equipment • suitable simulated or real opportunities and resources to demonstrate competence • assessment instruments.
Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Working drawings may include:	• area analyses • elevations • in situ concrete detailing

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	• joinery details
	• location of neighbouring buildings
	• plans for:
	  • ceilings
	  • floor finishes
	  • floors
	  • footings
	  • lighting
	  • services
	  • sites
	• projections
	• room details
	• sections
	• two and three-dimensional drawings and sketches.

Small-scale commercial and industrial building design projects:	• include all commercial and industrial building design projects covered by the BCA, except construction Type A buildings
	• may be:
	  • factories
	  • motels
	  • offices
	  • restaurants
	  • retail and service outlets
	  • warehouses.

Relevant personnel may include:	• construction contractors and subcontractors
	• representatives from:
	  • local council departments
	  • federal, state or territory government departments
	  • regulatory authorities in country of project location.

Compliance requirements may include:	• Australian standards, including standards for drawings • BCA • legislation, regulations and by-laws.
Technical experts may include:	• construction contractors • landscape designers • service contractors • structural engineers • surveyors.
Working drawings may be checked for:	• accuracy • completeness • compliance with relevant requirements, including building approval requirements

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	• consistency of presentation • cross-referencing • titles and reference numbers • version control.

Documentation requirements for building approval applications may include:	• contract administration documentation
	• reports, such as:
	  • access
	  • conservation
	  • energy rating
	  • fire safety
	  • soil analysis
	• plans for:
	  • demolition
	  • cut and fill
	  • excavation
	• risk assessments
	• working drawings.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN5016A Produce and present rendered animations of 3-D models of small-scale building designs

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to produce rendered and animated fly-bys and walk-throughs of three-dimensional (3-D) models for small-scale building design projects covered by the Building Code of Australia (BCA), except construction Type A buildings.

It also covers demonstrating and discussing the rendered animations with clients and stakeholders.

Application of the Unit

This unit of competency supports building designers who use 3-D models to inform clients and other stakeholders of potential design concepts.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Digitally render 3-D models to photo-realistic quality	1.1	3-D models of ***small-scale building design projects*** are imported into rendering software applications as required and objects are separated and saved according to workplace procedures.
		1.2	***Material finishes*** are sourced or created using software functions, and applied to objects according to project and workplace requirements.
		1.3	Rendering is edited to ensure clarity, and accuracy of detail is retained when 3-D model is transferred to different applications.
		1.4	Light and shade requirements are analysed and realistic lighting effects for night and day are created by editing individual light parameters.
2	Digitally animate 3-D models.	2.1	***Animation requirements*** are analysed and animation storyboards created using formats appropriate to project contexts.
		2.2	Camera paths and pan camera locations are determined to produce optimal displays of models according to project and workplace requirements.
		2.3	***Lighting levels and sequences*** for animations are determined to meet storyboard requirements.
		2.4	Fly-by or walk-through animation sequences are created for all camera paths and pan cameras, including animation of objects within scenes.
		2.5	***Animation presentation parameters*** are determined and applied to suit different project contexts.

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		2.6	Animation sequences are combined and edited to produce completed animations that meet project requirements.
3	Present rendered animations to clients	3.1	Rendered animations of 3-D models are presented and explained to client according to workplace procedures.
		3.2	Hard copy images of specified views are presented and explained to client as required.
		3.3	Client feedback is encouraged and incorporated into animations.
		3.4	Files for finalised animations are saved and processed according to project and workplace requirements.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
  - determine animation image size
  - develop innovative ideas and designs
  - work out sequencing of animations
- interpersonal skills to interact with clients and other stakeholders
- language, literacy and numeracy skills to:
  - calculate the number of animation frames
  - communicate with clients and contacts
  - interpret and apply complex information, including legislation, regulations, codes and standards, and software operation instructions
  - present design options to clients
- technical skills to:
  - apply compliance requirements, including drawing standards
  - produce accurate design documentation
  - create storyboards

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- technology skills to use information technology and 3-D modelling, rendering and animation software

Required knowledge

- architectural styles and terminology
- contextual and site constraints
- conventional and sustainable construction materials and methods, including their application, behaviour, characteristics, performance and interactions with other materials
- design drawing and representation methods
- digital file management procedures
- functions and operation of 3-D modelling rendering and animation software programs
- hazards of site, materials, construction practices and building use over life cycle
- key features of building life cycles
- legislation, codes and standards relevant to sustainable design requirements for small-scale building design projects, including OHS duties of designers
- organisational scope of business, service levels and fees
- principles of design, including sustainable design
- scientific and social principles of human interactions with the built environment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to:
	• produce rendered animations for digital 3-D models of a range of building designs that meet client expectations and workplace requirements
	• present animations of a range of building designs to clients, including:
	  • explaining design using terms appropriate to clients' understanding
	  • encouraging and answering questions and feedback.

Context of and specific resources for assessment	Assessment of this unit: • must be in the context of the work environment • may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills,

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	contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence
	• assessment instruments.

Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Small-scale building design projects:	• include buildings covered by the BCA, except construction Type A buildings
	• may be residential projects, such as:
	  • additions and renovations
	  • heritage restoration
	  • new buildings
	• may be commercial or industrial projects, such as:
	  • factories
	  • motels
	  • offices
	  • restaurants
	  • retail and service outlets
	  • warehouses.

Material finishes may include:	• carpet • concrete • fabric • masonry • paint • steel • stones • tile • timber.
Animation requirements may include:	• image sizes • number of frames • sequencing of animations • types of animations to be generated.
Lighting levels and sequences may include:	• daylight and artificial light timing sequences • light switching pattern • lighting levels of light sources • time transitions.
Animation presentation parameters may include:	• compression • credits • frames per second • length • logo • rendering • title.

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Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN8001A Research and evaluate construction materials and methods for complex building design projects

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to research and evaluate existing, new and emerging construction materials and methods for building design projects, including construction Type A buildings.

The selection of materials and construction methods significantly affects the cost and construction time for completion of a building. Interaction with the client and other related professionals who participate in the development of projects is essential for effective outcomes. The need to have or acquire up-to-date information about the relative performance, cost and application of a range of current and emerging materials and methodologies is essential.

Application of the Unit

This unit of competency supports building designers who recommend construction materials and methods to clients for building design projects for construction Type A buildings as defined within the Building Code of Australia (BCA).

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Determine parameters for the building design project	1.1	Client is consulted to determine ***key business requirements*** of the proposed project that will impact on building materials and methods.
		1.2	Size, breadth and complexity of the building project and the impact on building materials and methods are discussed and clarified with the client and with planning authorities.
		1.3	Impact of building site characteristics on the potential materials and methods of construction is discussed and clarified with the client, planning authorities and ***other project professionals***.
2	Research alternative solutions	2.1	BCA requirements for use of alternative and deemed-to satisfy-solutions are researched and evaluated in relation to the development of design options for the project.
		2.2	Benefits and options for the use of alternative solutions in the development of designs are researched and evaluated.
		2.3	Comparative analysis is undertaken of alternative and deemed-to-satisfy design solutions.
3	Research materials and methods for structural elements	3.1	***Characteristics*** and ***applications of materials used for structural elements*** are researched and evaluated in relation to different types of ***large and complex projects***.

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		3.2	***Compliance requirements*** for ***materials used for structural elements*** are researched and interpreted.
		3.3	Construction methods and systems for ***structural elements*** are researched and evaluated in relation to different types of materials and large and complex building design projects.
		3.4	Research is recorded, filed and regularly updated according to workplace procedures.
4	Research materials and methods for enclosures	4.1	Characteristics and ***applications of materials used for enclosures*** are researched and evaluated.
		4.2	Compliance requirements for ***materials used for enclosures*** are researched and interpreted for different types of large and complex building design projects.
		4.3	Construction methods and systems for enclosures are researched and evaluated.
		4.4	Research is recorded, filed and regularly updated according to workplace procedures.
5	Research systems and components for services	5.1	Components and systems for ***services*** are researched and evaluated.
		5.2	Broad compliance requirements for services are researched and interpreted for different types.
		5.3	Installation methods for services are researched in relation to different types of components, systems and design projects.
		5.4	Research is recorded, filed and regularly updated according to workplace procedures.

Required Skills and Knowledge

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

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Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
  - plan and arrange professional development activities
- analytical and problem-solving skills to:
  - evaluate cost-effectiveness of construction materials and methods
  - research construction materials and methods
  - evaluate alternative building materials and methods and recommend approaches
- interpersonal skills to:
  - interact with builders; manufacturers; related professionals including architects, surveyors and structural engineers; representatives of regulatory authorities; and suppliers
  - network with other professionals
- language, literacy and numeracy skills to:
  - communicate with colleagues and contacts, including writing reports
  - interpret complex information
- technical skills to ensure compliance with BCA and related standards
- technology skills to use information technology and relevant software

Required knowledge

- compliance requirements relating to construction materials and methods, including:
  - Australian standards
  - BCA deemed-to-satisfy requirements for construction Type A buildings
  - BCA alternative solution requirements for construction Type A buildings
  - Building Acts
  - environmental and sustainability requirements, including:
    - Australian standards
    - techniques for carbon dioxide reduction, including specification of materials, glue and paint
    - energy efficiency
    - fire resistance levels
    - legislation
  - town planning and other planning body requirements
- hazards of construction materials and methods
- planning authority compliance requirements for the use of building materials and methods related to large and complex buildings and including alternative solutions
- organisational scope of business and client demographics, including:
  - geographic areas of operation

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  - trends in client design preferences
  - types of building design projects that form the core business of the organisation
- sources of reliable information on past, current and emerging uses of construction materials and methods
- sustainable construction materials and methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to:
	• develop a body of current research findings suitable for application to a range of construction Type A buildings, including:
	  • characteristics and applications of materials suitable for structural elements and building envelope
	  • construction methods and systems applicable to structural elements and building envelope
	  • components and systems for services
	• evaluate suitability of materials, construction methods and services for at least two specific construction Type A building projects covering different types of buildings
	• systematically document and store research findings.

Context of and specific resources for assessment	Assessment of this unit:
	• must be in the context of the work environment
	• may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence
	• assessment instruments.

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Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Key business requirements of the project may include:	• characteristics and needs of the occupants of the proposed building • cost constraints • purpose for building development project, including whether the usage (classification) of the building is to be changed • timeframe for project commencement and completion.
Other project	• access consultants

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professionals may include:	• acoustics engineers and professionals • bushfire management professionals • construction contractors • civil engineers • energy efficiency experts • fire systems designers and engineers • hydraulic engineers • landscape designers • lighting specialists • mechanical services engineers • OHS experts • plumbing and drainage professionals • quantity surveyors • service contractors • soil testing or geo-technical engineers and experts • structural engineers • surveyors.
Characteristics of materials may include:	• acoustic properties • aesthetic properties • availability • carbon dioxide reduction, including materials, glues and paints • cost • defects • durability • fire resistance properties • green roofs • health and safety issues • interaction with other materials • limitations due to manufacturing process • structural safety • sustainability features, such as energy efficiency • thermal properties • tolerance • transport, storage and handling requirements.
Applications of materials used for structural elements may include:	• aesthetic properties • coatings required • compatibility with other elements • fixings required • structural application • substructural application • use in specific construction methods or systems.

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Large and complex projects include:	• construction Type A buildings defined by the BCA, which are projects that are:
	  • of 3 storeys for Class 2, 3 and 9 buildings
	  • of 4 or more storeys for Class 5, 6, 7 and 8 buildings
	• construction projects, which may be:
	  • new buildings
	  • renovations
	  • conversions
	  • residential
	  • commercial
	  • industrial
	  • public buildings.
	
	Note: It is essential to refer to current BCA documentation to ensure accuracy of definitions and scopes.

Compliance requirements may include:	• Australian standards • BCA • legislation • performance requirements specified by client • quality standards specified by client.
Materials used for structural elements may include:	• bricks • clay • composite materials • concrete • glass • masonry • metals • new and emerging materials • stone • tilt up concrete panels • timber and timber products.

Structural elements may include:	• footings, including:
	  • concrete pad
	  • piles
	  • post and concrete
	  • strip
	• floors, including:
	  • bearers and joists
	  • pier and beam
	• slabs, including:

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	• raft • suspended • waffle • walls, including: • concrete • frame • post and beam • solid masonry • roofs, including: • conventional • truss.
Applications of materials used for enclosures may include:	• cladding • flashing • lining • roofing • waterproofing.
Materials used for enclosures may include:	• composite materials • new and emerging materials • plaster and plasterboard • slate • terracotta • timber and timber products.
Services may include:	• electricity • fire suppression • gas • heating, ventilation and cooling • telecommunications • water.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN8002A Research compliance requirements for complex building design projects

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to research compliance requirements that apply to large scale and complex building design projects in a range of locations.

It covers research into local, state and federal government legislation and policies relating to planning and the environment, including zoning and interpretation of these requirements in relation to client preferences and prospective design proposals.

Application of the Unit

This unit of competency supports building designers who analyse and explain compliance requirements for construction Type A buildings as defined within the Building Code of Australia (BCA).

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Research requirements of applicable legislation	1.1	***Legislation*** affecting compliance of designs for different types of ***large and complex building projects*** is researched and variations in requirements are interpreted and noted.
		1.2	Legislation affecting compliance of designs for different ***project locations*** and ***conditions*** is researched and variations in requirements are interpreted and noted.
		1.3	Research is recorded, filed and regularly updated according to workplace procedures
2	Research requirements of applicable codes and standards	2.1	***Codes and standards*** relating to different types of building design projects are researched and variations in requirements are interpreted and noted.
		2.2	Codes and standards relating to different project locations and conditions are researched and variations in requirements are interpreted and noted.
		2.3	Research is recorded, filed and regularly updated according to workplace procedures.
3	Analyse impact of alternative solutions on project development	3.1	Deemed-to-satisfy and alternative solutions are compared and evaluated to assess relative strengths and weaknesses.
		3.2	***Expert opinion*** regarding the compliance requirements of alternative solutions is sought to inform decision making.

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4	Analyse compliance requirements	4.1	Ambiguous or conflicting compliance requirements are clarified with relevant professionals.
		4.2	Compliance requirements that affect client preferences are identified and communicated to client.
		4.3	Constraints placed on design options by compliance requirements are identified and innovative solutions proposed.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
  - plan and arrange professional development activities
- analytical and problem-solving skills to:
  - develop innovative design solutions
  - research compliance requirements
- interpersonal skills to interact with clients and relevant professionals
- language, literacy and numeracy skills to:
  - communicate with clients, colleagues and contacts, including writing reports
  - interpret and apply complex information, including legislation, regulations and codes and standards
- technology skills to use information technology and relevant software

Required knowledge

- compliance requirements relating to construction Type A building design projects, including:
  - Australian standards
  - BCA deemed-to-satisfy requirements
  - BCA alternative solutions requirements, including:
    - Australian standards
    - techniques for carbon dioxide reduction, including specification of materials, glue and paint

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    - energy efficiency
    - fire resistance levels
  - Building Acts
  - town planning and other planning body requirements
  - legislation
  - regulatory limitations
- organisational scope of business and client demographics, including:
  - geographic areas of operation
  - trends in client design preferences
  - types of building design projects that form the core business of the organisation
- sources of reliable information on interpretation of compliance requirements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to: • develop a body of current research findings suitable for compliance with codes, standards and planning requirements for construction Type A building design projects • provide evidence of construction Type A building compliance requirements being documented and met for at least two specific projects covering different types of buildings • systematically document and store research findings.

Context of and specific resources for assessment	Assessment of this unit:
	• must be in the context of the work environment
	• may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence

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	• assessment instruments.
Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislation may include:	• legislation, regulations and local by-laws relating to:
	  • conservation
	  • construction materials and methods
	  • energy
	  • environment
	  • heritage

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	• OHS • planning • water • local authority planning schemes.
Large and complex building projects include:	• **construc**tion Type A buildings defined by the BCA, which are projects that are: • of 3 storeys for Class 2, 3 and 9 buildings • of 4 or more storeys for Class 5, 6, 7 and 8 buildings • construction projects, which may be: • new buildings • renovations • conversions • residential • commercial • industrial • public buildings. Note: It is essential to refer to current BCA documentation to ensure accuracy of definitions and scopes.
Project locations may include:	• locations within the jurisdictions of different: • countries • local authorities • states and territories • locations with specific conditions, such as: • bushfire threat zones • coastal areas • cyclone zones • flood zones • mountainous areas • rural areas • snow zones.
Conditions may include:	• environmental, including: • natural waterways • protected flora and fauna • weather, including: • bushfires • cyclones • floods • snow.

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Codes and standards may include:	• Australian standards
	• BCA
	• Building Acts
	• codes and standards applicable:
	  • at project locations
	  • in particular conditions.

Expert opinion may be sought from professionals, such as:	• access consultants • acoustics engineers and professionals • bushfire management professionals • construction contractors • civil engineers • energy efficiency experts • fire systems designers and engineers • hydraulic engineers • landscape designers • lighting specialists • mechanical services engineers • OHS experts • plumbing and drainage professionals • quantity surveyors • service contractors • soil testing or geo-technical engineers and experts • structural engineers • surveyors.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN8003A Scope and initiate large and complex building design projects

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to consult with clients to scope and specify the proposed building design project outcomes; identify the required involvement of related professionals (such as surveyors, structural engineers, fire systems designers and mechanical engineers), and finalise the contract with the client that will underpin the work.

This will require working with the client to identify and clarify project parameters, such as service-level requirements and vision, preferences and budget for the new building design project. The skills and knowledge to identify the team of staff and related professionals to undertake the work are also addressed.

Application of the Unit

This unit of competency supports building designers who scope and manage the initiation and planning of design projects for construction Type A buildings as defined within the Building Code of Australia (BCA).

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Refine and finalise client instructions	1.1	Client is consulted to determine the business objectives, nature, size and budget for the building project.
		1.2	Role, level of service to be provided, and outcomes required of the building designer by the client are discussed and negotiated.
		1.3	Timelines for completion are discussed and finalised.
		1.4	***Constraints and potential risks*** associated with the progress of the project are communicated to the client.
		1.5	Formal project brief is finalised, documented and agreed with the client.
2	Assemble the project team	2.1	Planning is undertaken to clarify and document the ***range of skills*** that will be required to fulfil the project brief within the required timeframe.
		2.2	Role and need for ***professionals and technical experts*** to contribute to the project are identified.
		2.3	***Processes to integrate the work of external technical professionals*** into the overall project are identified and communicated with all parties.
		2.4	Internal staff members to participate in the project are identified.
3	Negotiate and finalise costs and	3.1	***Costs*** associated with the completion of the ***large and complex*** building design project are researched.

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	contracts	3.2	Project budget is prepared and documented.
		3.3	Negotiations are held with the client to finalise the acceptance of the project budget.
		3.4	Contracts with related professionals and subcontractors involved in the project are negotiated and finalised.
		3.5	Legal and accountancy advice is sought as required.
		3.6	Contract between the building designer and client is negotiated and finalised.
4	Finalise project requirements	4.1	Resource requirements to undertake the project are identified and obtained.
		4.2	Costs associated with the completion of the large and complex building design project are researched.
		4.3	Project budget is prepared and documented.
		4.4	Scheduling of work is undertaken within the design practice to meet contractual requirements

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
  - develop effective approaches to support the building design process
  - identify appropriate external expertise and subcontractors
  - research compliance requirements
- budgeting and financial management skills
- interpersonal skills to:
  - interact with clients and relevant professionals
  - network with other professionals to identify and build business relationships

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- language, literacy and numeracy skills to:
  - communicate at project management level with clients, colleagues and contacts, including writing reports
  - interpret and apply complex information, including contracts, legislation, regulations, and codes and standards
- negotiation skills to conclude contracts
- technology skills to use information technology and relevant software

Required knowledge

- compliance requirements relating to construction Type A building design projects, including:
  - Australian standards
  - BCA deemed-to-satisfy and alternative solution requirements
  - environmental and sustainability requirements, including:
    - carbon dioxide reduction techniques, including specification of materials, glues and paints
    - energy efficiency
    - fire resistance, including resistance to bushfire attack
  - legislation
  - regulatory limitations
- contractual requirements and implications for the business
- insurance and indemnity requirements
- key components of and process for business costings when budgeting for large and complex projects
- legal framework relating to contracts and building projects
- planning processes
- organisational resource requirements to undertake large and complex projects
- risk management processes
- sources of reliable information on interpretation of compliance requirements
- technologies to support integration of work and sharing of information, including building information models (BIM)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for	A person should demonstrate the ability to:

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assessment and evidence required to demonstrate competency in this unit	• negotiate and finalise design briefs for at least two construction Type A projects • negotiate and finalise contracts with clients for at least two construction Type A projects • assemble a project team and develop a project schedule and budget for at least two construction Type A projects.

Context of and specific resources for assessment	Assessment of this unit:
	• must be in the context of the work environment
	• may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence
	• assessment instruments.

Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Constraints and potential risks may include:	• difficulties inherent to the site • difficulties associated with the nature or complexity of the project itself • OHS • reliance on gaining input from external professionals in a timely manner • requirement to operate within a complex and rigid regulatory and compliance system • time delays due to the planning process.
Range of skills required may include:	• building certification and surveying • civil engineering • financial and budgetary • fire systems design • hydraulic engineering • mechanical services design and engineering • project management • structural engineering • surveying • town planning.
Professionals and technical experts may include:	• access consultants • acoustics engineers and professionals • construction contractors • fire systems designers and engineers • landscape designers • lighting specialists • mechanical services engineers • OHS experts • plumbing and drainage professionals • quantity surveyor

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	• service contractors • soil testing or geo-technical engineers and experts • structural engineers • surveyors.
Processes to integrate the work of external technical professionals may include:	• team meetings • sharing of paper-based drawings and specifications • sharing and updating of drawings using BIM technology.

Costs may include:	• bill of quantities
	• business administration and management costs
	• business insurances, including professional indemnity insurance
	• professional fees to lawyers and accountants
	• staff salaries and associated on-costs
	• subcontractor costs, including for a range of professionals and technical expert areas, such as:
	  • engineering
	  • quantity surveying
	• technology costs.

Large and complex projects include:	• construction Type A buildings defined by the BCA, which are projects **that are**:
	  • of 3 storeys for Class 2, 3 and 9 buildings
	  • of 4 or more storeys for Class 5, 6, 7 and 8 buildings
	• construction projects, which may be:
	  • new buildings
	  • renovations
	  • conversions
	  • residential
	  • commercial
	  • industrial
	  • public buildings.
	
	Note: It is essential to refer to current BCA documentation to ensure accuracy of definitions and scopes.

Unit Sector(s)

Building design

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Custom Content Section

Not applicable.

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CPPBDN8004A Lead the building design team

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to lead and manage a building design team. The skills to coordinate the team's technical and creative skills to meet client needs are of critical importance. It also specifies the skill requirements for effectively conducting the project, providing comprehensive and appropriate role definitions for each team member, and measuring and monitoring staff performance.

The unit also covers the ability to provide leadership, respond to the development needs of staff, and ensure compliance with required employment processes.

Application of the Unit

This unit of competency supports building designers who scope and manage the initiation and planning of design projects for large and complex buildings, including construction Type A buildings defined by the Building Code of Australia (BCA). In managing these projects, building designers work with other team members who may be employees of the practice or contractors.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Determine staffing requirements of the organisation	1.1	Organisation's goals, and requirements of the work to be undertaken, are identified and analysed.
		1.2	Information on existing staff skills and knowledge is assessed to ensure access to the required mix and level of skills.
		1.3	Gaps in the skills and knowledge of staff are identified.
		1.4	Need for additional human resources or contractors is established.
		1.5	***HR policies*** are developed and implemented to support the effective operation of staff and the organisation.
2	Measure and monitor staff performance levels	2.1	Goals and objectives of individual staff members' roles are established.
		2.2	***Performance appraisals*** are conducted according to organisation's needs and using a structured performance appraisal system.
		2.3	Results of performance appraisals are analysed to identify resource requirements and/or **professional development** needs of staff.
		2.4	***Support is provided to individuals and teams*** to enhance performance and achievement of the organisation's goals and effective completion of projects.

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		2.5	Performance is managed in line with organisational and legal requirements.
3	Review and respond to professional development needs of staff	3.1	Current and future ***professional development needs of staff*** are identified using a range of methods.
		3.2	Opportunities are provided for staff members to develop their creative, design and technical skills within the organisation.
		3.3	Training and development needs of staff are accounted for in relevant budgets and operational plans.
4	Manage team effectiveness	4.1	Effective and open communication channels are established and maintained with staff and contractors.
		4.2	Updates of the organisation's plans and projects are communicated and opportunities are given to staff to be involved in planning processes.
		4.3	Teams and individuals are provided with guidance to establish goals, responsibilities and accountabilities.
		4.4	Effective strategies to facilitate team growth and increase ***motivation*** are developed, trialled and implemented.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage human resources
  - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
  - analyse staffing and skills profiles
  - develop effective approaches to building staff expertise

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    - manage workplace performance
    - identify appropriate external expertise and subcontractors
- interpersonal skills to:
    - interact with staff and subcontractors
    - manage conflict
- language, literacy and numeracy skills to:
    - communicate at project management level with staff and subcontractors, including:
        - coaching
        - writing reports
    - interpret and apply complex information, including legislation and employment agreements and contracts
- leadership skills to:
    - establish team goals
    - support team in achieving goals
- team building skills to manage professional development of team members

Required knowledge

- coaching methods
- employment and workplace legislation
- leadership models and styles
- performance appraisal models and use
- process for skills needs analysis
- processes and procedures for goal setting
- processes and procedures for human resource planning
- psychology of teams to facilitate team development and effectiveness

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to: • analyse the staffing requirements of a business design team working on large and complex projects • develop and apply a process to monitor and measure staff performance with at least two workers • demonstrate the application of methodologies to determine

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	and fulfil staff skill development requirements • apply methodologies and processes to provide effective team leadership.

Context of and specific resources for assessment	Assessment of this unit:
	• must be in the context of the work environment
	• may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence
	• assessment instruments.

Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

HR policies may include:	• enterprise bargaining agreements • HR administration of records and databases • induction processes and programs • job description and performance appraisals • leave entitlements • OHS • recruitment and selection • remuneration practices • rewards and recognition practices • termination procedures.
Performance appraisals may be linked to outcome targets and may include:	• 360 degree feedback • counselling meetings • formal annual, half yearly or quarterly performance appraisals • informal one-to-one review discussions • probationary reviews.
Support provided to individuals and teams may include:	• additional capital resources, such as updated software or technology • additional human resources • buddy systems • coaching • counselling • mentoring • on or off-the-job training and development.
Professional development needs of staff may be determined by:	• changes to work practices and processes • customer feedback • individual staff requests for training • introduction of new technologies or software applications, such as 3-D modelling • performance appraisals • staff surveys • supervisor reports on individual staff.
Motivation theories may	• David C. McClelland’s theories of achievement motivation

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include:	• Herzberg's motivation theory • Maslow's hierarchy of needs • Theory X • Theory Y.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN8005A Manage the tendering and construction process for a client

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to oversee the development of tenders and the subsequent awarding and management of contracts for the completion of a building project on behalf of a client.

The unit extends to the management of the tendering, contract and building process following the completion of the design function. The effective, efficient and transparent awarding and management of external contracts are required, together with the technical skills to ensure the building is constructed on time, to budget and to specification. The need for high levels of communication, negotiation and problem-solving skills together with a detailed understanding of the construction and quality control processes are required for effective performance in this unit.

Application of the Unit

This unit of competency supports building designers who scope and manage the initiation and planning of design projects, including large and complex projects.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Prepare a tender on behalf of the client	1.1	Client is consulted to negotiate the ***budget and costs*** to the client for services provided by the building designer.
		1.2	Form of building contract is determined appropriate to the size and level of the project being undertaken.
		1.3	Client is consulted to determine the **budget**, timeframe and related parameters for the letting of a tender to complete the construction of the project.
		1.4	Client expectations of the ***role, level of service*** and project outcomes to be provided by the building designer are discussed and negotiated.
		1.5	Tender is prepared that addresses all requirements for the build.
		1.6	Legal advice is sought to finalise the preparation of the tender.
		1.7	The tender is let with steps put in place to secure a competitive number of responses.
2	Oversee the selection of the contractor	2.1	Tender submissions are reviewed against predetermined evaluation criteria.
		2.2	Advice is provided to the client regarding the strengths and weaknesses of the various tender bids.
		2.3	Costing advice is sought as required from a quantity

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			surveyor or other professional.
		2.4	***Professional advice*** is provided to the client to conclude negotiations with the preferred contractor.
3	Manage the completion of the building project	3.1	Contracted builder is consulted to establish business relationships and processes for monitoring the completion of the construction within the required timeframe.
		3.2	***Constraints and potential risks*** of the project are monitored and managed to ensure the best outcomes for the client.
		3.3	Routine monitoring of project progress is undertaken to ensure quality and timeliness of the build.
		3.4	Clarification of project plans and specifications is provided to the builder as required.
		3.5	Changes to plans and specifications are undertaken with the consent of the client as the project progresses.
4	Manage the completion of the contract	4.1	Costs associated with the completion of the project are monitored and reported to the client in a timely manner.
		4.2	Progress and other agreed payments are authorised according to the performance requirements of the contract.
		4.3	Variations to the contract are proposed as required to the client and negotiated with the builder.
		4.4	Disputes or concerns regarding quality, cost or timeliness of project completion are investigated, negotiated and mediated as required.
		4.5	Legal, accounting or other professional advice is sought in order to ensure the client’s best interests are protected during the completion of the contract.
		4.6	Reporting requirements are met during the conduct of the project.
		4.7	Steps to finalise the contract are taken according to contract requirements.

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5	Finalise the building project	5.1	Correction of identified building defects is negotiated with the builder.
		5.2	Corrective actions to address defects are monitored and reported to the client.
		5.3	Final inspection of the building is made and a report prepared for the client.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
  - analyse tender responses against set criteria
  - identify appropriate external expertise and contractors
  - manage and monitor the conduct of the build and performance against contract requirements
  - research compliance requirements
- budgeting and financial management skills
- interpersonal skills to interact with clients and relevant professionals
- language, literacy and numeracy skills to:
  - communicate at a project management level with clients, colleagues and contacts, including writing reports
  - interpret and apply complex information, including contracts, legislation, regulations, and codes and standards
- negotiation skills to:
  - conclude and manage contracts
  - mediate concerns and disputes regarding project
- technology skills to use information technology and relevant software

Required knowledge

- building methods and material to:

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    - monitor progress and quality of work
    - negotiate variations to contract
- business processes and requirements, including professional indemnity insurance, required to support contract management
- compliance requirements, including:
    - Australian standards
    - Building Code of Australia (BCA) deemed-to-satisfy and alternative solution requirements
    - environmental and sustainability requirements, including:
        - energy efficiency
        - fire resistance, including resistance to bushfire attack
    - Building Acts
    - legislation
    - planning restrictions
    - regulatory limitations
- scope of authority and procedures for implementation of:
    - contract administration
    - contract management
- organisational resource requirements to undertake large and complex projects
- regulatory requirements that may limit the contract management role
- risk management processes
- tender selection processes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to: • develop tender documentation to support at least two different construction Type A projects • evaluate tender submissions for at least two large and complex projects, including one construction Type A project • document the management of at least two contracts.
Context of and specific resources for assessment	Assessment of this unit: • must be in the context of the work environment • may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace

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	performance, including task skills, task management skills, contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence
	• assessment instruments.

Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in

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the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Budget and costs may include:	• business administration and management costs • business insurances, including professional indemnity insurance • professional fees to lawyers and accountants • staff salaries and associated on-costs • subcontractor costs • technology costs.
Role and level of service may include:	• authorisation of progress payments • conduct of regular site visits • participation in regular project meetings • management of the entire project • negotiation with builder on behalf of client • performance of defect checks and final acceptance of the build • provision of advice within agreed limits.
Professional advice may include that provided by an:	• accountant • lawyer • planning consultant • quantity surveyor.
Constraints and potential risks may include:	• defects due to poor workmanship • difficulties inherent to the site • difficulties associated with the nature or complexity of the project itself • OHS • reliance on gaining input from external professionals in a timely manner • requirement to operate within a complex and rigid regulatory and compliance system • time delays due to weather, or material or service availability.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN8006A Identify and manage new building design technologies

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to identify new technologies that support building design practices.

The capacity to manage new technologies, such as building information modelling (BIM), that support three-dimensional (3-D) modelling and visualisation is also addressed. This includes use of the technology to enhance collaboration of different professionals during the life cycle management of a building (planning through to maintenance stages) and its services.

Application of the Unit

This unit of competency supports senior managers and business owners who manage the application of new technologies applied in building design practices.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse the availability of new technologies	1.1	Research is conducted to identify and analyse the ***range of new technologies*** that are available to the building design sector.
		1.2	Applications of the new technologies and the potential benefits to the business are assessed.
		1.3	Costs of acquiring and using new technologies are evaluated to inform purchase decision.
		1.4	Decisions are made about the optimum software and hardware solutions to meet the immediate and medium-terms needs of the practice.
2	Introduce technology to the practice	2.1	Purchase, installation and commissioning of new technologies are planned and managed.
		2.2	Staff training in the use of new technologies is organised and undertaken.
		2.3	Potential benefits and uses of the technology are communicated to client.
		2.4	Documentation to support efficient and effective usage is completed.
3	Manage the use of BIM	3.1	***Benefits of using BIM*** to work collaboratively in the design, modelling, documentation and management of buildings during their life cycle are communicated to ***related professionals***.
		3.2	Protocols and the specification of input and output parameters are developed and communicated to related

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professionals.

3.3 Processes to monitor BIM usage are developed and put in place.

3.4 Processes to manage the creation, labelling, storage and sharing of files and materials are developed and put in place.

3.5 Resourcing and budgeting to manage the ongoing use of the system are identified and put in place.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
  - evaluate alternative software and hardware solutions
  - design protocols and procedures to support the introduction and use of new technology
- budgeting and financial management skills
- interpersonal skills to interact with clients and relevant professionals
- language, literacy and numeracy skills to:
  - communicate at a project management level with clients, colleagues and contacts, including:
    - negotiating with related professionals
    - writing reports
  - interpret and apply complex information, including contracts, codes and standards, and system manuals and specifications
- negotiation skills to conclude contracts
- technical skills to:
  - analyse software and hardware functionality sufficient to make a purchase decision
  - apply protocols to manage the creation, storage, use and sharing of data
- technology skills to use information technology and 3-D modelling software

Required knowledge

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- architectural styles and terminology
- contractual requirements and implications for the business
- design drawing and representation methods
- design of work processes to support the effective operation of new technologies
- digital file management procedures
- financial management and budgeting processes
- functions and operation of 3-D modelling software program
- organisational resource requirements to undertake the introduction of new technologies
- risk management processes
- technical role and performance of new technologies, including BIM

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to: • produce research to analyse the range and application of technologies in a building design practice • document the purchase and management of new technology within a business design practice.

Context of and specific resources for assessment	Assessment of this unit:
	• must be in the context of the work environment
	• may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence
	• assessment instruments.

Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods:

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	• written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Range of new technologies while focussed on BIM may also include:	• mass co**m**puter storage devices • plotters • printers • scanners • software applications.
BIM may be defined as:	• applications that support 3-D and visualisation modelling • applications that capture information about the building fabric as a part of 3-D model.
Benefits of using BIM may include:	• avoidance of ‘clashes’ in the design and building process • enhanced geographic information • enhanced identification of quantities and property of building

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	components • enhanced sharing of information between related professionals • improved clarity regarding spatial relationships • improved construction planning and materials fabrication.
Related professionals may include:	• access consultants • architects • builders • building certifiers • building developers • building surveyors • civil engineers • fire systems designers and engineers • hydraulic consultants • local government planning authority staff • mechanical services consultants and engineers • OHS consultants • plumber and plumbing consultants • quantity surveyors • services consultants • structural engineers.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPBDN8007A Manage the design of Type A constructions

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to manage the design of Type A constructions defined by the Building Code of Australia (BCA). It covers negotiation and liaison with clients, team members and other professional involved in the development of the project. The unit addresses the preparation of design solutions and drawings, and the presentation of documentation for approval by planning authorities.

Type A buildings and their design may frequently be complex and include constructions of 3 storeys for BCA classes 2, 3 and 9 and 4 or more storeys for BCA classes 5, 6, 7 and 8. Increased and specified fire resistance requirements and appropriate building construction methods must be understood and applied.

The unit also covers the application of creative design skills, knowledge of human lifestyles and cycles, and knowledge of safe and sustainable construction materials and methods. It includes consultation and collaboration with technical experts, such as structural engineers, fire system designers, mechanical services engineers and experts in the industry for which the building will be used.

Application of the Unit

This unit of competency supports building designers who produce design drawings that meet client and compliance requirements for Type A constructions defined within the BCA.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Users are advised to check for regulatory limitations.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse the requirements for Type A constructions	1.1	BCA requirements for ***Type A constructions*** are identified and evaluated.
		1.2	***Scope and nature*** of the proposed construction are analysed to identify the impact on the BCA's performance requirements for the proposed Type A design solution.
		1.3	Analysis is undertaken to determine whether the construction will be designed to meet the performance requirement of the BCA by the use of an alternative solution, a deemed-to-satisfy solution or a blend of solutions.
		1.4	Performance characteristics of construction materials and methods are reviewed to ensure conformance with Type A constructions.
2	Produce initial design drawings	2.1	***Design drawings*** required in planning approval application documentation are confirmed with ***relevant authorities***.
		2.2	***Compliance requirements*** to be addressed in design drawings are confirmed with relevant authorities.

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		2.3	Timelines and methodologies for producing final design drawings are established and followed.
		2.4	Design drawings are set up, named and filed according to workplace procedures.
3	Integrate expert input to inform the design	3.1	***Professionals and technical experts*** required to provide input into and develop components of the design solution are sourced and briefed, and work is commissioned.
		3.2	Consultations are facilitated between technical experts and the building design team to ensure cross-impacts of the solution are understood and conform to required performance standards.
		3.3	Technical input, specifications and drawings developed by technical experts are prepared for ***integration*** into overall documentation.
4	Refine spatial, structural and technical elements of building designs	4.1	***Factors contributing to spatial requirements and relationships*** are analysed and incorporated into building designs.
		4.2	Checks are conducted to ensure relevant standards for the required components of the construction have been adhered to and documented.
		4.3	Structural systems for Type A constructions are reviewed, in consultation with technical experts as required, and appropriate systems are incorporated into building designs.
		4.4	Construction and technical elements for Type A buildings are reviewed, in consultation with technical experts as required, and appropriate elements are incorporated into building designs.
		4.5	Aesthetic fusion of design elements is visualised, analysed and refined in building designs.
5	Address health and safety issues	5.1	Obligations of building designers for health and safety during construction and use of Type A constructions are

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	in building designs		identified and analysed.
		5.2	Health and safety issues specific to design team, construction team and ***users*** are researched, in consultation with client and stakeholders, and analysed.
		5.3	Risk analyses of construction and use of Type A constructions are conducted and appropriate controls selected and applied to design drawings.
		5.4	***Health and safety documentation for the building*** is created, processed and communicated to relevant personnel according to workplace procedures.
6	Refine sustainable design elements of building designs	6.1	***Optimum sustainable construction materials and methods*** are selected and incorporated into building designs.
		6.2	***Systems for sustainable water use*** are reviewed and suitable systems are incorporated into building designs.
		6.3	***Energy-efficient design principles*** and ***renewable energy sources*** are reviewed and suitable solutions are incorporated into building designs.
7	Review design for conformance with standards and approval processes	7.1	Design drawings are reviewed in preparation for finalisation.
		7.2	Tests and analyses are conducted to ensure design documentation will meet the ***assessment methods*** used by the planning authority to ensure conformity with the BCA.
8	Obtain client approval of final design drawings and supporting information	8.1	Design drawings are assessed against client and compliance requirements and anomalies are addressed.
		8.2	***Supporting information*** to the plans and specifications is compiled, checked and finalised.
		8.3	Design drawings are presented and explained to client and relevant stakeholders according to workplace procedures.
		8.4	Detailed client and stakeholder feedback is encouraged

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and discussed, and required amendments are negotiated.

8.5 Design drawings and documentation are amended as required, and client approval is obtained, documented and processed according to workplace procedures.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - lead the building of design team and related project professionals
  - manage time, including planning and prioritising work
  - coordinate work across a range of disciplines
- analytical and problem-solving skills to:
  - develop innovative ideas and designs
  - select cost-effective products and materials that contribute to sustainable development
  - test and analyse compliance of design solutions with performance standards
  - work out optimum compliant and cost-effective design solutions
- interpersonal skills to interact with clients and other stakeholders, including planning and regulatory personnel and technical experts
- language, literacy and numeracy skills to:
  - communicate with clients and contacts
  - estimate costs
  - interpret and apply complex information, including legislation, regulations, and codes and standards
  - present design options to clients
- technical skills to:
  - produce accurate design documentation
  - apply compliance requirements, including drawing standards
  - use hand drawing techniques
  - design from a brief
  - plan and carry out design, including visualising spaces, form, shapes and light
  - use design tools
- technology skills to use information technology and relevant software

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Required knowledge

- architectural styles and terminology
- BCA requirements that apply to Type A constructions
- basic principles of structural engineering
- building designers' duty of care to ensure quality and safety of designs
- building life cycles, including hazards of site, materials, construction practices and building use over time
- contextual and site constraints
- conventional and sustainable construction materials and methods, including their application, behaviour, characteristics, performance and interactions with other materials
- design development and approval processes and implications of changes to design at each stage
- design drawing and representation methods
- legislation, codes and standards relevant to sustainable design requirements for small-scale building design projects
- organisational scope of business, service levels and fees
- planning processes and requirements
- pricing of resources
- principles of sustainable design
- scientific and social principles of human interactions with the built environment
- use of design software and systems that may include application of 3-D modelling

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to:
	• plan and organise the production of design drawings to meet planning approval requirements
	• integrate expert and specialist input from related professionals engaged to inform the development of the drawings
	• produce sets of building design drawings and supporting information for at least three different Type A projects that meet quality requirements and are completed within given timelines
	• consult with clients, including:
	  • gaining feedback
	  • negotiating and finalising adjustments.

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Context of and specific resources for assessment	Assessment of this unit:
	• must be in the context of the work environment
	• may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence
	• assessment instruments.

Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Type A constructions defined by the BCA are projects that are:	• of 3 storeys for Class 2, 3 and 9 buildings • of 4 or more storeys for Class 5, 6, 7 and 8 buildings. Note: It is essential to refer to current BCA documentation to ensure accuracy of definitions and scopes.

Scope and nature may include:	• residential projects, such as:
	  • additions and renovations
	  • heritage restoration
	  • new buildings
	• commercial and industrial projects, such as:
	  • car parks
	  • factories
	  • laboratories
	  • motels
	  • offices
	  • restaurants
	  • retail and service outlets
	  • warehouses.

Design drawings may include:	• drawings produced by building designers and technical experts
	• elevations
	• plans, including:
	  • contour
	  • demolition
	  • floor
	  • framing
	  • roof
	• sections
	• site analyses
	• landscape designs
	• services layout
	• use 3-D drawing technologies.

Relevant authorities may include:	• local council planning department • federal, state or territory government departments for:

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	• energy • environment • heritage • infrastructure • services • regulatory authorities in country of project location.
Compliance requirements may include:	• Australian standards • BCA • codes and standards applicable: • at project locations • in particular conditions • legislation, regulations and local by-laws relating to: • conservation • construction materials and methods • energy • environment • fire resistance • heritage • OHS • planning • water • local authority planning schemes.
Professionals and technical experts may include:	• access consultants • acoustics engineers and professionals • bushfire management professionals • construction contractors • civil engineers • energy efficiency experts • fire systems designers and engineers • hydraulic engineers • landscape designers • lighting specialists • mechanical services engineers • OHS experts • plumbing and drainage professionals • quantity surveyors • service contractors • soil testing or geo-technical engineers and experts • structural engineers • surveyors.

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Integration of input across disciplines and by differing professionals and team members may be:	• achieved by a range of techniques, including:
	  • team meetings
	  • sharing of paper-based drawings and specifications
	  • sharing and updating of drawings using building information models (BIM) technology.

Factors contributing to spatial requirements and relationships may include:	• air circulation and user movement patterns • anthropometrics • building occupancy and functions • ergonomics • landscaping • massing • scale transition.
Users may include:	• maintenance and service personnel • occupants • visitors • users in subsequent life cycle stages of buildings.

Health and safety documentation for the building may include:	• residual risk register
	• information relating to:
	  • construction materials and methods
	  • location of services and machinery
	  • warranties.

Optimum sustainable construction materials and methods may include:	• cost-effective sustainable design solutions • latest sustainable design technologies • locally available sustainable construction materials.
Systems for sustainable water use may include:	• black water systems • bladder storage • filter beds • grey water systems • rainwater tanks • run-off retention.
Energy-efficient design principles may include:	• appliance selection • building location and orientation • low energy lighting • solar hot water systems • star rated appliances • window coverings and glazing.
Renewable energy sources may include:	• biomass energy • geothermal energy • hydroelectric energy

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	• solar energy • wind energy.

Assessment methods used by the planning authority to ensure compliance with the BCA may include:	• application of A2.2 of the BCA, which allows the following evidence (in some cases subject to conditions) to be submitted in support of a proposal that a material, form of construction or design meets a performance requirement or a deemed-to-satisfy provision:
	  • a report from a registered testing authority
	  • a current certificate of accreditation or certificate of conformity
	  • a certificate from a professional engineer
	  • a current certificate issued by a product certification body that has been accredited by the Joint Accreditation System of Australia and New Zealand (JAS-ANZ)
	  • any other form of documentary evidence that adequately demonstrates suitability for use
	• verification methods that may include:
	  • calculations using analytical methods or mathematical models
	  • tests using a technical operation either on site or in a laboratory to directly measure one or more performance criteria of a given solution.

Supporting information to supplement the plans and specifications may include:	• alternative solutions for performance requirements of the BCA • copies of compliance certificates relied upon • copies of other documentary evidence relied upon • fire safety measures and their fire resistance levels and ratings • full details of the assessment methods used to establish compliance with the performance requirements.

Unit Sector(s)

Building design

Custom Content Section

Not applicable.

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CPPCCL2001A Use hot water extraction

Modification History

Revised unit

Unit updated and equivalent to PRMCC01A Use hot water extraction

Unit Descriptor

This unit of competency specifies the outcomes required to use hot water extraction to remove dirt and soil from carpet. The water extraction method of cleaning can be applied to domestic or commercial carpets and is considered a restoration style of cleaning.

The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and the characteristics of the carpet, and to apply company policies and procedures in order to perform the task. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

Note: Hot water covers a range of water temperatures.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons***.
		1.2	***Hazards*** and risks in work site are identified and controlled according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type, condition and colour-fastness of ***carpet*** are identified by observation and/or ***testing*** according to company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** for the carpets are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS

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			requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation, according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly advised.
4	Clean work site using hot water extraction.	4.1	Soil is removed and carpets are cleaned using hot water extraction cleaning techniques, equipment, PPE and chemicals according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Strategies to ensure proper drying of carpet are assessed according to environmental conditions and carpet type, and then applied.
		4.3	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS and company ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Chemicals are stored according to manufacturer

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		specifications, and OHS and company requirements.
		5.4 Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean, safety check and store equipment and chemicals.	6.1 Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2 Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3 Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - assess surface suitability for hot water extraction
  - classify fibres, soil and stains
  - select cleaning strategies
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet-cleaning processes and expected outcomes to clients
  - perform mathematical calculations required for dilution and mixing of chemicals
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)

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    - request advice or further information
    - seek and receive feedback
    - source, organise and record information
- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- skills to work safely when:
    - drying carpet
    - extraction cleaning
    - handling and disposing of chemicals
    - identifying hazards and controlling risks
    - manual handling

Required knowledge

- carpet characteristics, including:
    - carpet construction
    - features of fibres
- cleaning options for carpet, including:
    - bonnet cleaning method
    - drying methods
    - pre-spotting and stain-removal methods
    - range of cleaning equipment and chemicals, including:
        - low environmental-impact chemicals
        - low-moisture
    - water-efficient methods
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to carpet cleaning
- safe work practices for using:
    - chemicals
    - equipment, including PPE
- testing methods

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of the use of hot water extraction on at least two different types of carpet.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. • In particular the person should demonstrate the ability to: • identify type and characteristics of carpet • select cleaning equipment and chemicals • apply safe and efficient cleaning methods • achieve outcomes in relation to customer work order and company requirements • comply with company and legislative requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with carpet • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans and schedules.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for	Reasonable adjustments for people with disabilities must be made to

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assessment	assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function such as: • CPPCCL2007A Perform basic stain removal.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Company requirements may include:	• business and performance plans • client communication procedures • client confidentiality procedures • client service standards • communication channels and reporting procedures

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	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection requirements
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work site • supervisors.

Hazards may include:	• allergic reactions to chemicals and equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire

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	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in extremes of temperature
	• work in unfamiliar, isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information

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	• industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrence
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance

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	• use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Carpet may include carpet, mats and rugs made from:	• mixed blends
	• natural fibres, such as:
	  • organic (plant) fibres, such as cotton and sisal
	  • silk
	  • wool
	• synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polyester
	  • polypropylene.

Testing may include:	• burn test • chemical test • sink or float test.
Soil types may be wet or dry and include:	• beverages • candle wax • chewing gum • cigarette butts • dust • dye stuffs • food • grease • heavy dirt build-up • hospital waste • hydrocarbons • industrial and chemical waste • lipstick • nail polish • oil • paper • plant stains • rainwater • shoe polish • tar.
Cleaning techniques may include:	• agitation • assisted drying • dwell time • low-water usage

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	• grooming • neutralisation • pre-treatment chemical application • using extraction tools • vacuuming to prepare work site.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, building or shopping centre staff and/or management.

Equipment may include:	• carpet-cleaning bonnets and hand bonnets
	• carpet-drying equipment, such as:
	  • air movers
	  • drying bonnets
	• carpet groomers
	• carpet spot-cleaning kits
	• cloths, such as towelling
	• extraction units, such as:
	  • self-contained
	  • vehicle-mounted
	• garbage bins
	• measuring equipment, such as jugs and cups
	• plastic coasters or polystyrene blocks
	• respirators
	• rotary or cylindrical scrubbing machines
	• safety signage
	• scrapers and spatulas
	• selected tools and hand tools
	• sponges
	• spray equipment (pressurised or unpressurised)
	• steam irons
	• trigger sprayers
	• vacuum cleaners, such as:
	  • upright
	  • vehicle-mounted
	• waste recovery tanks.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.

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Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints restricting access to a site
	• signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid, liquid or gas and include:	• chemicals past expiry date • dry vacuuming detritus • litter • machine or vehicle exhaust emissions • obsolete equipment • packaging

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	• soil • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy carpet-cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical carpet-cleaning methods.

Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL2002A Use bonnet cleaning

Modification History

Revised unit

Unit updated and equivalent to PRMCC02A Use bonnet cleaning

Unit Descriptor

This unit of competency specifies the outcomes required to bonnet clean carpet to achieve a clean surface appearance. Bonnet cleaning is recommended as a maintenance cleaning procedure. Bonnet cleaning is not normally used to replace extraction cleaning.

The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and carpet characteristics, and to apply company policies and procedures in order to perform the task. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons***.
		1.2	***Hazards*** and risks in work site are identified and controlled according to company, ***legislative*** **and** ***occupational health and safety*** **(OHS)** ***requirements***.
		1.3	Type, condition and colour-fastness of ***carpet*** are identified by observation and/or ***testing*** according to company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** for carpet are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS

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			requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during the cleaning operation, according to work order and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of the work order are identified and appropriate persons are promptly notified.
4	Clean work site using bonnet cleaning method.	4.1	Soil is removed and carpet is cleaned using cleaning techniques, equipment, PPE and chemicals according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS and company ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.

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6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - assess carpet suitability for bonnet cleaning
  - classify carpet type, soil and stains
  - select chemicals to suit carpet type
  - select appropriate cleaning strategies
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet-cleaning processes and expected outcomes to clients
  - perform mathematical calculations required for diluting and mixing chemicals
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback

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  - source, organise and record information
- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- skills to work safely when:
  - handling and disposing of chemicals
  - identifying hazards and controlling risks
  - manual handling
  - using transfer cleaning techniques

Required knowledge

- carpet characteristics, including:
  - carpet construction
  - features of fibres
- cleaning equipment and chemicals, including low environmental-impact chemicals
- cleaning methods for carpet, including:
  - bonnet cleaning
  - low-moisture
  - pre-spotting and stain removal
  - water-efficient
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to carpet cleaning
- safe work practices for using chemicals and equipment, including PPE
- testing methods
-
-

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing a practical demonstration of bonnet cleaning on at least two different types of carpet.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of carpets • select cleaning equipment and chemicals • apply safe and efficient cleaning methods • achieve outcomes in relation to customer work order and company requirements • comply with company and legislative requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with carpet • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans and schedules.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as:

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	• CPPCCL2007A Perform basic stain removal.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements, including environmental protection requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation

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	• work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection requirements • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals and equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined and restricted spaces • contaminated clothing, materials and equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from: • cables • electrical fittings: • switches • lights • untested electrical equipment • fatigue • fire • gas • heights • inadequate lighting and ventilation • infectious and zoonotic diseases, such as: • Q fever • scabies • mobile equipment and vehicle hazards around plant and vehicles

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	• moving or unguarded machinery and parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• unrestricted people access
	• waste and waste disposal
	• work in extremes of temperature
	• work in unfamiliar, isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health

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	• trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• hazard reporting
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous occurrence reporting
	• maintaining clear access ways
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

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Carpet may include carpet, mats and rugs made from:	• mixed blends
	• natural fibres, such as:
	  • organic (plant) fibres, such as cotton and sisal
	  • silk
	  • wool
	• synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polyester
	  • polypropylene.

Testing may include:	• burn test • chemical test • sink and float test.
Soil types may be wet or dry and include:	• beverages • candle wax • chewing gum • cigarette butts • dust • dye stuffs • food • grease • heavy dirt build-up • hospital waste • hydrocarbons • industrial and chemical waste • lipstick • nail polish • oil • paper • plant stains • rainwater • shoe polish • tar.
Cleaning techniques may include:	• agitation • assisted drying • dwell time • grooming • neutralisation • pre-treatment chemical application • removal by absorption • vacuuming to prepare work site.

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Personnel may include:	• client's staff members • colleagues • general public • venue, facility, or shopping centre staff and/or management.

Equipment may include:	• carpet-cleaning bonnets and hand bonnets
	• carpet-drying equipment, such as:
	  • air movers
	  • drying bonnets
	• carpet groomers
	• carpet spot-cleaning kits
	• cloths, such as towelling
	• extraction units, such as:
	  • self-contained
	  • vehicle-mounted
	• garbage bins
	• measuring equipment, such as jugs and cups
	• plastic coasters or polystyrene blocks
	• respirators
	• rotary or cylindrical scrubbing machines
	• safety signage
	• scrapers and spatulas
	• selected tools and hand tools
	• sponges
	• spray equipment (pressurised or unpressurised)
	• steam irons
	• trigger sprayers
	• vacuum cleaners, such as:
	  • upright
	  • vehicle-mounted
	• waste recovery tank.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses or goggles

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	• safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of the work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • machine or vehicle exhaust emissions • obsolete equipment • packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.
Environmental requirements may include:	• clean-up, containment and isolation • company policies and guidelines • emergency chemical spill control measures

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	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy carpet-cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical carpet-cleaning methods.

Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL2003A Use dry foam shampoo

Modification History

Revised unit

Unit updated and equivalent to PRMCC03A Use dry foam shampoo

Unit Descriptor

This unit of competency specifies the outcomes required to dry foam shampoo a carpet to remove in-ground dirt and soil from the upper layer of the carpet. Dry foam shampooing can be applied to commercial or domestic carpets.

The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and the characteristics of the carpets, and to apply company policies and procedures in order to perform the task. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. A single person working alone usually cleans a carpet using the dry foam shampooing method, but the work can be done in a team. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*.**
		1.2	***Hazards*** and risks in work site are identified and controlled according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type, condition and colour-fastness of ***carpet*** are identified by observation and/or ***testing*** according to company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** for carpet are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS

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			requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in the work site are confirmed, and risks controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site using dry foam method.	4.1	Soil is removed and carpet is cleaned using cleaning techniques, equipment, PPE and chemicals according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS and company ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.

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6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - assess surface suitability for dry foam shampoo
  - classify fibres, soil and stains
  - select chemicals to suit carpet type
  - select cleaning strategies
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet-cleaning processes and expected outcomes to clients
  - perform mathematical calculations required for diluting and mixing chemicals
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback

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    - source, organise and record information
- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- skills to work safely when:
    - handling and disposing of chemicals
    - identifying hazards and controlling risks
    - manual handling
    - using extraction cleaning techniques

Required knowledge

- carpet characteristics, including:
    - carpet construction
    - features of fibres
- cleaning options for carpet, including:
    - dry foam method
    - pre-spotting and stain-removal methods
    - range of cleaning equipment and chemicals, including:
        - low environmental-impact chemicals
        - low-moisture
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to carpet cleaning
- safe work practices for using chemicals and equipment, including PPE
- testing methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of the use of dry foam shampoo on at least two different types of carpet.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of carpets • select cleaning equipment and chemicals • apply safe and efficient cleaning methods • achieve outcomes in relation to customer work order and company requirements • comply with company and legislative requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards requirements. Resource implications for assessment include access to: • suitable work site or venue with carpet • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans and schedules.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as:

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	• CPPCCL2007A Perform basic stain removal.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements, including environmental protection requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Company requirements may include:	• business and performance plans • client communication procedures • client confidentiality procedures • client service standards • communication channels and reporting procedures • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures, including:

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	• access and equity policy, principles and practice • OHS policies and procedures, including control procedures • maintenance procedures for equipment and PPE • those relating to own role, responsibility and delegation • work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection requirements • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined and restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue

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	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• repetitive motion, force and vibration
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• unrestricted people access
	• waste and waste disposal
	• work in extremes of temperature
	• work in unfamiliar, isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls

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	• chemical registers and manifests • consumer protection legislation • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous occurrence reporting
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions

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	• work method statements
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Carpet may include carpet, mats and rugs made from:	• mixed blends
	• natural fibres, such as:
	  • organic (plant) fibres, such as cotton and sisal
	  • silk
	  • wool
	• synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polyester
	  • polypropylene.

Testing may include:	• burn test • chemical test • sink and float test.
Soil types may be wet or dry and include:	• beverages • candle wax • chewing gum • cigarette butts • dust • dye stuffs • food • grease • heavy dirt build-up • hospital waste

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	• hydrocarbons • industrial and chemical waste • lipstick • nail polish • oil • paper • plant stains • rainwater • shoe polish • tar.
Cleaning techniques may include:	• agitation • assisted drying • dwell time • grooming • neutralisation • pre-treatment chemical application • removal by absorption • vacuuming to prepare work site.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, or shopping centre staff and/or management.

Equipment may include:	• carpet-cleaning bonnets and hand bonnets
	• carpet-drying equipment, such as:
	  • air movers
	  • drying bonnets
	• carpet groomers
	• carpet spot-cleaning kits
	• cloths, such as towelling
	• extraction units, such as:
	  • self-contained
	  • vehicle-mounted
	• garbage bins
	• measuring equipment, such as jugs and cups
	• plastic coasters or polystyrene blocks
	• respirators
	• rotary or cylindrical scrubbing machines
	• safety signage
	• scrapers and spatulas
	• selected tools and hand tools

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	• sponges
	• spray equipment (pressurised or unpressurised)
	• steam irons
	• trigger sprayers
	• vacuum cleaners, such as:
	  • upright
	  • vehicle-mounted
	• waste recovery tank.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site • signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including: • cleaning in progress

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	• hazardous chemicals in use or present in work area.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • machine or vehicle exhaust emissions • obsolete equipment • packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy carpet-cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical carpet-cleaning methods.

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Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL2004A Use dry absorbent compound

Modification History

Revised unit

Unit updated and equivalent to PRMCC04A Use dry absorbent compound

Unit Descriptor

This unit of competency specifies the outcomes required to use the dry absorbent compound method to remove dirt and soil from carpet. The dry absorbent compound cleaning method can be applied to domestic or commercial carpets.

This unit requires the ability to assess the extent of the cleaning task through understanding client requirements and characteristics of the carpeted floor or fabric upholstery, and to apply company policies and procedures in order to perform the task. Selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** and risks in work site are identified and controlled according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type, condition and colour-fastness of ***carpet*** are identified by observation and/or ***testing*** according to company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** for carpet are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to the appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for the work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS

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			requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed, and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of the work order are identified and appropriate persons are promptly notified.
4	Clean work site using dry absorbent compound cleaning method.	4.1	Soil is removed and carpet is cleaned using cleaning techniques, equipment, PPE and chemicals according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS and company ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.

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6	Clean and safety check equipment, and store equipment and chemicals	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - assess surface suitability for dry absorbent compound
  - classify fibres, soil and stains
  - select chemicals to suit surface type
  - select cleaning strategies
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet-cleaning processes and expected outcomes to clients
  - perform mathematical calculations required for diluting and mixing chemicals
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback

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    - source, organise and record information
- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- skills to work safely when:
    - handling and disposing of chemicals
    - identifying hazards and controlling risks
    - manual handling
    - using extraction cleaning techniques

Required knowledge

- carpet or upholstery characteristics, including:
    - carpet construction
    - features of fibres
- cleaning options, including:
    - dry absorbent compound method
    - pre-spotting and stain-removal methods
    - range of cleaning equipment and chemicals, including:
        - low environmental-impact chemicals
        - low-moisture
    - water-efficient methods
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to carpet cleaning
- safe work practices for using:
    - chemicals
    - equipment, including PPE
- testing methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment	This unit of competency could be assessed by observing a practical demonstration of dry absorbent compound on at least two different types of carpet.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of carpets • select cleaning equipment and chemicals • apply safe and efficient cleaning methods • achieve outcomes in relation to customer work order and company requirements • comply with company and legislative requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards requirements. Resource implications for assessment include access to: • suitable work site or venue with carpet • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans and schedules.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of

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	the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCCL2007A Perform basic stain removal.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements, including environmental protection requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Company requirements may include:	• business and performance plans • client communication procedures • client confidentiality procedures • client service standards • communication channels and reporting procedures • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures, including: • access and equity policy, principles and practice

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	• OHS policies and procedures, including control procedures • maintenance procedures for equipment and PPE • those relating to own role, responsibility and delegation • work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection requirements • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals and equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined and restricted spaces • contaminated clothing, materials and equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from: • cables • electrical fittings: • switches • lights • untested electrical equipment • fatigue • fire • gas • heights • inadequate lighting and ventilation • infectious and zoonotic diseases, such as:

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	• Q fever • scabies • mobile equipment and vehicle hazards around plant and vehicles • moving or unguarded machinery and parts • noise • occupational violence and bullying • poor personal hygiene practices • spill, splash and spray • release of substances with negative environmental impact • synergistic chemical reactions, such as: • hazardous incompatibility • reactivity • syringes or other sharps • ultraviolet light • unsafe manual-handling techniques, including awkward and repetitive postures • unsafe underfoot conditions, such as slippery, uneven and rough surfaces • unrestricted people access • waste and waste disposal • work in extremes of temperature • work in unfamiliar, isolated or remote environments.
Legislative requirements may include:	• Australian standards, quality assurance and certification requirements • award and enterprise agreements • industry advisory standards and codes, such as: • building codes • dangerous goods codes • relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including: • anti-discrimination and diversity policies • chemical controls • chemical registers and manifests • consumer protection • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations

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	• OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous occurrence reporting
	• maintaining clear access ways
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• chemical routes of entry
	• potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS

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	• use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Carpet may include carpet, mats and rugs made from:	• mixed blends
	• natural fibres, such as:
	  • organic (plant) fibres, such as cotton and sisal
	  • silk
	  • wool
	• synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polyester
	  • polypropylene.

Testing may include:	• burn test • chemical test • sink and float test.
Soil types may be wet or dry and include:	• beverages • candle wax • chewing gum • cigarette butts • dust • dye stuffs • food • grease • heavy dirt build-up • hospital waste • hydrocarbons • industrial and chemical waste • lipstick • nail polish • oil • paper • plant stains • rainwater • shoe polish • tar.
Cleaning techniques may include:	• agitation • assisted drying • dwell time • grooming • neutralisation

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	• pre-treatment chemical application • removal by absorption • vacuuming to prepare work site.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, or shopping centre staff and/or management.

Equipment may include:	• carpet-cleaning bonnets and hand bonnets
	• carpet-drying equipment, such as:
	  • air movers
	  • drying bonnets
	• carpet groomers
	• carpet spot-cleaning kits
	• cloths, such as towelling
	• extraction units, such as:
	  • self-contained
	  • vehicle-mounted
	• garbage bins
	• measuring equipment, such as jugs and cups
	• plastic coasters or polystyrene blocks
	• respirators
	• rotary or cylindrical scrubbing machines
	• safety signage
	• scrapers and spatulas
	• selected tools and hand tools
	• sponges
	• spray equipment (pressurised or unpressurised)
	• steam irons
	• trigger sprayers
	• vacuum cleaners, such as:
	  • upright
	  • vehicle-mounted
	• waste recovery tank.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing

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	• overalls and other protective clothing • respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints restricting access to a site
	• signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • machine or vehicle exhaust emissions • obsolete equipment • packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.

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Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy carpet-cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical carpet-cleaning methods.

Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL2005A Use wet foam shampoo

Modification History

Revised unit

Unit updated and equivalent to PRMCC05A Use wet foam shampoo

Unit Descriptor

This unit of competency specifies the outcomes required to wet foam shampoo a carpet to remove in-ground dirt and soil from the upper layer of the carpet. Wet foam shampooing can be applied to commercial or domestic carpets.

This unit requires the ability to assess the extent of the cleaning task through understanding client requirements and characteristics of the carpet, and to apply company policies and procedures in order to perform the task. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. A single person working alone usually cleans a carpet using the wet foam shampooing method, but the work can be done in a team. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons***.
		1.2	***Hazards*** and risks in work site are identified and controlled according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type, condition and colour-fastness of ***carpet*** are identified by observation and/or ***testing*** according to company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** for carpet are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS

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			requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed, and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site using wet foam method.	4.1	Soil is removed and carpet is cleaned using cleaning techniques, equipment, PPE and chemicals according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS and company ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.

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6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - assess carpet suitability for wet foam shampoo
  - classify carpet type, soil and stains
  - select chemicals to suit carpet type
  - select cleaning strategies
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet-cleaning processes and expected outcomes to clients
  - perform mathematical calculations required for diluting and mixing chemicals
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback

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    - source, organise and record information
- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- skills to work safely when:
    - handling and disposing of chemicals
    - identifying hazards and controlling risks
    - manual handling
    - using extraction cleaning techniques

Required knowledge

- carpet characteristics, including:
    - carpet construction
    - features of fibres
- cleaning options for carpet, including:
    - wet foam method
    - pre-spotting and stain-removal methods
    - range of cleaning equipment and chemicals, including:
        - low environmental-impact chemicals
        - low-moisture
    - water-efficient methods
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to carpet cleaning
- safe work practices for using chemicals and equipment, including PPE
- testing methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of the use of wet foam shampoo on at least two

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	different types of carpet.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of carpets • select cleaning equipment and chemicals • apply safe and efficient cleaning methods • achieve outcomes in relation to customer work order and company requirements • comply with company and legislative requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards requirements. Resource implications for assessment include access to: • suitable work site or venue with carpet • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans and schedules.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other

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	units relevant to the job function, such as: • CPPCCL2007A Perform basic stain removal.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete work tasks
	• job requirements and tasks
	• legislative and local government requirements, including environmental protection requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE

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	• those relating to own role, responsibility and delegation • work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection requirements • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals and equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined and restricted spaces • contaminated clothing, materials and equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from: • cables • electrical fittings: • switches • lights • untested electrical equipment • fatigue • fire • gas • heights • inadequate lighting and ventilation • infectious and zoonotic diseases, such as: • Q fever • scabies

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	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded machinery and parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• unrestricted people access
	• waste and waste disposal
	• work in extremes of temperature
	• work in unfamiliar, isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection legislation
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy

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	• public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• hazard reporting
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous occurrence reporting
	• maintaining clear access ways
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to

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	manufacturer specifications and equipment operating manuals.

Carpet may include carpet, mats and rugs made from:	• mixed blends
	• natural fibres, such as:
	  • organic (plant) fibres, such as cotton and sisal
	  • silk
	  • wool
	• synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polyester
	  • polypropylene.

Testing may include:	• burn test • chemical test • sink and float test.
Soil type may be wet or dry and include:	• beverages • candle wax • chewing gum • cigarette butts • dust • dye stuffs • food • grease • heavy dirt build-up • hospital waste • hydrocarbons • industrial and chemical waste • lipstick • nail polish • oil • paper • plant stains • rainwater • shoe polish • tar.
Cleaning techniques may include:	• agitation • assisted drying • dwell time • grooming • neutralisation • pre-treatment chemical application • removal by absorption

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	• vacuuming to prepare work site.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, building or shopping centre staff and/or management.

Equipment may include:	• carpet-cleaning bonnets and hand bonnets
	• carpet-drying equipment, such as:
	  • air movers
	  • drying bonnets
	• carpet groomers
	• carpet spot-cleaning kits
	• cloths, such as towelling
	• extraction units, such as:
	  • self-contained
	  • vehicle-mounted
	• garbage bins
	• measuring equipment, such as jugs and cups
	• plastic coasters or polystyrene blocks
	• respirators
	• rotary or cylindrical scrubbing machines
	• safety signage
	• scrapers and spatulas
	• selected tools and hand tools
	• sponges
	• spray equipment (pressurised or unpressurised)
	• steam irons
	• trigger sprayers
	• vacuum cleaners, such as:
	  • upright
	  • vehicle-mounted
	• waste recovery tank.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing

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	• respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints restricting access to a site
	• signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of the work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • machine or vehicle exhaust emissions • obsolete equipment • packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.
Environmental	• clean-up, containment and isolation

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requirements may include:	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy carpet-cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical carpet-cleaning methods.

Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL2006A Identify carpet fibre and construction

Modification History

Revised unit

Unit updated and equivalent to PRMCC06A Identify carpet fibre and construction

Unit Descriptor

This unit of competency specifies the outcomes required to identify carpet fibre and construction. The unit requires the ability to identify carpet construction, including the backing materials, classify the carpet fibre and assess the installation method.

Correct identification of these elements is an essential activity prior to undertaking cleaning, maintenance or restorative work on carpet, rugs or related soft floor coverings.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Application of this unit requires attainment of a wide range of underpinning knowledge, as well as completion of a number of basic testing procedures.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify carpet construction.	1.1	***Types of yarn*** and ***fibre*** and ***carpet construction method*** are identified by visually checking ***carpet*** according to ***company requirements***.
		1.2	***Type of pile or tuft*** is established by observation and touch according to ***manufacturer specifications*** and company requirements.
		1.3	***Backing materials*** are inspected and identified by observation according to manufacturer specifications, and company and ***occupational health and safety*** (OHS) ***requirements***.
		1.4	Carpet construction method is confirmed with ***appropriate persons*** according to company requirements.
2	Classify carpet fibre.	2.1	Sample of carpet fibre is obtained and ***tests*** are performed to identify fibre type according to OHS and company requirements.
		2.2	Fibre is inspected, according to manufacturer specifications and company requirements, to determine possible ***dye methods*** used during manufacture.
		2.3	Fibre classification is confirmed with appropriate persons according to company requirements.
		2.4	***Pre-existing conditions*** are identified and reported to the appropriate persons according to ***work order*** and company requirements.
3	Identify installation method.	3.1	***Installation method*** and ***underlay*** used for initial installation are inspected and identified according to work order, and OHS and company requirements.

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3.2 Installation method is confirmed with appropriate persons according to company requirements.

Required Skills and Knowledge

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

Required skills

- analytical skills to:
  - classify:
    - yarn and fibres
    - pile and tuft
    - backing materials
  - identify:
    - carpet construction methods
    - installation methods
    - pre-existing conditions
- interpersonal skills to relate to people from a range of backgrounds
- language and literacy skills to:
  - communicate clearly and concisely verbally and in writing
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- self-management skills to work alone and in a team
- skills to work safely when:
  - handling and disposing of chemicals
  - identifying hazards and controlling risks
  - manual handling
  - testing fibres

Required knowledge

- carpet characteristics, including:
  - construction methods, including backing and dying
  - features of fibres

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- carpet installation methods
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to own work practices
- safe work practices for using chemicals and equipment, including personal protective equipment (PPE)
- testing methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of identification of fibre types and construction methods of at least two different types of carpet.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • analyse data gathered during visual and tactile inspection • identify type of yarns, fibres, construction methods, dyes and backing used in carpet making • identify installation methods used during carpet installation • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards requirements. Resource implications for assessment include access to: • range of samples of carpet materials • suitable work site or venue with carpet

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	• PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Yarn type may include:	• heat set • plied • single • textured • twist.
Fibre type may include:	• continuous filament

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	• staple yarn.
Carpet construction method may include:	• flocked • fusion bonded • needle punched • tufted • woven.

Carpet may include carpet, mats and rugs made from:	• mixed blends
	• natural fibres, such as:
	  • organic (plant) fibres, such as cotton and sisal
	  • silk
	  • wool
	• synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polyester
	  • polypropylene.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection requirements
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

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Pile or tuft type may include:	• cut • cut and loop • loop • shag.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Backing materials may include:	• cotton • jute • latex • polyester • polypropylene • PVC.

Occupational health and safety (also known as workplace health and safety) requirements may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous occurrence reporting
	• maintaining clear access ways
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions

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	• work method statements
	• chemical routes of entry
	• potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Tests may include:	• burn test • chemical test • sink and float test.
Dye methods may include:	• acid • beck • continuous • differential • print • solution • space • spray • stock • yarn.
Pre-existing conditions may include:	• abrading • corn rowing • crimp loss • crocking • delamination • dye migration • fading

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	• fume fading • pile reversal • pooling • shrinkage • watermark • wear.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements, including environmental protection requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and chemicals
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Installation methods may include:	• direct stick • double bond • loose lay • stretch in • tackless carpet gripper • turn and tack • two-sided tape.
Underlay may include:	• crumble foam • felt • foam • sandwich • urethane • waffle rubber.

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Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL2007A Perform basic stain removal

Modification History

Revised unit

Unit updated and equivalent to PRMCC07A Perform basic stain removal

Unit Descriptor

This unit of competency specifies the outcomes required to remove stains and spots from carpet using basic stain removal techniques.

The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and characteristics of the carpet, and apply company policies and procedures in order to perform the task.

Removing stains and spots may occur as a single task or more likely in conjunction with other cleaning methods, such as vacuuming, extraction, patrolling and general cleaning. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

A spot is defined as foreign material on a fibre that changes the texture of the fibre. A stain is defined as foreign material in a fibre that changes the appearance of the fibre but not the texture.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be spot cleaned.	1.1	Area is assessed and **work order** is reviewed according to **company requirements,** and issues are clarified with **appropriate persons.**
		1.2	***Hazards*** in work site are identified and risks controlled according to company, ***legislative*** **and** ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type, condition and colour-fastness of ***carpet*** are identified by observation and/or ***testing*** according to work order and company requirements.
		1.4	***Soil type*** causing spot or stain is identified through observation and according to work order and company requirements.
		1.5	***Cleaning techniques*** are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company

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			requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site.	4.1	Soil is removed and carpet is cleaned using cleaning techniques, equipment, PPE and chemicals according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Treated area is compared with surrounding surface to determine need for further action according to work order and company requirements.
		4.3	Results are reported to appropriate persons according to company requirements.
		4.4	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer

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			specifications and legislative, OHS and company ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - assess surface suitability for stain removal
  - classify fibres, soil and stains
  - select cleaning strategies and chemicals to suit carpet and stains
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet-cleaning processes and expected outcomes to the client

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    - perform mathematical calculations required for diluting and mixing chemicals
    - read and interpret directions and safety instructions, including:
        - chemical labels
        - equipment manuals
        - material safety data sheets (MSDS)
    - request advice or further information
    - seek and receive feedback
    - source, organise and record information
- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- skills to work safely when:
    - handling and disposing of chemicals
    - identifying hazards and controlling risks
    - manual handling

Required knowledge

- carpet characteristics, including:
    - carpet construction
    - features of fibres
- characteristics of soil causing spots and stains
- cleaning equipment and chemicals, including:
    - encapsulation
    - low environmental-impact chemicals
    - low–moisture use equipment
- cleaning options for carpet, including:
    - pre-spotting and stain-removal methods
    - water-efficient methods
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- correct techniques for:
    - extraction cleaning
    - spot cleaning
- legislation, regulations, codes of practice and industry advisory standards that apply to carpet cleaning and environmental protection
- safe work practices for using:

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  - chemicals
  - equipment, including PPE
- testing methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of basic stain removal on at least two different types of carpet.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of the carpet • identify type of stain or spot • comply with company and legislative requirements • select cleaning equipment and chemicals • achieve outcomes in relation to customer work order and company requirements • apply safe and efficient cleaning methods.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards requirements. Resource implications for assessment include access to: • suitable work site or venue with carpet • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans and schedules.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work

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	conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCCL2001A Use hot water extraction • CPPCCL2002A Use bonnet cleaning • CPPCCL2003A Use dry foam shampoo • CPPCCL2004A Use dry absorbent compound • CPPCCL2005A Use wet foam shampoo.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements, including environmental protection requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations

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	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection requirements
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals and equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products

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	• confined and restricted spaces
	• contaminated clothing, materials and equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded machinery and parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• unrestricted people access
	• waste and waste disposal
	• work in extremes of temperature
	• work in unfamiliar, isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements • award and enterprise agreements

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	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection legislation
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous reporting
	• maintaining clear access ways
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments

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	• safe operating practices and procedures • safe system of work statements • safe work instructions • work method statements • chemical routes of entry • potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of: • MSDS • hazardous substance information, such as long latency periods • safety, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Carpet may include carpet, mats and rugs made from:	• mixed blends • natural fibres, such as: • organic (plant) fibres, such as cotton and sisal • silk • wool • synthetic fibres, such as: • acrylic • nylon • polyester • polypropylene.
Testing may include:	• burn test • chemical test • sink and float test.
Soil types may be wet or dry and include:	• beverages • candle wax • chewing gum • cigarette butts • dust • dye stuffs • food • grease • heavy dirt build-up

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	• hospital waste • hydrocarbons • industrial and chemical waste • lipstick • nail polish • oil • paper • plant stains • rainwater • shoe polish • tar.
Cleaning techniques may include:	• agitation • assisted drying • dwell time • grooming • low-water usage • neutralisation • pre-treatment chemical application • removal by absorption • vacuuming to prepare work site.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, or shopping centre staff and/or management.

Equipment may include:	• carpet-cleaning bonnets and hand bonnets
	• carpet-drying equipment, such as:
	  • air movers
	  • drying bonnets
	• carpet groomers
	• carpet spot-cleaning kits
	• cloths, such as towelling
	• extraction units, such as:
	  • self-contained
	  • vehicle-mounted
	• garbage bins
	• measuring equipment, such as jugs and cups
	• plastic coasters or polystyrene blocks
	• respirators
	• rotary or cylindrical scrubbing machines
	• safety signage
	• scrapers and spatulas

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	• selected tools and hand tools
	• sponges
	• spray equipment (pressurised or unpressurised)
	• steam irons
	• trigger sprayers
	• vacuum cleaners, such as:
	  • upright
	  • vehicle-mounted
	• waste recovery tank.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may	• amount of cleaning anticipated

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include:	• client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of the work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • machine or vehicle exhaust emissions • obsolete equipment • packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low environmental-impact chemicals
	• low-energy carpet-cleaning methods
	• low-moisture carpet-cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical carpet-cleaning methods.

Unit Sector(s)

Carpet cleaning

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Custom Content Section

Not applicable.

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CPPCCL3008A Mitigate water damage

Modification History

Revised unit

Unit updated and equivalent to PRMCC08A Mitigate water damage

Unit Descriptor

This unit of competency specifies the outcomes required to mitigate water damage to domestic or commercial carpets.

The unit requires the ability to assess the extent of water damage through understanding client requirements and characteristics of the carpet, and apply company policies and procedures in order to perform the task. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area of ***water damage*** is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons***.
		1.2	***Hazards*** are identified and risks controlled in work site according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type of water damage to ***carpet*** is identified and classified by observation according to work order and company requirements.
		1.4	***Cleaning techniques*** are selected according to work order and company requirements.
		1.5	Characteristics of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.6	Extent of damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for the work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.

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3	Prepare work site.	3.1	Hazards in work site are confirmed and risks controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Dry carpet.	4.1	Water source is identified and eliminated or contained according to OHS and company requirements.
		4.2	Excess water is removed using equipment according to work order, and OHS and company requirements.
		4.3	In-structure drying equipment is activated as required and progress is monitored according to work order and company requirements.
		4.4	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected ***soil*** and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and company, legislative, OHS and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.

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6	Clean and safety check equipment, and store equipment and chemicals	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - identify carpet composition and condition
  - assess water damage
  - select chemicals to suit carpet type
  - select cleaning strategies
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet-cleaning processes and expected outcomes to clients
  - perform mathematical calculations required for measurements
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback

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    - source, organise and record information
- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- skills to work safely when:
    - handling and disposing of chemicals
    - identifying hazards and controlling risks
    - manual handling
    - using extraction cleaning techniques

Required knowledge

- carpet characteristics, including:
    - carpet construction
    - features of fibres
    - sub-flooring structures
    - underlay types
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - hazard and risk assessment techniques
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- correct cleaning techniques, such as drying techniques
- legislation, regulations, codes of practice and industry advisory standards that apply to mitigation of water damage to carpets
- mitigation and restoration options for carpet, including:
    - cleaning equipment and chemicals, including:
        - encapsulation
        - low environmental-impact chemicals
        - low-moisture
    - pre-spotting and stain-removal methods
    - restoration methods, including installation techniques
    - water-efficient methods
- safe work practices for using:
    - chemicals
    - equipment, including PPE

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of mitigating water damage on at least two different types of carpet.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of carpet • select cleaning equipment and chemicals • apply safe and efficient cleaning methods and water mitigation methods • achieve outcomes in relation to customer work order and company requirements • comply with company and legislative requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with carpet • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans, schedules and policy documents.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to

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	other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCCL3010A Apply odour control • CPPCCL3015A Perform advanced stain removal.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Water damage may include:	• black water • clean water • grey water.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements, including environmental protection requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules

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	• work site contact persons.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection requirements
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals and equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined and restricted spaces • contaminated clothing, materials and equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from: • cables

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	• electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded machinery and parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• unrestricted people access
	• waste and waste disposal
	• work in extremes of temperature
	• work in unfamiliar, isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including:

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	• anti-discrimination and diversity policies • chemical controls • chemical registers and manifests • consumer protection • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous occurrence reporting
	• maintaining clear access ways
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• routes of entry and potential symptoms of exposure to chemicals

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	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Carpet may include carpet, mats and rugs made from:	• mixed blends
	• natural fibres, such as:
	  • organic (plant) fibres, such as cotton and sisal
	  • silk
	  • wool
	• synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polyester
	  • polypropylene.

Cleaning techniques may include:	• pre-spraying • rotary scrubbing • spot cleaning • using extraction tool • vacuuming to prepare work site.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, or shopping centre staff and/or management.
Equipment may include:	• carpet-cleaning bonnets and hand bonnets • carpet-drying equipment, such as air movers • carpet groomers • cloths, such as towelling • dehumidification equipment • drying charts • extraction tools • garbage bins • hygrometers

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	• measuring equipment, such as jugs and cups
	• moisture detection equipment
	• mops
	• plastic coasters or polystyrene blocks
	• psychrometric evaluation charts
	• safety signage
	• scrapers and spatulas
	• selected tools and hand tools
	• sponges
	• spray equipment
	• stair tools
	• trigger sprayers
	• waste recovery tanks
	• wet vacuum systems, such as:
	  • self-contained
	  • vehicle-mounted.

Chemicals may include:	• acid cleaners • alkaline cleaners • antimicrobial • low environmental-impact chemicals • neutral cleaners • solvent cleaners • specialised cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices

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	• wall posters • product labels • safety instructions pre-printed on equipment.
Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site • signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including: • cleaning in progress • hazardous chemicals in use or present in work area.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and/or communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of the work unit or team • staffing resources • time limitations.
Soil types may be wet or dry and include:	• beverages • cigarette butts • dust • food • gravel • heavy dirt build-up • hospital waste • industrial and/or chemical waste • liquids • oil • paper • rainwater • stones • syringes • tar.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • machine or vehicle exhaust emissions • obsolete equipment • packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.

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Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy carpet-cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical carpet-cleaning methods.

Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL3009A Restore smoke damaged carpet

Modification History

Revised unit

Unit updated and equivalent to PRMCC09A Restore smoke damaged carpet

Unit Descriptor

This unit of competency specifies the outcomes required to restore smoke damaged carpet, which can be applied to domestic or commercial carpets.

The unit requires the ability to assess the extent of smoke damage through understanding client requirements and characteristics of the carpet, and to apply company policies and procedures in order to perform the task. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be treated.	1.1	Area to be treated is assessed and **work order** reviewed according to **company requirements,** and issues are clarified with **appropriate persons.**
		1.2	***Hazards*** are identified and risks controlled in the work site according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type, condition and colour-fastness of ***carpet*** are identified by observation and/or ***testing*** according to company requirements.
		1.4	Type of ***smoke damage*** is identified by observation and according to work order and company requirements.
		1.5	***Cleaning/restoration techniques*** are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS requirements.

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		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in the work site are confirmed and risks controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture, fittings and/or debris that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site.	4.1	***Soil*** is removed and carpet cleaned using cleaning/restoration techniques, equipment, PPE and chemicals according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Work is conducted according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and company, legislative, OHS and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment,	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS

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		and company requirements.
and store equipment and chemicals.	6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
	6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
	6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - analyse carpet composition
  - assess carpet suitability for cleaning and restoration
  - classify fibres, soil and stains
  - select chemicals to suit carpet type
  - select cleaning strategies
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet-cleaning processes and expected outcomes to clients
  - perform mathematical calculations required for:
    - calculating areas
    - diluting and mixing chemicals
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information

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    - seek and receive feedback
    - source, organise and record information
- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- skills to work safely when:
    - handling and disposing of chemicals
    - identifying hazards and controlling risks
    - manual handling
    - using extraction cleaning techniques

Required knowledge

- carpet characteristics, including:
    - carpet construction
    - features of fibres
- carpet restoration methods
- cleaning options for carpet, including:
    - pre-spotting and stain-removal methods
    - range of cleaning equipment and chemicals, including:
        - extraction cleaning
        - low environmental-impact chemicals
        - low-moisture
    - water-efficient methods
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to the restoration of smoke damaged carpets
- safe work practices for using:
    - chemicals
    - equipment, including PPE

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of restoring smoke damage on at least two different types of carpet.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of carpet • select cleaning equipment and chemicals • apply safe and efficient cleaning and restoration methods • achieve outcomes in relation to customer work order and company requirements • comply with company and legislative requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable venue with carpet • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans, schedules and policy documents.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision

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	of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCCL3015A Perform advanced stain removal.

•
•

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements, including environmental protection requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • relationships with other activities
	  • dress and presentation requirements
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Company requirements may include:	• business and performance plans • client communication procedures • client confidentiality procedures • client service standards • communication channels and reporting procedures • company goals, objectives, plans, systems and processes

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	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection requirements
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals and equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined and restricted spaces
	• contaminated clothing, materials and equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas

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	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded machinery and parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• unrestricted people access
	• waste and waste disposal
	• work in extremes of temperature
	• work in unfamiliar, isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including:
	  • anti-discrimination and diversity
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity

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	• freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous occurrence reporting
	• maintaining clear access ways
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light

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	• up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Carpet may include carpet, mats and rugs made from:	• mixed blends
	• natural fibres, such as:
	  • organic (plant) fibres, such as cotton and sisal
	  • silk
	  • wool
	• synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polyester
	  • polypropylene.

Testing may include:	• burn test • chemical test • sink and float test.
Smoke damage may include:	• carbon • oil • soot • water.
Cleaning/restoration techniques may include:	• low-water usage • pre-spraying • rotary scrubbing • spot cleaning • using extraction tool • vacuuming to prepare work site.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, or shopping centre staff and/or management.

Equipment may include:	• carpet-cleaning bonnets and hand bonnets
	• carpet-drying equipment, such as air movers and drying bonnets
	• carpet rakes
	• carpet spot-cleaning kits
	• cloths, such as towelling
	• extraction units, such as:
	  • self-contained
	  • vehicle-mounted

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	• garbage bins
	• measuring equipment, such as jugs and cups
	• mops
	• plastic coasters or polystyrene blocks
	• rotary or cylindrical scrubbing machines
	• safety signage
	• scrapers and spatulas
	• selected tools and hand tools
	• sponges
	• spray equipment
	• stair tools
	• trigger sprayers
	• vacuum cleaners, such as:
	  • upright
	  • vehicle-mounted
	  • double-action
	• waste recovery tanks.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners • specialised cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices

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	• wall posters • product labels • safety instructions pre-printed on equipment.
Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site • signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including: • cleaning in progress • hazardous chemicals in use or present in work area.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of the work unit or team • staffing resources • time limitations.
Soil types may be wet or dry and include:	• beverages • blood • candle wax • chewing gum • dye stuffs • food • glue • grease • human and/or animal waste • hydrocarbons • industrial and chemical waste • lipstick • medicine • mud and dirt • nail polish • oil • paint • plant stains • shoe polish • smoke • soot.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • machine or vehicle exhaust emissions

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	• obsolete equipment • packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy carpet-cleaning methods
	• low environmental-impact chemicals
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical carpet-cleaning methods.

Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL3010A Apply odour control

Modification History

Revised unit

Unit updated and equivalent to PRMCC10A Apply odour control

Unit Descriptor

This unit of competency specifies the outcomes required to remove odours from carpets, upholstery and soft furnishings.

The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and characteristics of the carpet, upholstery and soft furnishings; and to apply company policies and procedures in order to perform the task. Odour control may occur as a single task or more likely in conjunction with other cleaning methods, such as vacuuming and extraction, and after general cleaning. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be odour controlled.	1.1	Area to be treated is assessed and **work order** reviewed according to **company requirements,** and issues are clarified with **appropriate persons.**
		1.2	***Hazards*** are identified and risks controlled in work site according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type, condition and colour-fastness of ***carpet, upholstery and soft furnishings*** are identified by observation and/or ***testing*** according to company requirements.
		1.4	Cause of ***odour*** is identified by observation according to work order and company requirements.
		1.5	***Odour treatment techniques*** are confirmed according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.

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		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site.	4.1	***Soil*** and odour are removed using odour treatment techniques, equipment, PPE and chemicals according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Odour of treated area is compared with surrounding surface to determine need for further action according to work order and company requirements.
		4.3	Results are reported to appropriate persons according to company requirements.
		4.4	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and company, legislative, OHS and

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			environmental requirements.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- analytical skills to:
  - analyse carpet composition
  - assess surface suitability for odour control
  - classify fibres
  - identify causes of odours
  - identify upholstery and soft furnishing type
  - select chemicals to suit surface type
  - select cleaning strategies
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- interpersonal skills to relate to people from a range of backgrounds

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- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet-cleaning processes and expected outcomes to clients
  - perform mathematical calculations required for diluting and mixing chemicals
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- self-management skills to work alone and in a team
- skills to work safely when:
  - extracting soil and chemicals
  - handling and disposing of chemicals
  - identifying hazards and controlling risks
  - manual handling
  - using spot cleaning techniques

Required knowledge

- carpet, upholstery and soft furnishing characteristics, including:
  - features of fibres
  - range of types
- cleaning options for carpet, upholstery and soft furnishing, including:
  - range of cleaning equipment and chemicals, including:
    - encapsulation
    - low environmental-impact chemicals
    - low-moisture
  - water-efficient methods
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to carpet cleaning
- safe work practices for using chemicals and equipment, including PPE

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of the application of odour control to at least two different types of carpet, upholstery or soft furnishings.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of carpet, upholstery or soft furnishing • classify type of odour • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements • apply safe and efficient odour treatment methods • select cleaning equipment and chemicals.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards requirements. Resource implications for assessment include access to: • suitable work site or venue with carpets, upholstery or soft furnishing • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans, schedules and policy documents.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application

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	• reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCCL3015A Perform advanced stain removal.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete work tasks
	• job requirements and tasks
	• legislative and local government requirements, including environmental protection requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules

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	• work site contact persons.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection requirements
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals and equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined and restricted spaces • contaminated clothing, materials and equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from: • cables

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	• electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded machinery and parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• unrestricted people access
	• waste and waste disposal
	• work in extremes of temperature
	• work in unfamiliar, isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including:

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	• anti-discrimination and diversity policies • chemical controls • chemical registers and manifests • consumer protection • energy conservation • environmental protection issues • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous occurrence reporting
	• maintaining clear access ways
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• chemical routes of entry

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	• potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Carpet, upholstery and soft furnishings may include:	• carpet, including:
	  • mixed blends
	  • natural fibres, such as:
	  • organic (plant) fibres, such as cotton and sisal
	  • silk
	  • wool
	  • synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polyester
	  • polypropylene
	• coir matting
	• drapes and blinds
	• mats and rugs
	• synthetic grass
	• upholstery, such as leather or fabric
	• wall hangings.

Testing may include:	• burn test • chemical test • sink and float test.
Odour may include:	• animal or human body odour • animal waste • chemical sources • decaying matter • faeces • fire damage • mould

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	• urine • vomit • water damage.
Odour treatment techniques may include:	• chemical treatment followed by extraction spot cleaning • chemical treatment followed by heat application process • chemical treatment followed by the transfer method using hand application • floor sealing • lifting and refitting carpet • pad removal and replacement.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, or shopping centre staff and/or management.
Equipment may include:	• air scrubbers • carpet groomers • carpet repair kits • chemical hand spray units • cloths • eye droppers • foggers • hair dryers • nylon bristle brushes • ozone machines • scrapers and spatulas • sponges • steam generators • steam irons.
Chemicals may include:	• acid cleaners • alkaline cleaners • antimicrobial • low environmental-impact chemicals • neutral cleaners • odour neutralising, masking and destruction agents • ozone gas • sealers • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing

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	• respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and/or communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of the work unit or team • staffing resources • time limitations.
Soil types may be wet or dry and include:	• beverages • blood • food • human and animal waste • mould • mud and dirt.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • machine or vehicle exhaust emissions • obsolete equipment

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	• packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy carpet-cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical carpet-cleaning methods.

Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL3011A Perform carpet repair and reinstallation

Modification History

Revised unit

Unit updated and equivalent to PRMCC11A Perform carpet repair and reinstallation.

Unit Descriptor

This unit of competency specifies the outcomes required for basic restretching of carpets, seam repairs, patch work and basic carpet installation repairs. Maintenance and restoration cleaning methods are dependent on good carpet installation and continuing face yarn tension for effective cleans. Delamination and other more complicated repairs should be assigned to a qualified carpet layer.

The unit requires the ability to assess the extent of the installation repair task through understanding client requirements and characteristics of the carpeted floor, and to apply company policies and procedures in order to perform the task. The selection of appropriate equipment and methods is essential for performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed individually or in teams and will require basic carpet-laying installation tools. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

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

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess carpet condition.	1.1	Area to be repaired is assessed and ***work order*** reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** are identified and risks controlled in work site according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Condition of ***carpet*** and ***sub-flooring*** is identified by observation according to work order and company requirements.
		1.4	***Repair and reinstallation techniques*** are selected according to work order and company requirements.
		1.5	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment and materials***.
2	Select equipment and materials.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and materials are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS requirements.

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3	Prepare work site.	3.1	Hazards in work site are confirmed and risks controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede reinstallation or repair operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Repair carpet.	4.1	Carpet is repaired using repair and reinstallation techniques, equipment, materials and PPE according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected ***waste*** is disposed of according to client specifications, work order, manufacturer specifications and company, legislative, OHS and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean, safety check and store equipment.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to

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manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.

6.3 Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- correct work skills to:
  - apply glues
  - cut carpet
  - use replacement techniques
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - assess condition of carpet and sub-flooring
  - identify carpet installation type
  - select equipment and materials
  - select repair and reinstallation techniques
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet repair processes and expected outcomes to clients
  - perform mathematical calculations required for calculating areas
  - read and interpret directions and safety instructions, including:
    - product labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- self-management skills to work alone and in a team
- skills to work safely when:

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- handling and disposing of chemicals and waste
- identifying hazards and controlling risks
- manual handling

Required knowledge

- characteristics of:
  - carpet types
  - installation methods
  - repair methods
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- equipment for installation and repairs
- legislation, regulations, codes of practice and industry advisory standards that apply to carpet repair and reinstallation
- range of equipment for installation and repairs
- safe work practices for using:
  - chemicals
  - equipment, including PPE

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of carpet repairing and reinstallation of at least two different types of carpet.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of carpet • identify type and characteristics of carpet installation and sub-flooring

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	• comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements • apply safe and efficient repair and reinstallation methods • select equipment and materials.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards requirements. Resource implications for assessment include access to: • suitable work site or venue with carpets • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans, schedules and policy documents.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements, including environmental protection requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures

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	• employer and employee rights and responsibilities • environmental protection requirements • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals and equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined and restricted spaces
	• contaminated clothing, materials and equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded machinery and parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray

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	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• unrestricted people access
	• waste and waste disposal
	• work in extremes of temperature
	• work in unfamiliar, isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as	• allergic reactions, such as contact dermatitis • communication devices for remote and isolated locations, such

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workplace health and safety) ***requirements*** may relate to:	as: • mobile phone • two-way radio • dermatoxicological control and prevention measures • emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances • hazard identification and risk assessment mechanisms • health surveillance and monitoring, such as regular blood testing • hierarchy of hazard control procedures • injury and dangerous occurrence reporting • maintaining clear access ways • national and industry standards and codes of practice • OHS control procedures, such as: • health and safety plans • job plans • job safety analyses • risk assessments • safe operating practices and procedures • safe system of work statements • safe work instructions • work method statements • chemical routes of entry • potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of: • MSDS • hazardous substance information, such as long latency periods • safety training, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Carpet may include carpet, mats and rugs made from:	• mixed blends • natural fibres, such as: • organic (plant) fibres, such as cotton and sisal • silk • wool

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	• synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polyester
	  • polypropylene.

Sub-flooring may include:	• concrete • old carpet • wood • wood panelling.
Repair and reinstallation techniques may include:	• gluing • replacing damaged carpet with same carpet • restretching • sewing.
Personnel may include:	• client's staff • colleagues • general public • venue, facility, or shopping centre staff and/or management.
Equipment and materials may include:	• adhesives • awls • duct tape • glue guns with glue sticks • hammers • kickers • kneepads • latex • masking tape • metal bars (various) • nails of various sizes and for different backing surfaces • napping shears • power stretchers (various) • protector boards • seam rollers • seaming irons • seaming tape • tackless carpet gripper • stair tools and spatulas • trimming knives.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing

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	• respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site • signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including: • hazardous chemicals in use or present in work area.
Work restrictions may include:	• client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • machine or vehicle exhaust emissions • obsolete equipment • packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.
Environmental requirements may include:	• clean-up, containment and isolation • company policies and guidelines • emergency chemical spill control measures

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	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy carpet-cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical carpet-cleaning methods.

Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL3012A Perform carpet colour repair and restoration

Modification History

Revised unit

Unit updated and equivalent to PRMCC12A Perform carpet colour repair and restoration

Unit Descriptor

This unit of competency specifies the outcomes required to clean and neutralise colour-damaged carpet and restore colour to appropriate areas of damage.

The unit requires the ability to assess the extent of the task through understanding client requirements and the characteristics of the carpet, and to apply company policies and procedures in order to perform the task.

Performing colour repair and restoration may occur as a single task, although more likely in conjunction with other cleaning methods such as vacuuming, extraction, patrolling and general cleaning. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills..

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be treated is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** and risks in work site are identified and controlled according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type, condition and colour-fastness of ***carpet*** are identified by observation and/or ***testing*** according to work order and company requirements.
		1.4	***Agent*** causing colour damage is identified by observation and testing according to work order and company requirements.
		1.5	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.6	Extent of damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.

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		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in the work site are confirmed and risks controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Treat work site.	4.1	Carpet is cleaned using equipment, ***neutralisation method*** and PPE according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Treated area is compared with surrounding surface to determine need for further action according to work order and company requirements.
		4.3	Spot dye baths are prepared and applied according to manufacturer specifications and company requirements.
		4.4	Results are reported to appropriate persons according to company requirements.
		4.5	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.

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5	Tidy work site.	5.1	Collected ***waste*** is disposed of according to client specifications, work order, manufacturer specifications and company, legislative, OHS and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- correct work skills to:
  - use extraction cleaning techniques
  - use spot cleaning techniques
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - identify fibres and carpet type
  - select chemicals for colour repair and restoration

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- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet repair processes and expected outcomes to clients
  - perform mathematical calculations required for:
    - calculating areas
    - diluting and mixing chemicals
  - read and interpret directions and safety instructions, including:
- chemical labels
- equipment manuals
- material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- self-management skills to work alone and in a team
- skills to work safely when:
  - handling and disposing of chemicals and safely
  - identifying hazards and controlling risks
  - manual handling

Required knowledge

- characteristics of:
  - carpet types
  - fibres
- colour theory and range of dyes
- company management structure and procedures, including:
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury and dangerous occurrence reporting
  - OHS procedures
  - quality systems
  - standard precautions for biological hazards
- legislation, regulations, codes of practice and industry advisory standards that apply to carpet colour repair and reinstallation
- safe work practices for using:
  - chemicals
  - neutralising equipment
  - PPE
-
-

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of carpet colour repair and restoration on at least two different types of carpet.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of carpet • classify type of colour damage • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements • apply safe and efficient treatment methods • select appropriate cleaning equipment and chemicals.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with carpet • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans, schedules and policy documents.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be

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	transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCCL3011A Perform carpet repair and reinstallation • CPPCCL3015A Perform advanced stain removal.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Company requirements	• business and performance plans • client communication procedures

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may include:	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection requirements
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals and equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined and restricted spaces
	• contaminated clothing, materials and equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights

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	• untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded machinery and parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• unrestricted people access
	• waste and waste disposal
	• work in extremes of temperature
	• work in unfamiliar, isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests

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	• consumer protection • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous occurrence reporting
	• maintaining clear access ways
	• national and industry standards and codes of practice
	• OHS control procedures such as:
	  • health and safety plans
	  • job plans
	  • job safety analysis
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• chemical routes of entry
	• potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:

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	• MSDS • hazardous substance information, such as long latency periods • safety training, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Carpet may include carpet, mats and rugs made from:	• mixed blends • natural fibres, such as: • organic (plant) fibres, such as cotton and sisal • silk • wool • synthetic fibres, such as: • acrylic • nylon • polyester • polypropylene.
Testing may include:	• burn test • chemical test • sink and float test.
Agents causing colour damage may include:	• airborne pollutants • bleaches • dye strippers and/or reducing agents • fluorocarbons • hydrocarbons • oxidising agents • pesticides • pharmaceutical preparations • ultraviolet light from sunlight and artificial light.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, or shopping centre staff and/or management.
Equipment may include:	• carpet rakes • chemical hand spray units • cloths • extraction units, such as:

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	• self-contained • vehicle-mounted • eye droppers • hair dryers • nylon bristle brushes • sponges • steam generators • steam irons.
Chemicals may include:	• acid cleaners • alkaline cleaners • dyes • low environmental-impact chemicals • neutralisation chemicals • reducing agents.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Manufacturer specifications may include:	• equipment operating manuals • instructional guides • MSDS • other resources supplied by the manufacturer, such as: • laminated cards • notices • wall posters • product labels • safety instructions pre-printed on equipment.
Signage and barriers may include:	• physical barriers and restraints erected restricting access to a site • signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including: • cleaning in progress • hazardous chemicals in use or present in work area.
Work restrictions may	• amount of cleaning anticipated

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include:	• client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of the work unit or team • staffing resources • time limitations.
Neutralisation methods may include:	• chemical application followed by extraction • chemical application followed by heat transfer.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • machine or vehicle exhaust emissions • obsolete equipment • packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy carpet-cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical carpet-cleaning methods.

Unit Sector(s)

Carpet cleaning

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Custom Content Section

Not applicable.

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CPPCCL3013A Clean leather upholstery

Modification History

Revised unit

Unit updated and equivalent to PRMCC13A Clean leather upholstery

Unit Descriptor

This unit of competency specifies the outcomes required to clean leather upholstery. A number of cleaning methods may be used to achieve the desired outcome, depending on customer requirements, condition of upholstery, workplace procedures and standards, and environmental considerations.

The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and characteristics of the upholstery, and to apply company policies and procedures in order to perform the task. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess leather upholstery to be cleaned	1.1	***Leather upholstery*** is assessed, ***work order*** reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons***.
		1.2	***Hazards*** are identified and risks controlled in work site according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Leather upholstery style, condition and colouration system are identified according to company requirements.
		1.4	***Soil type*** is identified by observation and according to work order and company requirements.
		1.5	***Cleaning techniques*** are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements

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			according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during the cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting the completion of work order are identified and appropriate persons
4	Clean leather upholstery.	4.1	Soil is removed and leather upholstery cleaned using cleaning techniques, equipment, PPE and chemicals according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	***Topical treatments*** are applied as required in work order using equipment, chemicals and ***application methods***.
		4.3	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and company, legislative, OHS and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.

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6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - classify soil and stains
  - select cleaning strategy
  - select chemicals to suit leather upholstery
  - select cleaning method to suit leather type
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain upholstery cleaning processes and expected outcomes to the client
  - perform mathematical calculations required for diluting and mixing chemicals
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information

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  - seek and receive feedback
  - source, organise and record information
- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- skills to work safely when:
  - handling and disposing of chemicals
  - identifying hazards and controlling risks
  - manual handling
  - using transfer cleaning techniques

Required knowledge

- leather characteristics, including:
  - features of finishes
  - leather types
- cleaning equipment and chemicals, including low environmental-impact chemicals
- cleaning options for leather, including:
  - pre-spotting and stain-removal methods
  - topical treatments
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning leather upholstery
- safe work practices for using:
  - chemicals
  - equipment, including PPE

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing demonstrations of at least two different methods of cleaning leather upholstery.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify style and characteristics of leather upholstery • classify type of stain or spillage • select cleaning equipment and chemicals • apply safe and efficient cleaning and topical treatment methods • achieve outcomes in relation to customer work order and company requirements • comply with company and legislative requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with leather upholstered furniture • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans, schedules and policy documents.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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	This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Leather upholstery styles may include:	• aniline • antiqued • corrected grain • full grain • nubuck • pearlised • semi-aniline • top-coated or pigmented finish • two-tone finish • wax or oil • wipe finish.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements, including environmental protection requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Company requirements	• business and performance plans

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may include:	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection requirements
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals and equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined and restricted spaces
	• contaminated clothing, materials and equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches

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	• lights • untested electrical equipment • fatigue • fire • gas • heights • inadequate lighting and ventilation • infectious and zoonotic diseases, such as: • Q fever • scabies • mobile equipment and vehicle hazards around plant and vehicles • moving or unguarded machinery and parts • noise • occupational violence and bullying • poor personal hygiene practices • spill, splash and spray • release of substances with negative environmental impact • synergistic chemical reactions, such as: • hazardous incompatibility • reactivity • syringes or other sharps • ultraviolet light • unsafe manual-handling techniques, including awkward and repetitive postures • unsafe underfoot conditions, such as slippery, uneven and rough surfaces • unrestricted people access • waste and waste disposal • work in extremes of temperature • work in unfamiliar, isolated or remote environments.
Legislative requirements may include:	• Australian standards, quality assurance and certification requirements • award and enterprise agreements • industry advisory standards and codes, such as: • building codes • dangerous goods codes • relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including: • anti-discrimination and diversity policies • chemical controls

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	• chemical registers and manifests • consumer protection • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous occurrence reporting
	• maintaining clear access ways
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• routes of entry potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:

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	• MSDS • hazardous substance information, such as long latency periods • safety training, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Soil types may be wet or dry and include:	• beverages • blood • candle wax • chewing gum • dye stuffs • food • glue • grease • human and/or animal waste • hydrocarbons • lipstick • medicine • mud and dirt • nail polish • paint • plant stains • shoe polish • tar.
Cleaning techniques may include:	• chemical treatment followed by transfer method using hand application • chemical treatment followed by extraction spot cleaning.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, or shopping centre staff and/or management.
Equipment may include:	• barrier paper • cleaning screens • cloths, such as towelling • crevice devices • drop sheets

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	• flood lights • garbage bins • leather cleaning kits • measuring equipment, such as jugs and cups • safety signage • selected tools and hand tools • soft brushes • sponges • trigger sprayers • vacuum cleaners, upright or vehicle-mounted • work tables • wrist supports.
Chemicals may include:	• low environmental-impact chemicals • specialist leather products.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may	• amount of cleaning anticipated

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include:	• client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Topical treatments may include:	• antimicrobial agents • antistatic agents • deodorisers • protectors.
Application methods may include:	• hand application by cloth • hand application by sponge.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • machine or vehicle exhaust emissions • obsolete equipment • packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy carpet-cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical cleaning methods.

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Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL3014A Clean fabric upholstery

Modification History

Revised unit

Unit updated and equivalent to PRMCC14A Clean fabric upholstery

Unit Descriptor

This unit of competency specifies the outcomes required to clean fabric upholstery. A number of cleaning techniques may be used to achieve the desired outcome, depending on customer requirements, condition of upholstery, workplace procedures and standards, and environmental considerations.

The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and characteristics of the upholstery, and to apply company policies and procedures in order to perform the task. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess fabric upholstery to be cleaned.	1.1	***Fabric upholstery*** is assessed, ***work order*** reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons***.
		1.2	***Hazards*** are identified and risks controlled in the work site according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type, condition, colour-fastness, construction of fabric upholstery, and any ***topical treatment*** are identified by observation and/or ***testing*** according to company requirements.
		1.4	***Soil*** is identified by observation and according to work order and company requirements.
		1.5	***Cleaning techniques*** are selected according to work order and company requirements.
		1.6	Size and usage pattern of the work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for the work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.

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		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site.	4.1	Soil is removed and fabric upholstery is cleaned using cleaning techniques, equipment, PPE and chemicals according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and company, legislative, OHS and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.

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6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - classify fibres, soil and stains
  - select chemicals to suit fabric upholstery
  - select cleaning strategy to suit fabric upholstery
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain upholstery cleaning processes and expected outcomes to the client
  - perform mathematical calculations required for diluting and mixing chemicals
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information

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- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- skills to work safely when:
  - handling and disposing of chemicals
  - identifying hazards and controlling risks
  - manual handling

Required knowledge

- fabric upholstery characteristics, including:
  - fabric finishes
  - fabric upholstery types
  - fibres and their features
- cleaning equipment and chemicals, including low environmental-impact chemicals
- cleaning options for fabric, including:
  - encapsulation
  - low-water cleaning methods
  - pre-spotting and stain-removal methods
  - topical treatments
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- correct extraction cleaning techniques
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning
- safe work practices for using:
  - chemicals
  - equipment, including PPE

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing demonstrations of cleaning at least two different types of

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	upholstery fabric.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of fabric upholstery • classify type of soil and stain or spot • select cleaning equipment and chemicals • apply safe and efficient fabric upholstery cleaning methods • achieve outcomes in relation to customer work order and company requirements • comply with company and legislative requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with upholstered furniture • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans, schedules and policy documents.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy

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	capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCCL3016A Apply topical treatments • CPPCCL3017A Identify upholstery fibre and construction.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Fabric upholstery may include any furniture, wall hangings, curtains, loose furnishings made from:	• acetate • acrylic • cotton • jute • nylon • polyester • polypropylene • rayon • silk • wool.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements, including environmental protection requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers

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	• work schedules • work site contact persons.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection requirements
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals and equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined and restricted spaces • contaminated clothing, materials and equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from:

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	• cables
	• electrical fittings:
	  • switches
	  • lights
	• untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded machinery and parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• unrestricted people access
	• waste and waste disposal
	• work in extremes of temperature
	• work in unfamiliar, isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation,

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	including: • anti-discrimination and diversity policies • chemical controls • chemical registers and manifests • consumer protection • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous occurrence reporting
	• maintaining clear access ways
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements

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	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Topical treatments may include:	• antimicrobial agents • antistatic agents • deodorisers • fire retardants • protectors.
Testing may include:	• burn test • chemical test • sink or float test.
Soil types may be wet or dry and include:	• beverages • blood • candle wax • chewing gum • dye stuffs • food • glue • grease • human and animal waste • hydrocarbons • lipstick • medicine • mud and dirt • nail polish • paint • plant stains • shoe polish • tar.
Cleaning techniques may	• absorbent compound

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include:	• dry foam shampoo • dry solvent extraction cleaning • dry vacuuming • low-water usage • pre-spraying followed by hot water extraction • wet foam shampoo.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, or shopping centre staff and/or management.

Equipment may include:	• barrier paper
	• cleaning screens
	• cloths, such as towelling
	• crevice devices
	• drop sheets
	• extraction equipment, either self-contained or vehicle-mounted
	• flood lights
	• garbage bins
	• measuring equipment, such as jugs and cups
	• respirators
	• safety signage
	• selected tools and hand tools
	• soft brushes
	• specialist dry solvent extraction equipment with exhaust capabilities
	• sponges
	• trigger sprayers
	• upholstery cleaning bonnets and hand bonnets
	• upholstery drying equipment, such as:
	  • air movers
	  • drying bonnets
	• upholstery rakes
	• upholstery spot-cleaning kits
	• vacuum cleaners, upright or vehicle-mounted
	• work tables
	• wrist supports.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.

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Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of the work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • machine or vehicle exhaust emissions • obsolete equipment • packaging • soil

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	• used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy carpet-cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL3015A Perform advanced stain removal

Modification History

Revised unit

Unit updated and equivalent to PRMCC15A Perform advanced stain removal

Unit Descriptor

This unit of competency specifies the outcomes required to remove stubborn stains and spots from a carpet after normal spot removal and cleaning have failed to remove them.

The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and characteristics of the carpet, and to apply company policies and procedures in order to perform the task.

Removing stains and spots may occur as a single task, or more likely in conjunction with other cleaning methods, such as vacuuming, extraction, patrolling and general cleaning. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

A stain is defined as foreign material in a fibre that changes the appearance of the fibre but not the texture. A spot is defined as foreign material on a fibre that changes the texture of the fibre.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area is assessed and ***work order*** reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** are identified and risks controlled in work site according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type, condition and colour-fastness of ***carpet*** are identified by observation and/or ***testing*** according to company requirements.
		1.4	***Soil*** type causing stain or spot is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** are selected according to work order and company requirements.
		1.6	Characteristics of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Extent of damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.

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		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site.	4.1	Soil is removed using cleaning techniques, equipment, PPE and chemicals according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Treated area is compared with surrounding surface to determine need for further action according to work order and company requirements.
		4.3	Results are reported to appropriate persons according to company requirements.
		4.4	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.

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5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and company, legislative, OHS and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - identify composition of stains and spots
  - identify fibres and carpet types
  - select cleaning strategies
  - select chemicals to suit carpets, stains and spots
- interpersonal skills to relate to people from a range of backgrounds

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- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet-cleaning processes and expected outcomes to the client
  - perform mathematical calculations required for diluting and mixing chemicals
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- skills to work safely when:
  - handling and disposing of chemicals
  - identifying hazards and controlling risks
  - manual handling

Required knowledge

- carpet characteristics, including:
  - carpet types
  - features of fibres
- cleaning equipment and chemicals, including:
  - low environmental-impact chemicals
  - low-moisture use equipment
  - oxidising and reducing chemicals
- cleaning methods for carpet, including:
  - heat transfer process
  - pre-spotting and stain-removal methods
  - testing methods
  - water-efficient methods
- correct techniques for performing:
  - extraction cleaning
  - heat transfer
  - treatments using:
    - oxidising agents, such as bleaches
    - reducing agents, such as dye strippers
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures

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  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to carpet cleaning
- safe work practices for using:
  - chemicals
  - equipment, including PPE

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing demonstrations of advanced stain removal on at least two different types of carpet.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of the carpet • classify the type of stain or spot • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements • apply safe and efficient stain and spot removal methods • select cleaning equipment and chemicals.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards requirements. Resource implications for assessment include access to: • suitable work site or venue with carpets • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book

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	• work order instructions, work plans, schedules and policy documents.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements, including

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	environmental protection requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection requirements
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals and equipment, including latex allergies

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	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined and restricted spaces
	• contaminated clothing, materials and equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded machinery and parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• unrestricted people access
	• waste and waste disposal
	• work in extremes of temperature
	• work in unfamiliar, isolated or remote environments.

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Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous occurrence reporting
	• maintaining clear access ways
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans

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	• job plans • job safety analyses • risk assessments • safe operating practices and procedures • safe system of work statements • safe work instructions • work method statements • routes of entry and potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of: • MSDS • hazardous substance information, such as long latency periods • safety, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Carpet may include carpet, mats and rugs made from:	• mixed blends • natural fibres, such as: • organic (plant) fibres, such as cotton and sisal • silk • wool • synthetic fibres, such as: • acrylic • nylon • polyester • polypropylene.
Testing may include:	• burn test • chemical test • sink and float test.
Soil causing spots that contain dyes and pigments and are not removed through normal cleaning may include:	• beverages • blood • candle wax • dye stuffs • food • human and animal waste • lipstick and makeup

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	• medicine • nail polish • oil • plant stains • shoe polish • tar • timber stains.
Cleaning techniques may include:	• chemical treatment followed by transfer method using hand application • chemical treatment followed by extraction spot cleaning • dye stripping • heat transfer with a steam iron • using oxidisation.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, or shopping centre staff and/or management.

Equipment may include:	• carpet groomers
	• carpet spot-cleaning kits
	• cloths, such as towelling
	• extraction units, such as:
	  • self-contained
	  • vehicle-mounted
	  • wet vacuum systems
	• eye droppers
	• garbage bins
	• hair dryers
	• nylon bristle brushes
	• scrapers and spatulas
	• sponges
	• spray equipment (pressurised or unpressurised)
	• steam generators
	• steam irons.

Chemicals may include:	• acid chemicals • alkaline chemicals • low environmental-impact chemicals • neutralising chemicals • oxidation chemicals, such as bleaches • reduction chemicals, such as dye strippers • solvents.
Personal protective	• ear muffs and plugs

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equipment may include:	• gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• Australian standards, warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of the work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • machine or vehicle exhaust emissions • obsolete equipment • packaging • soil • used containers

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	• used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy carpet-cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical carpet-cleaning methods.

Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL3016A Apply topical treatments

Modification History

Revised unit

Unit updated and equivalent to PRMCC16A Apply topical treatments

Unit Descriptor

This unit of competency specifies the outcomes required to apply topical treatments to carpets, upholstery and soft furnishings. Topical treatments may be applied to surfaces to provide protection against the effects of odour, fire and soil.

The unit requires the ability to assess the extent of the application task through understanding client requirements and characteristics of the carpet, upholstery and soft furnishings; and to apply company policies and procedures in order to perform the task. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

Application of the Unit

This unit contains employability skills.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess surfaces to be treated.	1.1	Surface is assessed and ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** and risks in work site are identified and controlled according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type, condition and colour-fastness of ***carpet, upholstery or soft furnishing*** are identified by observation and/or ***testing*** according to work order and company requirements.
		1.4	***Application techniques*** are confirmed according to work order and company requirements.
		1.5	Size and usage pattern of the work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***topical treatment chemicals***.
		1.6	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and topical treatment chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Topical treatment chemicals are prepared according to manufacturer specifications, and OHS and company

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			requirements.
3	Prepare work site	3.1	Hazards in the work site are confirmed and risks controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
		3.5	Surface area to be treated is prepared according to manufacturer specifications, work order and company requirements.
4	Perform treatment.	4.1	Treatment is performed using cleaning techniques, equipment, PPE and topical treatment chemicals according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Treated area is compared with surrounding surface to determine need for further action according to work order and company requirements.
		4.3	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected ***waste*** is disposed of according to client specifications, work order, manufacturer specifications and company, legislative, OHS and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.

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		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Topical treatment chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
- analytical skills to:
  - identify types of carpet, upholstery or soft furnishing
  - select topical treatment chemicals to suit requirements
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain processes and expected outcomes to client
  - perform mathematical calculations required for diluting and mixing chemicals
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals

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        - material safety data sheets (MSDS)
    - request advice or further information
    - seek and receive feedback
    - source, organise and record information
- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- skills to work safely when:
    - handling and disposing of chemicals
    - identifying hazards and controlling risks
    - manual handling

Required knowledge

- characteristics and features of:
    - carpets
    - soft furnishings
    - upholstery
- cleaning equipment and chemicals for topical treatments, including:
    - low environmental-impact chemicals
    - low-moisture use equipment
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to carpet cleaning
- safe work practices for using:
    - chemicals
    - equipment, including PPE

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing demonstrations of applying topical treatment to at least two different

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	types of carpet, upholstery and/or soft furnishing.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of carpet, upholstery or soft furnishing • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements • apply safe and efficient topical treatment methods • select cleaning equipment and chemicals.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context complying with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with carpets, upholstery or soft furnishing • equipment operating manuals and MSDS • PPE • suitable equipment and chemicals • assessment instruments, including personal planner and assessment record book • work order instructions, work plans, schedules and policy documents.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical

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	take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCCL3015A Perform advanced stain removal.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements such as:
	  • relationships with other activities
	  • dress and presentation requirements
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Company requirements may include:	• business and performance plans • client communication procedures • client confidentiality procedures • client service standards • communication channels and reporting procedures • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures, including: • access and equity policy, principles and practice

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	• OHS policies and procedures, including control procedures • maintenance procedures for equipment and PPE • those relating to own role, responsibility and delegation • work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection requirements • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals and equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined and restricted spaces • contaminated clothing, materials and equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from: • cables • electrical fittings: • switches • lights • untested electrical equipment • fatigue • fire • gas • heights • inadequate lighting and ventilation • infectious and zoonotic diseases, such as:

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	• Q fever • scabies • mobile equipment and vehicle hazards around plant and vehicles • moving or unguarded machinery and parts • noise • occupational violence and bullying • poor personal hygiene practices • spill, splash and spray • release of substances with negative environmental impact • synergistic chemical reactions, such as: • hazardous incompatibility • reactivity • syringes or other sharps • ultraviolet light • unsafe manual-handling techniques, including awkward and repetitive postures • unsafe underfoot conditions, such as slippery, uneven and rough surfaces • unrestricted people access • waste and waste disposal • work in extremes of temperature • work in unfamiliar, isolated or remote environments.
Legislative requirements may include:	• Australian standards, quality assurance and certification requirements • award and enterprise agreements • industry advisory standards and codes, such as: • building codes • dangerous goods codes • relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including: • anti-discrimination and diversity • chemical controls • chemical registers and manifests • consumer protection • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations

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	• OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous occurrence reporting
	• maintaining clear access ways
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices

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	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Carpet, upholstery and soft furnishings may include:	• carpet, including:
	  • mixed blends
	  • natural fibres, such as:
	  • organic plant fibres, such as cotton and sisal
	  • silk
	  • wool
	  • synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polypropylene
	• coir matting
	• drapes and blinds:
	  • curtains
	  • drapery
	  • fabric blinds
	  • fabric pelmets
	• loose cushions
	• mats and rugs
	• synthetic grass
	• upholstery:
	  • fabric
	  • fabric wall coverings
	  • leather
	  • room dividers
	• wall hangings.

Testing may include:	• burn test • chemical test • sink and float test.
Application techniques may include using:	• airless sprayers • powered sprayers • pump-up sprayers • rakes and brushes.
Personnel may include:	• client's staff • colleagues • general public • venue, facility, or shopping centre staff and/or management.
Equipment may include:	• absorbent cloths • carpet rakes

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	• chemical hand spray units • horse hair brushes • powered sprayers • pump-up sprayers.
Topical treatment chemicals may include:	• antimicrobial agents • antistatic agents • deodorisers • fire retardants • low environmental-impact chemicals • protectors.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards, warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility

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	• site hazards • skills of the work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • machine or vehicle exhaust emissions • obsolete equipment • packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and other water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL3017A Identify upholstery fibre and construction

Modification History

Revised unit

Unit updated and equivalent to PRMCC17A Identify upholstery fibre and construction

Unit Descriptor

This unit of competency specifies the outcomes required to correctly identify upholstery fibre and construction. The unit requires the ability to identify upholstery construction, including the backing materials used, classify the upholstery fibre and assess the furniture construction.

Correct identification of these elements is an essential activity prior to undertaking any cleaning, maintenance or restorative work on fabric type upholstery. The application of this unit requires attainment of a wide range of underpinning knowledge, as well as completion of a number of basic testing procedures.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify upholstery construction	1.1	Upholstery is assessed to determine ***yarn type*** and ***fibre form***, and ***work order*** is reviewed according to ***manufacturer specifications*** and ***company requirements***.
		1.2	***Weave type*** and ***texture style*** are determined by observation and tactile methods according to company requirements.
2	Classify upholstery fibre.	2.1	Upholstery ***fibre*** sample is obtained from inside a cushion or other source and ***testing*** is performed to identify fibre according to manufacturer specifications, company and ***occupational health and safety*** (OHS) ***requirements***.
		2.2	Fibre is inspected according to company requirements to determine probable ***dye methods*** used during manufacture.
		2.3	***Pre-existing conditions*** are identified and reported to the ***appropriate person*** according to work order and company requirements.
3	Inspect furniture construction	3.1	***Backing materials*** and ***cushion filling*** are identified by opening cushioning where possible or inspecting behind buttons according to work order and company requirements.
		3.2	Filling material in ***piping*** is inspected and classified according to manufacturer specifications, work order and company requirements.

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Required Skills and Knowledge

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

Required skills

- analytical skills to:
  - classify:
    - fibre forms
    - texture styles
    - weave and yarn types
  - identify:
    - dying methods
    - filling and backing materials
    - pre-existing conditions
  - select testing techniques
- interpersonal skills to relate to people from a range of backgrounds
- language and literacy skills to:
  - communicate clearly and concisely verbally and in writing
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- self-management skills to work alone and in a team
- skills to work safely when:
  - handling and disposing of chemicals
  - identifying hazards and controlling risks
  - manual handling
  - testing fibres

Required knowledge

- characteristics of upholstery fibres, including:
  - types of yarns, fibres and weaves
  - construction methods, including:
    - backing
    - dying
    - filling
    - manufacturing
- company management structure and procedures, including:

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  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to own work practices
- safe work practices for using:
  - chemicals
  - equipment, including personal protective equipment (PPE)
- testing methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing demonstrations of identifying fibre and construction of at least two different types of upholstery.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • analyse data gathered during visual and tactile inspection • identify type of yarns, fibres, methods, dyes, filling material and backing used in upholstery making • select testing techniques • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • samples of upholstery materials • suitable equipment and chemicals • suitable work site or venue with upholstered furniture

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	• PPE • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Yarn type may include:	• novelty • plied • single • textured • twist.
Fibre form may include:	• continuous filament • staple yarn.
Work order information	• access to work site, including:

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may include:	• access and egress points • timing of access • budget allocations • completion times and dates • human resource requirements to complete the work tasks • job requirements and tasks • legislative and local government requirements • OHS requirements and emergency response procedures • requirements for working in isolated and remote locations • resource requirements, such as equipment and materials • specific client requirements such as: • dress and presentation requirements • relationships with other activities • use of signage and barriers • work schedules • work site contact persons.
Manufacturer specifications may include:	• equipment operating manuals • instructional guides • MSDS • other resources supplied by the manufacturer, such as: • laminated cards • notices • wall posters • product labels • safety instructions pre-printed on equipment.
Company requirements may include:	• business and performance plans • client communication procedures • client confidentiality procedures • client service standards • communication channels and reporting procedures • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures, including: • access and equity policy, principles and practice • OHS policies and procedures, including control procedures • maintenance procedures for equipment and PPE • those relating to own role, responsibility and delegation • work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct and code of ethics

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	• emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection requirements • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Weave type may include:	• flat (basket) • jacquard • knitted • satin • twill • velvet.
Texture style may include:	• crushed velvet • damask • glazed (polished) • moire • quilted.
Fibre may include:	• acetate • acrylic • cotton • jute • linen • nylon • polyester • polypropylene • rayon • silk • wool.
Testing may include:	• burn test • chemical test • sink and float test.

Occupational health and safety (OHS) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, inhalation and ingestion of toxic substances

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	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• injury and dangerous occurrence reporting
	• maintaining clear access ways
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Dye methods may include:	• acid • beck • continuous • differential • direct • disperse • paints • pigment • print • solution • space • spray

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	• stock • yarn.
Pre-existing conditions may include:	• abrading and wear • crimp loss • crocking • dye migration • fading • fume fading • pile reversal • shrinkage.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Backing materials may include:	• cellulose • coir • copra • felt • foam • horse hair • jute • latex • non-colourfast fabrics • rubber.
Cushion filling may include:	• feathers • foam rubber • latex rubber • plastic foam • polyfibre.
Piping material may include:	• foam • jute • paper • plastic tubing.

Unit Sector(s)

Carpet cleaning

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Custom Content Section

Not applicable.

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CPPCCL3018A Inspect sites with water damage

Modification History

New unit

No equivalent unit

Unit Descriptor

This unit of competency specifies the outcomes required to conduct site inspections and follow analytical procedures related to sites with water damage that require mitigation and restoration. The unit requires the ability to identify the cause of the flooding, perform a site risk and hazard assessment, and identify the capacity to recover the carpet. Communicating effectively with the client or insurer to ensure a proper understanding of their needs and expectations is also central to the process.

Application of the Unit

This unit of competency supports those who work in the carpet cleaning and water damage and restoration industry as an employee or a self-employed business owner.

Individuals operate within the scope of their defined roles and responsibilities and typically work autonomously. They are responsible for ensuring analysis of the flooded area to be restored and for determining and applying appropriate techniques to achieve the optimum outcome. The unit does not address the application of skills and knowledge that are required of related tradespeople such as carpenters, electricians or carpet layers who are also involved in restoring sites that have experienced water or flood damage.

The unit must be strictly applied according to relevant state or territory legislative and industry requirements related to occupational health and safety and the regulation of work undertaken by licensed tradespeople.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess history and context of damage.	1.1	Reporting requirements and contact details of owner or manager of premises and insurer are determined.
		1.2	Approval is gained from property owner and manager prior to accessing and inspecting premises.
		1.3	Discussions with owner or manager of premises are held to determine when water intrusion occurred.
		1.4	Details are sought to determine ***source and type of water damage*** and identify potential health hazards.
		1.5	Insurance arrangements are confirmed and insurance excess payment is collected according to company policy.
2	Conduct pre-work site assessment.	2.1	***Personal protective equipment*** (PPE) is sourced and used according to manufacturer specifications and industry standards.
		2.2	***Legislative and company procedures*** are accessed to inform procedures.
		2.3	Site is secured and ***immediate physical hazards*** are addressed prior to proceeding with assessment.
		2.4	Other ***risks and hazards*** that must be addressed to enable cleaning process to occur are identified.

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	2.5	Strategies to address hazards are identified and communicated to client.
	2.6	Approaches to ensure access to site are identified and negotiated with client.
3 Conduct full assessment of water damage.	3.1	Wet surface signage and barricades are placed at site as required.
	3.2	Cause of flooding is checked to ensure it has been eliminated.
	3.3	Extent of damage to ***carpet,*** underlay and sub-floor is analysed using appropriate ***techniques***.
	3.4	Method of carpet construction, condition of carpet, type and condition of underlay, method of installation, condition of smooth edge, and type and condition of sub-floor are analysed.
	3.5	Other ***building materials and installations*** are checked for water damage using penetrative and non-penetrative measuring devices to determine degree of moisture.
	3.6	Measurements of space are taken to assist with determining cost.
	3.7	Photographic evidence of site is recorded using standard organisational procedures.
	3.8	Measurements are taken for psychrometric calculations to determine techniques to be used in assisting mitigation and restoration.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify and respond to client requirements

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- analytical skills to:
  - analyse carpet suitability for water extraction
  - classify soil and stains
  - select chemicals to suit carpet type
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet-cleaning processes and expected outcomes to clients
  - perform mathematical calculations required for measurements
  - read and interpret directions and safety instructions, including:
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek, receive and respond to feedback
  - source, organise and record information
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals and waste
  - identifying hazards and controlling risks
  - manual handling

Required knowledge

- carpet characteristics, including:
  - carpet construction
  - carpet types
  - dying methods
  - features of fibres, piles and yarns
  - sub-flooring structures
  - underlay types
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - hazard and risk assessment techniques
  - injury, dangerous occurrence and incident reporting
  - occupational health and safety (OHS) procedures
  - quality systems
- correct use of equipment, including moisture probes and measuring devices
- legislation, regulations, codes of practice and industry advisory standards that apply to the inspection of water-damaged carpet

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- mitigation and restoration options for carpet, including:
  - cleaning equipment and chemicals, including low environmental-impact chemicals
  - inspection techniques
  - pre-spotting and stain-removal methods
  - psychrometry evaluations
  - restoration methods, including installation techniques
  - water-efficient methods
- safe work practices for using equipment, including PPE

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing the conduct of a site inspection prior to the cleaning process.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • communicate with clients to elicit required information and negotiate access • determine site risks • diagnose source, type and impacts of flooding • analyse textile condition and determine cleaning techniques to be used.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • actual or simulated work environments • clients with varying needs and expectations • industry documentation and relevant codes and standards.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently

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	identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Source and type of water damage include:	• source of water, which may be:
	  • blocked drains
	  • burst pipes
	  • overflow of sinks and baths
	  • river and stream overflows
	  • storm damage
	• type of water, which may be:
	  • black water
	  • grey water
	  • rainwater
	  • reticulated drinking water
	  • stormwater.

Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing

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	• respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Legislative and company procedures may include:	• client-specific contractual requirements
	• company policies and procedures, for:
	  • dress and presentation requirements
	  • emergency response and evacuation
	  • using electronic devices
	• company service standards
	• documentation and information systems and processes
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• personnel practices and guidelines outlining work roles, responsibilities and delegations
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Immediate physical	• continuing water inundation

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hazards may include:	• electrical dangers • unstable building structure.

Risks and hazards include:	• allergic reactions to chemicals and equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined and restricted spaces
	• contaminated clothing, materials and equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded machinery and parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces

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	• unrestricted people access • waste and waste disposal • work in extremes of temperature • work in unfamiliar, isolated or remote environments.

Carpets may include:	• fitted carpet, mats and rugs made from:
	  • mixed blends
	  • natural fibres, such as:
	  • organic (plant) fibres, such as cotton and sisal
	  • silk
	  • wool
	  • synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polyester
	  • polypropylene.

Techniques **for assessing water damage** include use of:	• corner inspection • blue lights • high intensity inspection lights • hygrometers • measuring equipment, such as jugs and cups • moisture meters • moisture sensors or probes • thermal imaging • thermometers • visual inspection.
Building materials and installations, other than carpet, that may be subject to damage include:	• architraves • fitted furnishings, including built-in cabinets and storage • insulating materials • plasterboard and other wall coverings • skirting boards • sub-flooring.

Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCCL3019A Inspect sites prior to cleaning or treatment

Modification History

New unit

No equivalent unit

Unit Descriptor

This unit of competency specifies the outcomes required to complete an initial analysis of a site prior to the carpet-cleaning process to ensure proper diagnosis of the cleaning need. The unit requires the ability to analyse potential hazards and risks, assess the condition of the carpet or upholstery, and communicate with the client to ensure a proper understanding of the client's needs and expectations.

The unit does not address, but supplements, the detailed identification of carpet fibre and construction that is contained in CPPCCL2006A Identify carpet fibre and construction.

Application of the Unit

This unit of competency supports those working in the carpet-cleaning industry as an employee or a self-employed business owner. The unit applies to those operating within the scope of their defined roles and responsibilities, typically working autonomously. They are responsible for ensuring the appropriate cleaning technique is identified and that the client understands the potential outcomes of the process.

The unit must be applied strictly according to occupational health and safety (OHS) and waste-disposal requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Conduct pre-work site assessment.	1.1	Approval to access and inspect premises is gained from client.
		1.2	***Risks and hazards*** that must be addressed to enable cleaning to occur are identified.
		1.3	Strategies to address hazards are identified and communicated to client.
		1.4	Access to site is identified and negotiated with client.
2	Assess condition of carpet and reason for cleaning.	2.1	Discussions are held with client to determine age, usage patterns, and previous history of cleaning and care of carpet or upholstery.
		2.2	***Soil or stain type*** and reasons for seeking cleaning service are discussed with client.
		2.3	Analysis of carpet or upholstery is conducted to assess level of wear and tear, level and nature of staining, and carpet or fabric fading.
		2.4	Client is consulted to determine whether carpet or fabric is under warranty.
		2.5	Age, mobility and needs of people and pets that are on premises are identified to determine their ***impact on cleaning process***.
3	Determine and communicate approach to	3.1	Cleaning approach for carpet or upholstery is identified according to manufacturer specifications.
		3.2	Cleaning techniques that conform to ***company***

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cleaning		***procedures and requirements*** and ***legislative and industry requirements*** are identified.
	3.3	Cleaning techniques to achieve the desired outcomes are identified following consideration of gathered information.
	3.4	Limitations of achievable results are determined and communicated to the client.
	3.5	Cleaning technique and requirements for care after cleaning process are determined and communicated to client.

Required Skills and Knowledge

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

Required skills

- analytical skills to assess basic workplace risks and hazards
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify and respond to client requirements
- interpersonal skills to relate to people from a range of backgrounds
- language and literacy skills to:
  - communicate clearly and concisely verbally and in writing
  - explain carpet-cleaning processes and expected outcomes to clients
  - negotiate solutions to contingencies
  - read and interpret directions and safety instructions, including:
    - work instructions
    - material safety data sheets (MSDS)
    - specifications
  - request advice or further information
  - seek, receive and respond to feedback
  - source, organise and record information
- problem-solving skills to manage contingencies

Required knowledge

- carpet characteristics, including:

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  - carpet construction
  - carpet types
  - dying methods
  - features of fibres, piles and yarns
  - installation methods
- cleaning options for carpet, including:
  - drying times
  - low-moisture methods
  - pre-spotting and stain-removal methods
  - water-efficient methods
- company management structure and procedures, including:
  - biological and viral control
  - customer service standards
  - emergency response and evacuation procedures
  - environmental protection procedures
  - hazard and risk assessment
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to own work practices

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing a practical demonstration of a site inspection prior to the cleaning process.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • communicate with customers to elicit the required information and negotiate access • determine site risks • diagnose textile condition and determine cleaning techniques to be used.

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Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • range of actual or simulated work environments • clients with differing needs and expectations • industry documentation and relevant codes and standards.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Risks and hazards include:	• allergic reactions to chemicals and equipment, including latex allergies • biological and animal waste • bites and stings

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	• blood and blood-stained products
	• confined and restricted spaces
	• contaminated clothing, materials and equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded machinery and parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• unrestricted people access
	• waste and waste disposal
	• work in extremes of temperature
	• work in unfamiliar, isolated or remote environments.

Soil or stain type may include:	• beverages • blood

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	• candle wax • chewing gum • cigarette butts • dust • dye stuffs • food • grease • heavy dirt build-up • hospital waste • hydrocarbons • industrial and chemical waste • lipstick • nail polish • oil • paper • plant stains • rainwater • shoe polish • tar.

Impact on cleaning process by residents may:	• require:
	  • erection of additional barriers or signage
	  • notification of relevant authority for access (parking and/or security)
	  • physical barring of access to newly cleaned site
	  • provision of advice to client about post-cleaning access
	  • use or non-use of particular chemicals
	• restrict time in which cleaning can be undertaken.

Company procedures and requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• client-specific contractual requirements
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and personal protective equipment (PPE)
	  • those relating to own role, responsibility and delegation

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	• work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection requirements • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Legislative and industry requirements may include:	• industry advisory standards and codes, such as: • building codes • dangerous goods codes • relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including: • anti-discrimination and diversity • chemical controls • chemical registers and manifests • consumer protection • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Unit Sector(s)

Carpet cleaning

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Custom Content Section

Not applicable.

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CPPCCL3020A Develop a plan to mitigate water damage and restore carpet

Modification History

New unit

No equivalent unit

Unit Descriptor

This unit of competency specifies the outcomes required to develop a plan to undertake and manage the water damage mitigation and restoration process. The unit requires the ability to work with the owner or manager of the premises and insurance company, plan and resource the project, and select the appropriate techniques to address the problems caused by flooding.

Application of the Unit

This unit of competency supports individuals working in the carpet cleaning and water damage and restoration industry as an employee or a self-employed business owner. The unit applies to those operating within the scope of their defined roles and responsibilities, typically working autonomously. They are responsible for ensuring that the most cost-effective methods of addressing water damage are planned and appropriately resourced.

The unit must be strictly applied according to occupational health and safety (OHS) and waste-disposal requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Determine and report advice to customer.	1.1	Information gathered during assessment of site is analysed.
		1.2	Judgements are made about cost efficiency of drying and restoration or replacement of carpet and underlay.
		1.3	Strategies are considered that address other materials and installed furniture and fittings.
		1.4	Report recommending cost-effective solution and highlighting limitations to achievable results is prepared and communicated to client.
		1.5	Advice is sought from client about steps that are required for authorising any work.
2	Secure approval to proceed.	2.1	Timeline for conducting mitigation and restoration work is negotiated with owner or manager and insurer of premises.
		2.2	Costs associated with undertaking work are quoted and negotiated.
		2.3	Formal agreement to proceed with work is secured and documentation including acceptance of quotation is completed according to standard company procedures.
3	Formalise plan.	3.1	Operational and technical staff members are identified and secured, and their roles and levels of delegation are clearly explained.
		3.2	***Equipment*** is identified, quantified and secured.

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3.3 ***Personal protective equipment*** (PPE) is sourced according to **manufacturer specifications,** and OHS and company requirements.

3.4 Task is sequenced to ensure maximum efficiency for completion.

3.5 ***Risk management plan*** is developed and documented according to legislative and company procedures.

3.6 Procedures to remove waste from site are developed according to local legislation and company procedures.

3.7 Access to site is arranged.

3.8 Site induction and briefing on OHS procedures are provided to personnel.

3.9 Plan is documented that reflects **management of flood damage in line with *legislative and company standards*.**

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify and respond to client requirements
- analytical skills to:
  - analyse suitability of carpet for water extraction
  - classify soil and stains
  - select chemicals to suit carpet type
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - calculate measurements and costs
  - communicate clearly and concisely verbally and in writing
  - make psychrometric evaluations
  - negotiate alterations to plans

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    - read and interpret directions and safety instructions, including:
        - work instructions
        - specifications
        - material safety data sheets (MSDS)
    - report recommendations
    - request advice or further information
    - respond to feedback
    - source, organise and record information
- planning and organising skills to:
    - accurately estimate timeframes
    - schedule work efficiently
    - manage time
- problem-solving and contingency management skills to reschedule work
- skills to work safely when:
    - handling and disposing of chemicals and waste
    - identifying hazards and controlling risks
    - manual handling

Required knowledge

- carpet characteristics, including:
    - carpet construction
    - carpet types
    - dying methods
    - features of fibres, piles and yarns
    - sub-flooring structures
    - underlay types
- carpet restoration options, including:
    - carpet installation
    - cleaning equipment and chemicals, including low environmental-impact chemicals
    - pre-spotting and stain-removal methods
    - psychrometry evaluations
- company management structure and procedures, including:
    - customer service standards
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - hazard and risk assessment
    - injury, dangerous occurrence and incident reporting
    - occupational health and safety (OHS) procedures
    - quality systems

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  - reporting procedures
- legislation, regulations, codes of practice and industry advisory standards that apply to own work practices

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing a practical demonstration of a site inspection, followed by the planning of a mitigation and restoration process.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • communicate with clients to elicit required information and negotiate access • assess and prioritise work requirements • allocate work to appropriately trained staff • schedule work efficiently • report effectively • comply with company, legislative and regulatory requirements for water mitigation and restoration operations.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and must comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • range of actual or simulated work environments • clients with differing needs and expectations • industry documentation and relevant codes and standards.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace

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	tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment includes:	• carpet-cleaning bonnets and hand bonnets
	• carpet-drying equipment, such as:
	  • air movers
	  • heating equipment dehumidifiers
	• carpet groomers
	• cloths, such as towelling
	• dehumidification equipment
	• drying charts
	• extraction tools
	• garbage bins
	• hygrometers
	• measuring equipment, such as jugs and cups
	• moisture detection equipment
	• mops
	• plastic coasters or polystyrene blocks
	• psychrometric calculators
	• psychrometric evaluation charts
	• safety signage
	• scrapers and spatulas

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	• selected tools and hand tools • sponges • spray equipment • stair tools • trigger sprayers • waste recovery tank • wet vacuum systems, such as self-contained or vehicle-mounted.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses or goggles • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Risk management plan addresses risks and hazards, including:	• allergic reactions to chemicals and equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined and restricted spaces
	• contaminated clothing, materials and equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever

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	• scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded machinery and parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• unrestricted people access
	• waste and waste disposal
	• work in extremes of temperature
	• work in unfamiliar, isolated or remote environments.

Legislative and company standards may include:	• client specific contractual requirements
	• company policies and procedures, for:
	  • dress and presentation requirements
	  • emergency response and evacuation
	  • using electronic devices
	• company service standards
	• documentation and information systems and processes
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• personnel practices and guidelines outlining work roles, responsibilities and delegations
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation

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	• environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Unit Sector(s)

Carpet cleaning

Custom Content Section

Not applicable.

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CPPCLO1040A Prepare for work in the cleaning industry

Modification History

Revised unit

Unit updated and equivalent to PRMCL40A Prepare for work in the cleaning industry

Unit Descriptor

This unit of competency specifies the outcomes required to prepare for work in the cleaning industry. It requires the ability to follow work instructions, use mathematical calculations to prepare chemicals, and perform basic cleaning activities while applying company policies and procedures. The unit addresses knowledge of legislative and company requirements, industry information, and career pathways and future learning opportunities.

Selecting appropriate equipment and chemicals, and performing tasks safely and efficiently are essential.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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unit of competency.	and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify roles and responsibilities.	1.1	***Legislation***, ***occupational health and safety*** (OHS) and ***company requirements*** related to employment in cleaning industry are followed.
		1.2	Roles and responsibilities of ***appropriate persons*** related to employment are identified according to company requirements.
		1.3	***Rights and responsibilities of employees*** **and** ***employers*** are identified according to current legislation.
2	Work safely and effectively in the cleaning industry.	2.1	Required standards of personal presentation and hygiene are demonstrated according to company requirements.
		2.2	Different work sites are prepared, cleaned and tidied according to OHS and company requirements.
		2.3	***Soil*** and ***surface types***, types of areas to be cleaned, and suitable ***cleaning techniques*** are identified according to company requirements.
		2.4	***Equipment***, ***chemicals*** and ***personal protective equipment*** (PPE) are identified according to ***manufacturer specifications***, and legislative, OHS, company and ***environmental requirements***.
		2.5	Equipment, PPE and chemicals are selected and used according to manufacturer specifications, and environmental, legislative, OHS and company requirements.
		2.6	Safety checks, maintenance and storage requirements of equipment, PPE and chemicals are met according to manufacturer specifications, and OHS and company requirements.
3	Follow routine	3.1	***Work order*** procedures are received and followed in

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	instructions.		correct sequence according to company requirements.
		3.2	Work orders are carried out according to company requirements.
		3.3	Information is recorded according to company requirements.
4	Identify future career opportunities.	4.1	Career opportunities are identified according to company requirements.
		4.2	***Personal development opportunities*** and potential learning pathways are discussed with appropriate persons.

Required Skills and Knowledge

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

Required skills

interpersonal skills to relate to people from a range of backgrounds

- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - sequence tasks
  - manage time
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - manual handling

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- using equipment for:
  - buffing
  - cleaning glass
  - mopping
  - sweeping
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their applications
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to preparing for work in the cleaning industry, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- surfaces that require cleaning, including:
  - relevant cleaning methods
  - their characteristics

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of preparing for work in the cleaning industry, which involve at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and condition of different areas to be cleaned

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	• use safe and efficient cleaning methods • select cleaning equipment and chemicals • achieve outcomes in relation to customer work order, legislation and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions and work plans • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO1041A Apply basic communication skills • CPPCMN2002A Participate in workplace safety arrangements.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing

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	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards

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	• dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection procedures • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• colleagues • managers • persons in control of work sites • supervisors.
Rights and responsibilities of employees may include:	• confidentiality and privacy • duty of care • knowing appropriate personnel for reporting purposes • knowing location of manuals and related documents • knowing terms and conditions of own employment • knowing workplace procedures • protection from discrimination and sexual harassment.

Rights and responsibilities of employers may include:	• duty of care
	• providing a safe environment free from discrimination and sexual harassment (see state and commonwealth anti-discrimination legislation)
	• providing a safe workplace according to OHS legislation, codes of practice, regulations and standards
	• providing information and training for work tasks, OHS and other employment related matters
	• right to dismiss (see Commonwealth Fair Work Act 2009) if a person:
	  • commits a criminal offence
	  • commits an act of disloyalty, such as revealing confidential information
	  • is negligent, careless or causes an accident
	  • uses abusive language.

Soil types may be wet or dry and include:	• algae and moss • animal hair and fur • beverages • building debris • built-up dirt in corners and edges • cigarette butts

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	• dust
	• food
	• graffiti with ink, texta and paint
	• grease and oil
	• heavy, encrusted dirt
	• paper stuck to surfaces
	• pollution marks and soil on structures, such as:
	  • buildings
	  • bridges
	  • outdoor furniture
	  • statues.

Surface types may include:	• furniture and fittings • glass • hard floors • soft floors • new technologies • walls.
Cleaning techniques may include:	• air blowing • buffing • dusting • low-water cleaning methods, such as using microfibre cleaning products • mopping • scrubbing • sweeping • vacuuming.
Equipment may include:	• brooms • buckets • cloths • floor polishers • microfibre products • mops • squeegees • vacuum cleaners.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable

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	• goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemical usage
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks

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	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Personal development opportunities may include:	• career pathways • in-house training programs • job rotations • mentoring opportunities • new apprenticeships.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO1041A Apply basic communication skills

Modification History

Revised unit

Unit updated and equivalent to PRMCL41A Apply basic communication skills

Unit Descriptor

This unit of competency specifies the outcomes required to apply basic verbal, non-verbal and written communication skills for effective interaction with cleaning industry clients and colleagues. It requires the ability to exchange information accurately, interpret and follow routine instructions, and demonstrate appropriate communication techniques when working with others from varying backgrounds.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Work would usually be carried out under direct supervision and within organisational guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Receive and relay information.	1.1	Verbal ***information*** is received, acknowledged and followed according to ***company requirements***.
		1.2	Non-verbal, written or pictorial information is received, acknowledged and applied according to company requirements.
		1.3	Numerical and measurement calculations are received, acknowledged and applied according to company requirements.
		1.4	Information is relayed in a clear and concise manner using ***communication techniques***.
		1.5	Simple routine workplace documentation is completed accurately to meet ***work order*** and company requirements.
2	Work with others.	2.1	Workplace information is discussed with colleagues to achieve individual and team goals and to meet company requirements.
		2.2	Problems are clarified with ***appropriate persons*** according to company requirements.
		2.3	Contributions are made to positive workplace relations according to company requirements.
		2.4	Communication is courteous and considers ***social and cultural differences***.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients

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- gain clients' trust
- identify client expectations

interpersonal skills to relate to people from a range of backgrounds

- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
  - perform mathematical calculations required for diluting and mixing chemicals

self-management skills to work alone and in a team

Required knowledge

- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - occupational health and safety (OHS) procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning operations, including OHS legislation
- relevant cleaning chemicals and equipment and their application and safe disposal
- surfaces that require cleaning, including:
  - relevant cleaning methods
  - their characteristics

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing at least two different practical demonstrations of applying basic communication skills.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • communicate effectively on a one-to-one and group basis both verbally and in writing • receive and relay verbal, non-verbal or written information clearly, concisely and accurately to reflect sensitivity to individual social and cultural differences • describe and meet company, legislative and regulatory requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions and work plans • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other

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	units relevant to the job function, such as: • CPPCLO1040A Prepare for work in the cleaning industry • CPPCMN2002A Participate in workplace safety arrangements.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information may include:	• activity reports • legislative and OHS requirements • memoranda • notices • pictorial signs • rights and responsibilities of employees • verbal and non-verbal language • written work orders.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and personal protective equipment (PPE)
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines

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	• quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Communication techniques may include:	• active listening to clarify and confirm understanding • constructive feedback • control of voice tone and body language • demonstrating flexibility • non-verbal positive actions • questioning to clarify and confirm understanding • using culturally aware and sensitive language and concepts • using positive, confident and cooperative language.

Work order **information** may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Appropriate persons may include:	• colleagues • managers • supervisors • workplace trainers.
Social and cultural differences may be expressed in:	• beliefs, values and practices • cultural preferences • food preferences • gender conventions • language • religious and spiritual observances • social conventions • traditional practices and observations.

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Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2001A Maintain hard floor surfaces

Modification History

Revised unit

Unit updated and equivalent to PRMCL01B Maintain a hard floor surface

Unit Descriptor

This unit of competency specifies the outcomes required to clean hard floor surfaces. The unit applies to both manual and mechanical methods of cleaning hard floor surfaces. It requires the ability to assess the extent of a cleaning task through understanding client requirements and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements*** and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** in work area are identified and associated risks assessed according to ***legislative***, ***occupational health and safety*** (OHS) and company ***requirements***.
		1.3	Type and condition of surface on ***hard floor*** are identified by observation according to work order and company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** for surface of hard floor are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	Suitable ***personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS requirements.

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		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site.	4.1	Hard floor is cleaned using equipment, PPE, chemicals and cleaning techniques according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS

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		and company requirements.
and store equipment and chemicals.	6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
	6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
	6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations

interpersonal skills to relate to people from a range of backgrounds

- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - sequence tasks
- problem-solving skills to manage contingencies

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- skills to work safely when:
  - buffing, mopping, scrubbing and sweeping
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their applications for hard floor surfaces
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to maintaining hard floor surfaces, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of hard floor surfaces, including:
  - characteristic of surfaces
  - relevant cleaning methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of maintaining hard floor surfaces involving at least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

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	In particular the person should demonstrate the ability to: • identify type and condition of hard floor surface • select cleaning equipment and chemicals • comply with company, legislative and regulatory requirements • use safe and efficient cleaning methods • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements access to. Resource implications for assessment include: • suitable work site or venue • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO3002A Restore hard floor surfaces.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE

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	• policies and procedures relating to own role, responsibility and delegation • work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection requirements • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined or restricted spaces • contaminated clothing, materials or equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from: • cables • electrical fittings: • switches • lights • untested electrical equipment • fatigue • fire • gas • heights • inadequate lighting and ventilation • infectious and zoonotic diseases, such as: • Q fever

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	• scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy

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	• public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices

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	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Hard floors may include:	• brick • ceramic tiles • concrete • cork • marble • parquetry • pavers • polished wood • proprietary flooring encompassing new technologies • quarry tiles • rubber • slate • terrazzo • vinyl • wood.
Soil types may be wet or dry and include:	• beverages • cigarette butts • dust • food • gravel • heavy dirt build-up • hospital waste • industrial and chemical • liquids • oil • paint • paper • rainwater • stones • syringes • tar.
Cleaning techniques may include:	• air blowing • automatic floor scrubbing • dry buffing • dust mopping and sweeping • low-water cleaning methods, such as using microfibre cleaning products • scrubbing • spray buffing • wet mopping.

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Personnel may include:	• client's staff members • colleagues • general public • venue, facility, building, shopping centre staff and management.

Equipment may include:	• air blowers
	• brooms, such as:
	  • bassine
	  • banister set
	  • deck fibre
	  • household
	  • millet
	  • nylon
	  • PVC
	  • union fibre
	  • yard
	• cleaning trolleys
	• cloths
	• damp mops, such as:
	  • ragged or fixed shape
	  • cotton or polycotton
	• doodle bag holder
	• dust mops, such as:
	  • straight or scissored
	  • anti-static or cotton
	• dust pans and brushes
	• floor squeegees
	• hospital mops
	• mechanical sweepers
	• microfibre products
	• mop buckets, including ergonomic and split systems
	• mopping system
	• scouring pads
	• split mops
	• water hoses.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.

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Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • obsolete equipment • packaging • soil

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	• sweeping detritus • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2004A Maintain carpeted floors

Modification History

Revised unit

Unit updated and equivalent to PRMCL04B Maintain a carpeted floor

Unit Descriptor

This unit of competency specifies the outcomes required to maintain carpeted floors. The unit applies to both manual and mechanical methods of maintaining carpeted floors. It requires the ability to assess the extent of the cleaning task through understanding client requirements and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	Work site ***hazards*** are identified and risks are controlled according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type and condition of ***carpeted floor*** are identified by observation according to work order and company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** for the carpeted floor are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	Suitable ***personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer

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			specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operations are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operations according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting the completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site	4.1	Carpeted floor is cleaned using equipment, PPE, chemicals and cleaning techniques according to work order, manufacturer specifications and OHS and company requirements.
		4.2	Follow-up action for spot and stain removal is identified according to work order and company requirements.
		4.3	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.

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6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time

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    - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
    - handling and disposing of chemicals
    - handling and disposing of contaminated and toxic waste
    - identifying hazards and controlling risks
    - manual handling
    - using equipment for:
        - raking
        - sweeping
        - vacuuming
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their applications for carpet
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to maintaining a carpeted floor, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
    - chemicals
    - equipment, including PPE
- types of carpeted floors, including:
    - characteristic of carpets
    - relevant cleaning methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of maintaining carpeted floor surfaces involving at

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	least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of carpeted floor • comply with company and legislative requirements • use safe and efficient cleaning methods • select cleaning equipment and chemicals • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with carpeted floors • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions and work plans • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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	This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCCL2002A Use bonnet cleaning • CPPCCL2007A Perform basic stain removal.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans • client communication procedures • client confidentiality procedures • client service standards

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	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• using contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue

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	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information

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	• industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance

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	• use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Carpeted floors may include:	• carpet:
	  • mixed blends
	  • natural fibres, such as:
	  • organic (plant) fibres, such as cotton and sisal
	  • silk
	  • wool
	  • synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polypropylene
	• coir matting
	• fibres encompassing new technologies
	• mats and rugs
	• synthetic grass.

Soil types can be wet or dry and may include:	• beverages • blood • candle wax • chewing gum • food • glue • grease and oil • human and animal waste • lipstick • medicine • mud and dirt • nail polish • paint • shoe polish.
Cleaning techniques may include:	• hand collection of waste • raking • sweeping • using a dust-pan and brush • using low-water cleaning methods • vacuuming.
Personnel may include:	• client's staff members • colleagues • general public

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	• venue, facility, shopping centre staff and management.

Equipment may include:	• accumulation (vacuum dust) bags
	• brooms (stiff bristle), such as deck fibre or millet
	• carpet rakes
	• dustpans, scoops and brushes
	• hoses and filters
	• microfibre products
	• vacuum machines, including:
	  • back-mounted units
	  • ducted systems
	  • floor-based mobile systems
	  • mechanical push sweepers
	  • wet and dry systems
	• vacuum tools, including:
	  • brushes
	  • crevice tools
	  • floor heads
	  • power heads
	  • upholstery heads
	  • variable pile height and adjustable heads.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Manufacturer specifications may	• equipment operating manuals • instructional guides

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include:	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • disposable vacuum liner bags • litter • obsolete equipment • packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals

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	• low-moisture cleaning methods • low water-use equipment and water-efficient cleaning methods • non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2009A Clean glass surfaces

Modification History

Revised unit

Unit updated and equivalent to PRMCL09B Clean glass surfaces

Unit Descriptor

This unit of competency specifies the outcomes required to clean glass surfaces, including windows, in both internal and external situations. It requires the ability to assess the extent of the cleaning task through understanding client requirements and characteristics of the glass surface, and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	***Glass surfaces*** to be cleaned are assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons.***
		1.2	***Hazards*** are identified and risks controlled in work site according to ***legislative***, ***occupational health and safety*** (OHS) and company ***requirements***.
		1.3	Type of glass surface and ***soil*** is identified by observation according to work order and company requirements.
		1.4	Work site access requirements are identified according to the work order and company requirements.
		1.5	***Cleaning techniques*** are confirmed according to work order and company requirements.
		1.6	Size and usage pattern of the work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Glass surface is inspected for defects according to company requirements.
		1.8	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS

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			requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.3	***Window coverings and fittings*** are removed to permit access and prevent damage according to work order and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site.	4.1	Soil is scraped from glass surface according to work order, and OHS and company requirements.
		4.2	Spot cleaning techniques are used according to work order and company requirements.
		4.3	Glass surface is washed and squeegeed according to work order and company requirements.
		4.4	Window edges and sills are wiped to remove soil and ***waste*** according to work order and company requirements.
		4.5	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and waste are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.

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		5.2	Window coverings and fittings are replaced according to client requests and work order.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals

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    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
  - using equipment for cleaning glass
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their applications for glass surfaces
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning glass surfaces, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of glass surfaces, their characteristics and appropriate cleaning methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical

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	demonstration of cleaning glass surfaces involving at least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of glass surface • select cleaning equipment and chemicals • use safe and efficient cleaning methods • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable venue with a number of types of glass surfaces • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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	This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2015A Maintain furniture, fittings and room dressing • CPPCLO2037A Clean external surfaces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Glass surfaces may include:	• coated glass • frosted glass • laminated glass • ordinary window glass • textured glass • tinted glass.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts

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	• schools • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined or restricted spaces • contaminated clothing, materials or equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from:

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	• cables
	• electrical fittings:
	  • switches
	  • lights
	• untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls

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	• chemical registers and manifests • consumer protection • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:

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	• MSDS • hazardous substance information, such as long latency periods • safety training, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Soil types can be wet or dry and may include:	• adhesives • concrete • dried encrustations • exhaust pollution • gum • heavy dirt build-up • hospital residue • office chemicals, such as whiteout • oil and grease • paint • pen marks • smog.
Cleaning techniques may include:	• fanning • low-water cleaning methods, such as using microfibre cleaning products • pre-spraying • scraping • spot cleaning • squeegeeing.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.
Equipment may include:	• access equipment, such as ladders • buckets • chamois • extension poles • glass scrapers of various sizes • hoses • lint-free cloths

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	• microfibre products • squeegees of various sizes • window wash applicators • window washers, such as lamb's wool.
Chemicals may include:	• acid cleaners • low environmental-impact chemicals • alkaline cleaners • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety harness • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Window coverings and fittings may include:	• blinds • curtains • sunshades.
Work restrictions may	• amount of cleaning anticipated

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include:	• client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • packaging • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2010A Clean ceiling surfaces and fittings

Modification History

Revised unit

Unit updated and equivalent to PRMCL10B Clean ceiling surfaces and fittings

Unit Descriptor

This unit of competency specifies the outcomes required to clean ceiling surfaces and fittings. The unit requires the ability to assess the extent of the cleaning task through knowledge of characteristics of the ceiling surface and fittings and the type of soiling. It requires an understanding of client requirements and the ability to apply company policies and procedures.

Selecting the appropriate equipment, chemicals and cleaning methods is essential to performing the task safely and efficiently. Where ladders are being used, the work is usually done in pairs.

Application of the Unit

This unit applies to ceiling surfaces less than three metres high, as use of specialised equipment, cleaning methods and safety procedures are required above this height.

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** are identified and risks controlled in work site according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type of ***ceiling surface*** and ***fittings*** is identified by observation according to work order and company requirements.
		1.4	***Soil types*** on ceiling surfaces and fittings are identified by observation according to work order and company requirements.
		1.5	Work site access arrangements are confirmed according to work order, and OHS and company requirements.
		1.6	***Cleaning techniques*** are selected according to work order and company requirements.
		1.7	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.8	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order

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			according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.3	Floor, furniture and equipment are covered with drop sheets according to work order and company requirements.
		3.4	***Work restrictions*** affecting the completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site.	4.1	Cobwebs and dry dust are removed according to work order, and OHS and company requirements.
		4.2	Difficult to reach areas are vacuumed according to work order, and OHS and company requirements.
		4.3	Fittings are wiped according to work order and company requirements.
		4.4	Chemical solution is rinsed from all surfaces according to work order and company requirements.
		4.5	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.

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5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- correct cleaning techniques for:
  - various surface types
  - various types and textures of fittings
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations

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interpersonal skills to relate to people from a range of backgrounds

- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their application for surfaces of ceilings and fittings
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to clean ceiling surfaces and fittings, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of ceiling and fitting surfaces, their characteristics and appropriate cleaning methods

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of cleaning ceiling surfaces and fittings involving at least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of ceiling surface and fittings • select cleaning equipment and chemicals • use safe and efficient cleaning methods • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with ceiling surfaces and fittings • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace

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	tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2015A Maintain furniture, fittings and room dressing.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres

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	• nursing homes • retail food courts • schools • tourism and hospitality.
Company requirements may include:	• access and equity policy, principles and practice • business and performance plans • client communication procedures • client confidentiality procedures • client service standards • communication channels and reporting procedures • company goals, objectives, plans, systems and processes • company issued identification badges, cards or passes • company policies and procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection procedures • maintenance procedures for equipment and PPE • OHS control • OHS policies and procedures • personnel practices and guidelines • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • using contractors • work site access security clearance procedures.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined or restricted spaces

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	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes

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	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements

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	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Ceiling surfaces may:	• be flat, suspended or raked • be made of hard or absorbent materials • encompass new technologies.
Fittings may include:	• cameras • ceiling fans • ornamental hanging lights • projecting lights • recessed lights • skylights • smoke detectors • speakers • sprinkler systems • televisions • vents and grilles.
Soil types may include:	• adhered soil • cobwebs • dust.
Cleaning techniques may include:	• cobwebbing • detailing • dusting, including high dusting • fully washing the ceilings and fittings • low-water cleaning methods, such as using microfibre cleaning products • rinsing • spot cleaning • wiping.

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Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.

Equipment may include:	• access equipment, such as ladders, including A frame ladders
	• cleaning equipment, including:
	  • anti-static dusters
	  • buckets
	  • cleaning cloths
	  • cobwebbers and extensions
	  • drop sheets
	  • fringe dusters
	  • glass cleaning equipment
	  • lamb's wool applicators
	  • scourers
	  • sponges
	  • microfibre products
	  • vacuum cleaners
	  • wall mates
	  • wheeled cleaner's trolleys.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Manufacturer specifications may	• equipment operating manuals • instructional guides

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include:	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • packaging • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

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Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2015A Maintain furniture, fittings and room dressing

Modification History

Revised unit

Unit updated and equivalent to PRMCL15B Maintain furniture and fittings and room dressing

Unit Descriptor

This unit of competency specifies the outcomes required to maintain furniture and fittings and to dress an area. Dressing is the placement and location of furniture, fittings and loose items in an orderly manner. This unit also covers the cleaning of office equipment, including computers.

The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and characteristics and surfaces of the furniture and fittings, and to apply company policies and procedures in order to perform the task. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area and items to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** are identified and risks controlled in work site according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type and condition of ***furniture, fittings and loose items*** are identified by observation according to work order and company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** for ***surfaces*** of the furniture, fittings and loose items are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel***, continued operation of office equipment, and efficient use of cleaning ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.

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		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.3	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site.	4.1	Soil is removed and furniture and fittings are cleaned using equipment, PPE, chemicals and cleaning techniques.
		4.2	***Dressing of the room or work area*** is performed according to work order, client requests and company requirements.
		4.3	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.

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		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback

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  - source, organise and record information
- observation skills to:
  - identify soil and stains
  - identify surface types to determine cleaning method
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
  - using equipment for cleaning
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment for cleaning furniture and fittings
- cleaning methods, including:
  - methods for various types of furniture and fittings
  - pre-spotting and stain removal
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to maintain furniture, fittings and room dressing, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing at least two different practical demonstrations of maintaining furniture,

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	fittings and room dressing.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of furniture, fittings and loose items and their surfaces • select cleaning equipment and chemicals • use safe and efficient cleaning methods • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with a range of furniture and fittings • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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	This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO3016A Wash furniture and fittings.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans • client communication procedures • client confidentiality procedures • client service standards • communication channels and reporting procedures

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	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire

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	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences

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	• industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS

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	• use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Furniture, fittings and loose items may include:	• furniture and fittings, such as:
	  • air conditioning vents
	  • bars
	  • beds
	  • bedside cupboards
	  • benches
	  • blinds
	  • ceiling fans
	  • chairs
	  • clocks
	  • compactus
	  • computers and associated equipment
	  • curtains
	  • desks
	  • displays
	  • door handles
	  • doors
	  • electrical items, including jugs and microwaves
	  • filing cabinets
	  • grilles
	  • lamps
	  • light fittings
	  • light switches
	  • ornaments
	  • picture frames
	  • railings
	  • refrigerators
	  • shelves
	  • skirting
	  • stoves
	  • tables
	  • telephone handsets
	  • vents
	  • walls
	  • window sills
	  • work stations
	• loose items, such as:

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	• ashtrays • bins • books and magazines • calculators • cups and saucers • desk calendars • electrical leads • food and drink containers • kitchen implements • mats • mugs • personal photos • phone indexes • radios • recognition awards • tissue boxes • wall charts.
Soil types can be wet or dry and may include:	• beverages • blood • blue tack • candle wax • chewing gum • cobwebs • dust • food • glue • grease • human and animal waste • lipstick • medicine • mud and dirt • nail polish • paint • shoe polish.
Cleaning techniques may include:	• dry wiping • dusting • low-water cleaning methods, such as using microfibre cleaning products • polishing • spot cleaning • vacuuming

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	• wet wiping.
Surfaces may include:	• fabric upholstery • glass • laminate • leather • metal • paint • plastic • polyresin • tiles • timber • vinyl.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.
Equipment may include:	• access equipment, such as ladders • alcohol wipes • buckets • damp cloths • dust extraction tools, such as wall mates and fridge dusters • lint-free dusters, such as lamb's wool and feather dusters • lint-free polishing cloths, such as cotton and colour-fast cloths • microfibre products • mini mops • oil impregnated cloths • polishing cloths • scourers.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes

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	• splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Dressing of the room or work area is usually performed in:	• boardrooms • food courts • function rooms • hospital wards • hotels • lounges • merchandising areas • motels • offices • public areas.
Waste may be either solid or liquid and include:	• chemicals past expiry date • dry waste, such as fluff and lint • liquid waste

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	• litter • obsolete equipment • packaging • soil • used cleaning cloths • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2017A Clean wet areas

Modification History

Revised unit

Unit updated and equivalent to PRMCL17B Clean a wet area

Unit Descriptor

This unit of competency specifies the outcomes required to clean a wet area so that it is free from soil, odour and hazards. It requires the ability to assess the extent of the cleaning task through understanding client requirements and special characteristics of wet areas, and to apply company policies and procedures in order to perform the task. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently, as is recognising the importance of paying careful attention to health and safety issues.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Wet areas include bathrooms, toilets and changing rooms. Areas such as swimming pools, kitchens, laundries and clinics generally require specialised cleaning methods. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	***Hazards*** are identified and risks controlled in work site according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.2	Operation and condition of fixtures and fittings are checked and pre-existing damage at work site is reported to appropriate persons according to work order and company requirements.
		1.3	***Soil*** is identified by observation according to work order and company requirements.
		1.4	Areas that require special attention, including graffiti, are identified according to work order and company requirements.
		1.5	Size and usage pattern of work site are determined to ensure safety of, and minimal disruption to, personnel and efficient use of cleaning equipment and chemicals.
		1.6	Cleaning techniques for wet areas are selected according to work order and company requirements.
2	Select equipment and chemicals.	2.1	Suitable ***personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS requirements.

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		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Signage and barriers are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.3	Work restrictions affecting completion of work order are identified and appropriate persons are notified.
4	Clean work site.	4.1	Loose soil is removed prior to commencing ***surface*** cleaning according to work order, and OHS and company requirements.
		4.2	Fixtures, fittings and surfaces are cleaned using equipment, chemicals and cleaning techniques according to work order, and OHS and company requirements.
		4.3	Remaining heavy soil, graffiti and stained surfaces are treated or reported to appropriate persons for follow-up action according to work order and company requirements.
		4.4	Soiled items are laundered according to work order and company requirements.
		4.5	Work is performed according to work order, manufacturer specifications, and legislative, OHS and company requirements.
5	Replenish consumables and tidy work site.	5.1	***Consumable items*** are replenished according to client requests, work order and company requirements.
		5.2	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.

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		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information

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    - seek and receive feedback
    - source, organise and record information
- observation skills to:
    - identify soil and stains
    - identify surface types to determine cleaning method
- organisational skills to plan and organise work
- problem-solving skills to manage contingencies
- skills to work safely when:
    - handling and disposing of chemicals
    - handling and disposing of contaminated and toxic waste
    - identifying hazards and controlling risks
    - manual handling
    - using equipment for:
        - cleaning glass
        - damp wiping
        - hosing
        - mopping
        - squeegeeing
        - sweeping
        - washing
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment for wet areas
- cleaning methods for:
    - wet areas
    - sterilising
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning a wet area, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
    - chemicals
    - equipment, including PPE

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of cleaning a wet area involving at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify hazards and risks associated with wet areas • identify fittings, surfaces and soil types found in wet areas • select cleaning equipment and chemicals • use safe and efficient cleaning methods • achieve outcomes in relation to customer work order and company requirements • comply with company and legislative requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable wet area venue • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace

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	tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2001A Maintain hard floor surfaces • CPPCLO2015A Maintain furniture, fittings and room dressing • CPPCLO3002A Restore hard floor surfaces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire

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	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures

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	• employer and employee rights and responsibilities • environmental protection procedures • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing

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	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Fixtures and fittings may include:	• baths • bidets • cleaner's sluices • hand basins • hand dryers • mirrors • paper dispensers • personal item product dispensers • racks • rubbish receptacles • showers • sinks • soap dispensers • spas

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	• taps • toilet bowls, seats and cisterns • troughs • urinal trough and wall • vanity units.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Soil types can be wet or dry and may include:	• blood • cobwebs • dust • food, food scraps and residue • grease • human and animal waste • litter • mould and algae

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	• mud and dirt • pen, texta and pencil • rust • soap scum.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.
Equipment may include:	• absorbent cleaning cloths • brooms • buckets • cleaning trolleys • damp cloths • doodle bugs • dry cloths • microfibre products • hoses and nozzles • lint-free cloths • long-handled brushes and dustpan tongs • mops • needle hazard disposal units • nylon scourers • scrapers • scrubbing brushes • scrubbing and polishing machines • toilet brushes • window squeegees • wringer buckets.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Cleaning techniques may include:	• buffing • cobwebbing • dusting • hosing • low-water cleaning methods, such as using microfibre cleaning products • mopping • polishing

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	• pre-spraying • scrubbing • spot cleaning • sweeping • wet wiping • window cleaning.
Wet areas may include:	• bathrooms • change rooms • ensuites • laundries • pools • spas • tea rooms and kitchenettes • toilets and restrooms • wash-up areas.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site • signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including: • cleaning in progress

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	• hazardous chemicals in use or present in work area.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Surfaces may include:	• ceramics and porcelain • chrome • concrete • glass • laminate • metal • paint • plastic • stainless steel • stone • new technologies • terracotta • vinyl.
Consumable items may include:	• air fresheners • bin liners • cloth towels and tea towels • deodorant blocks • hand towels, such as cloth, rolls and sheets • liquid and bar soap • personal toiletries • toilet paper.
Waste may be either solid or liquid and include:	• chemicals past expiry date • contaminated waste • liquid waste • obsolete equipment • packaging • soil • used cleaning cloths • used containers • used or contaminated PPE • used or unused chemicals.

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Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2019A Sort and remove waste and recyclable materials

Modification History

Revised unit

Element structure and performance criteria expanded to reflect workplace requirements

Skills and knowledge requirements and the range statement updated

New unit title

Unit based on PRMCL19B Remove waste

Unit Descriptor

This unit of competency specifies the outcomes required to remove waste from an area that is being cleaned and transfer it to a waste disposal point, usually specified by the client. Waste collection is usually conducted on a daily basis as part of a regular cleaning routine.

The unit requires the ability to assess the extent and types of waste through understanding client requirements and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently. It is very important to pay careful attention to health and safety issues affecting both the cleaner and the general public.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess waste to be removed.	1.1	Waste and recyclable materials are assessed, **work order** is reviewed according to **company requirements,** and issues are clarified with **appropriate persons.**
		1.2	***Hazards*** are identified and risks controlled in work site according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Waste and recyclable types to be collected are identified by observation according to work order and company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	***Equipment*** and ***chemicals*** are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Transfer waste to waste carrier.	3.1	Waste is transferred to ***waste carrier*** according to work order, and OHS and company requirements.

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		3.2	***Rubbish bins*** and surrounds are spot cleaned according to work order and company requirements.
		3.3	Soiled rubbish bin liners are replaced according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting the completion of work order are identified and appropriate persons are promptly notified.
4	Deliver waste to disposal unit.	4.1	Waste is promptly removed from site according to work order, and OHS and company requirements.
		4.2	Waste is transported to ***disposal unit*** by shortest practical and safest route according to work order, and OHS and company requirements.
5	Sort and deliver recyclable materials.	5.1	Recyclable materials are identified, separated and sorted according to work order, and OHS and company requirements.
		5.2	Recyclable materials are moved safely and according to work orders to recycling collection units used for each type of material.
		5.3	Recycling containers and surrounds are spot cleaned according to work order, and OHS and company requirements.
		5.4	Recycling containers are checked and replaced in designated locations, with signage indicating use.
		5.5	Records of recyclable materials that have been sorted and transferred are made according to work orders.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	***Cleaning techniques*** are used to clean equipment and PPE according to manufacturer specifications and OHS, company and ***environmental requirements***.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.

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6.3 Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.

6.4 Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
    - work orders
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- observation skills to:
  - identify waste types
  - identify hazards
- planning and organising skills to sort and deliver recyclable materials
- problem-solving skills to manage contingencies
- skills to work safely when:
  - controlling risks
  - damp wiping and spot cleaning
  - handling and disposing of contaminated and toxic waste

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  - selecting, handling and disposing of chemicals
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment for required cleaning
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - first aid procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to sorting and removing waste and recyclable materials, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- waste transfer procedures, including:
  - location of disposal units
  - location of waste pick-up equipment
  - types of waste handling equipment
  - types of waste storage receptacles and the selection and use of liners

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of removing waste involving at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify hazards and risks associated with handling waste • identify waste types

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	• comply with company and legislative requirements • use safe and efficient cleaning methods • use safe and efficient waste removal methods • select cleaning equipment and chemicals • achieve outcomes in relation to client work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable venue • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2001A Maintain hard floor surfaces • CPPCLO2004A Maintain carpeted floors • CPPCLO2015A Maintain furniture, fittings and room dressing • CPPCLO2017A Clean wet areas.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste may be either solid or liquid and include:	• chemical and metal, such as:
	  • computing consumables
	  • photocopying consumables
	  • printing consumables
	• contaminated and hazardous biological, such as:
	  • blood and other human waste
	  • cytotoxic waste
	  • soiled and disposable linen
	  • syringes and needles
	• general waste, such as:
	  • drinks
	  • foodstuffs.

Recyclable materials will be determined by company policy and client requirements and may include:	• packaging materials • paper • cardboard • food stuffs • plastics • glass • metals, such as aluminium • other items that are designated for re-use, such as toner cartridges.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials

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	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• using contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

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Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts of any equipment used in the removal, transfer and transport of waste and recyclable materials
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

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Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans

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	• job safety analyses • risk assessments • safe operating practices and procedures • safe system of work statements • safe work instructions • work method statements • reporting injury and dangerous occurrences • routes of entry and potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of: • MSDS • hazardous substance information, such as long latency periods • safety training, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Manufacturer specifications may include:	• equipment operating manuals • instructional guides • MSDS • other resources supplied by the manufacturer, such as: • laminated cards • notices • wall posters

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	• product labels • safety instructions pre-printed on equipment.
Equipment may include:	• bin liners • cleaning cloths • damp wiping kits • long-handled dustpans and brooms • nylon pads • pick-up trolleys • scrubbing brushes • spray bottles • wheelie bins (mobile garbage bins).
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Waste carriers may include:	• garbage bags • sharps containers • trolleys • wheelie bins.
Rubbish bins may include:	• bio-hazard bags and bins • contaminated waste bins • general purpose bins • needle hazard disposal units • radioactive waste bins • recycle bins • rest room bins • wet rubbish bins.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Disposal units may include:	• compactors • dumpmasters • large waste bins • open trucks

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	• wheelie bins.
Cleaning techniques may include:	• external cleaning, such as waste disposal units • full cleaning • spot cleaning • sweeping.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2033A Plan for safe and efficient cleaning activities

Modification History

Revised unit

Unit updated and equivalent to PRMCL33B Plan for safe and efficient cleaning activities

Unit Descriptor

This unit of competency specifies the outcomes required to plan for safe and efficient cleaning activities. The unit covers general issues that need to be addressed in each work site for each cleaning activity to ensure maximum safety and efficiency.

The unit requires the ability to assess cleaning tasks, associated hazards and security issues on the work site, maintain personal safety, and select safe and efficient cleaning methods. These work functions are performed each time a cleaner enters a work site and are carried out within company guidelines.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills..

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess cleaning situation.	1.1	***Work order*** is reviewed according to ***company requirements***.
		1.2	***Work site assessment*** is made according to company, ***environmental, legislative*** and ***occupational health and safety*** (OHS) ***requirements.***
		1.3	Work order is checked to determine staffing and time allocation for cleaning operation according to company requirements.
		1.4	Access to ***equipment, chemicals, consumables*** and ***personal protective equipment*** (PPE) suitable for implementing work order is determined according to environmental, legislative, OHS and company requirements.
		1.5	Issues are clarified with ***appropriate persons*** according to company requirements.
		1.6	Work schedules are amended to reflect changed situations according to company requirements.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to work order and company requirements.
2	Assess hazards.	2.1	***Hazards*** in work site are identified according to legislative, OHS and company requirements.
		2.2	Risks arising from hazards in work site are controlled according to legislative, OHS and company requirements.
		2.3	Hazards remaining in work site area are reported to appropriate persons according to legislative, OHS and company requirements.

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3	Assess work site security risks.	3.1	Security arrangements on work site are identified and implemented according to work order, and OHS and company requirements.
		3.2	Emergency response and evacuation procedures are reviewed according to OHS and company requirements.
		3.3	Security alarm systems are operated according to client specifications, work order, ***manufacturer specifications*** and OHS and company requirements.
4	Select suitable work methods.	4.1	Cleaning methods are selected according to work order and environmental, legislative, OHS and company requirements.
		4.2	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		4.3	Cleaning activity is arranged to minimise disruption to ***personnel*** according to work order and company requirements.
		4.4	Equipment is used according to manufacturer specifications and legislative, OHS and company requirements.
		4.5	Chemicals are prepared according to manufacturer specifications and legislative, OHS and company requirements.
		4.6	***Work restrictions*** affecting completion of work order are identified and appropriate persons are notified according to OHS and company requirements.

Required Skills and Knowledge

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

Required skills

interpersonal skills to relate to people from a range of backgrounds

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- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for estimating time
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
    - work orders
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - prioritise work
  - schedule efficiently
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team
- teamwork skills to lead teams

Required knowledge

- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - first aid procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to planning for safe and efficient cleaning activities, including OHS legislation
- product knowledge, including manufacturer specifications for products being used
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE

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- types of surfaces, their characteristics and appropriate cleaning methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of planning for safe and efficient cleaning activities involving at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • assess cleaning task • assess hazards on work site • assess effectiveness of work site security arrangements within scope of task and work order • select suitable cleaning methods • comply with company, legislative and regulatory requirements • use biological and viral control procedures • apply knowledge of routes of entry and potential symptoms of exposure to chemicals.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue • suitable equipment and chemicals • PPE • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning

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	knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2035A Maintain cleaning storage areas • CPPCMN2002A Participate in workplace safety arrangements.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules

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	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• using contractors.

Work site assessment may include:	• amount and type of cleaning required • client specifications • health and safety matters • identifying pre-existing damage • number and skills of cleaners available • security procedures • size and condition of work site • type and suitability of equipment.
Environmental requirements may	• clean-up, containment and isolation • company policies and guidelines

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include:	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis • communication devices for remote and isolated locations, such as: • mobile phone

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	• two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Equipment may include:	• access equipment • bins • brooms • buckets • buffers • cleaning trolleys • cloths • cobwebbers

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	• doodle bag holders • drop sheets • drying equipment • dust pans and brushes • dusters • extension poles • extraction units, wands and hand tools • hoses • ladders • microfibre products • mops • polishers • pressure-washing equipment and attachments • scouring pads • scrapers • scrubbers • sponges • spray bottles • squeegees • steam cleaners • sweepers • vacuum cleaners and attachments • window cleaning equipment • work site communication devices.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Consumables may include:	• air fresheners • hand towels • liner bags • soap • toilet paper.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses

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	• safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Appropriate persons may include:	• managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility

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	• reactivity • syringes or other sharps • temperature extremes • ultraviolet light • unsafe manual-handling techniques, including awkward and repetitive postures • unsafe underfoot conditions, such as slippery, uneven and rough surfaces • work in unfamiliar isolated or remote environments.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.

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Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2035A Maintain cleaning storage areas

Modification History

Revised unit

Unit updated and equivalent to PRMCL35B Maintain a cleaning storage area

Unit Descriptor

This unit of competency specifies the outcomes required to maintain cleaning equipment and consumable storage areas, which may be a vehicle or premises. The movement and control of equipment, chemicals and consumables used in the provision of cleaning services are also addressed.

The unit requires the ability to maintain and operate a safe and efficient cleaning storage area according to legislative requirements. Maintaining the storage area requires the ability to follow established procedures, understand issues associated with storing and using chemicals, and adhere to legislative and public health and safety requirements.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The unit applies to persons whose major function is cleaning, not storekeeping.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Maintain storage area	1.1	***Storage area*** is secured from unauthorised access according to ***legislative***, ***occupational health and safety*** (OHS) and ***company requirements***.
		1.2	***Hazards*** are identified and risks are controlled in storage area according to legislative, OHS and company requirements.
		1.3	***Safety warnings*** are prominently displayed and ***safety information*** is made accessible according to legislative, OHS and company requirements.
		1.4	***Equipment*** is stored, maintained and checked to enable ready access and re-use according to ***manufacturer specifications*** and legislative, OHS and company requirements.
		1.5	***Chemicals*** and ***consumables*** are stored according to manufacturer specifications and legislative, OHS and company requirements.
		1.6	***Personal protective equipment*** (PPE) is cleaned, safety-checked and stored, and maintenance requirements are recorded according to manufacturer specifications, and OHS and company requirements.
		1.7	***Work site communication devices*** and documents are reviewed and responded to according to company requirements.
		1.8	Collected ***waste*** is disposed of according to ***work order***, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		1.9	Storage area is made accessible and free of obstacles according to practical restrictions of site or vehicle, and according to OHS and company requirements.

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2	Control and maintain stocks of equipment and chemicals	2.1	Inventory system of equipment, PPE, chemicals and consumables with maximum and minimum holding levels is operated and maintained according to legislative and company requirements.
		2.2	Usage patterns are monitored and chemicals and consumables are re-ordered to maintain required levels according to company requirements.
		2.3	Labelling system of containers is maintained according to manufacturer specifications and legislative, OHS and company requirements.
		2.4	Chemicals and consumables are issued on a first-in first-out basis according to company requirements.
		2.5	Chemicals are prepared according to manufacturer specifications and legislative, OHS and company requirements.
		2.6	Obsolete equipment, chemicals and waste are collected and disposed of according to manufacturer specifications and environmental, legislative, OHS and company requirements.
3	Respond to emergency situations	3.1	Spillages and emergency situations are responded to with ***emergency response procedures*** according to environmental, legislative, OHS and company requirements.
		3.2	***Regulatory and company documentation*** is prepared according to environmental, legislative, OHS and company requirements.

Required Skills and Knowledge

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

Required skills
interpersonal skills to relate to people from a range of backgrounds • language, literacy and numeracy skills to:

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- communicate clearly and concisely verbally and in writing
- perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
- read and interpret directions and safety instructions, including:
  - chemical labels
  - equipment manuals
  - material safety data sheets (MSDS)
- request advice or further information
- seek and receive feedback
- source, organise and record information

- planning and organising skills to:
  - control stock
  - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

Required knowledge

- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- documentation requirements
- hazards and risks of storing, preparing, using and disposing of chemicals
- legislation, regulations, codes of practice and industry advisory standards that apply to maintaining cleaning storage areas, including OHS legislation
- product knowledge, including manufacturer specifications for equipment and chemicals being used
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing at least two practical demonstrations of maintaining cleaning storage areas.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • comply with company, legislative and regulatory requirements • maintain a secure and accessible storage area • use emergency response procedures • use good storage and housekeeping practices, particularly those relating to labelling and security of chemicals • use systematic stock control records.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable venue, including stores and store records • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to

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assessment	modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2033A Plan for safe and efficient cleaning activities • CPPCMN2002A Participate in workplace safety arrangements.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Storage area may be a vehicle, room, storage cupboard or other secure area separate from normal client functions and may include:	• chemical cupboards • clothes racks • desks • equipment storage bays • in-built vehicular storage arrangement to keep consumables and equipment secure during transport • slop sinks.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information

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	• industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety **(also known as workplace health and safety)** ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance

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	• use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• using contractors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches

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	• lights • untested electrical equipment • fatigue • fire • gas • heights • inadequate lighting and ventilation • infectious and zoonotic diseases, such as: • Q fever • scabies • mobile equipment and vehicle hazards around plant and vehicles • moving or unguarded parts • noise • occupational violence and bullying • poor personal hygiene practices • spill, splash and spray • release of substances with negative environmental impact • synergistic chemical reactions, such as: • hazardous incompatibility • reactivity • syringes or other sharps • temperature extremes • ultraviolet light • unsafe manual-handling techniques, including awkward and repetitive postures • unsafe underfoot conditions, such as slippery, uneven and rough surfaces • work in unfamiliar isolated or remote environments.
Safety warnings may include:	• charts and posters • instructions • labels • signs and placards • symbols.
Safety information may include:	• chemical co-location, separation and segregation arrangements • chemical manifests • chemical registers • colour codes • company policies and procedures • labels • manufacturer specifications • manufacturer instructions

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	• MSDS • OHS information • operation manuals.
Equipment may include:	• access equipment, such as ladders • bins • brooms • buckets • buffers • cleaning trolleys • cloths • cobwebbers • doodle bag holders • drop sheets • drying equipment • dust pans and brushes • dusters • extension poles • extraction units, wands and hand tools • hoses • microfibre products • mops • polishers • pressure-washing equipment and attachments • scouring pads • scrapers • scrubbers • sponges • spray bottles • squeegees • steam cleaners • sweepers • vacuum cleaners and attachments • window cleaning equipment • work site communication devices.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters

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	• product labels • safety instructions pre-printed on equipment.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Consumables may include:	• air fresheners • hand towels • liner bags • soap • toilet paper.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety harnesses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Work site communication devices may include:	• communication books • noticeboards • telephones and two-way radios • whiteboards.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • machine or vehicle exhaust emissions • packaging • used containers • used or contaminated PPE • used or unused chemicals.

Work order **information** may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations

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	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Emergency response procedures include:	• applying first aid • clean-up, containment and isolation • decontamination • documenting emergency response and evacuation procedures • evacuating work site or workplace • notifying authorities • using firefighting appliances • using PPE.

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Regulatory and company documentation may include:	• accident and incident reports • certificates and notices • customer files and databases • invoices • job sheets • OHS control procedures, forms and documentation • risk assessments.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2037A Clean external surfaces

Modification History

Revised unit

Unit updated and equivalent to PRMCL37A Clean external surfaces

Unit Descriptor

This unit of competency specifies the outcomes required to clean external surfaces. The unit covers the planned cleaning of external surfaces as well as spot cleaning of these surfaces in situations where only a part of the surface is soiled and requires immediate attention, such as graffiti markings.

Some external surfaces, such as sandstone and heritage buildings, may be sensitive and require the use of specialised cleaning methods.

The unit requires the ability to assess the extent of the cleaning task through knowledge of characteristics of the external surface and type of surface soiling, and to apply an understanding of client requirements and company policies and procedures in order to perform the task. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit applies to external surfaces less than two metres high. Surfaces requiring cleaning that are above this height require the use of specialised equipment, cleaning techniques and safety procedures.

The unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually and would be carried out under direct supervision within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** in work site are identified and risks controlled according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type and condition of ***external surface*** are identified by observation according to work order and company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	Work site access arrangements are identified according to work order, and OHS and company requirements.
		1.6	***Cleaning techniques*** are confirmed according to work order and company requirements.
		1.7	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.8	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and

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	and chemicals.		OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.3	***Work restrictions*** affecting completion of work order are identified and appropriate persons are notified.
4	Clean and tidy work site.	4.1	External surface is cleaned using equipment, PPE, chemicals and cleaning techniques.
		4.2	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
		4.3	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		4.4	Signage and barriers are removed according to work order, and OHS and company requirements.
5	Clean, safety	5.1	Equipment and PPE are cleaned according to

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	check and store equipment.	manufacturer specifications and environmental, OHS and company requirements.
	5.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
	5.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
	5.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- organisational skills to plan and organise work
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals

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  - handling and disposing of waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment for external surfaces
- cleaning techniques for various surface types
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning external surfaces, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of surfaces, their characteristics and appropriate cleaning methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of cleaning external surfaces involving at least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of external surfaces and types of soil • comply with company and legislative requirements • use safe and efficient cleaning methods

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	• select cleaning equipment and chemicals • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with a variety of external surface types and soil types • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work

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

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards

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	• dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection procedures • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • using contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise

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	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as	• allergic reactions, such as contact dermatitis • communication devices for remote and isolated locations, such

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workplace health and safety) ***requirements*** may relate to:	as: • mobile phone • two-way radio • dermatoxicological control and prevention measures • emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances • hazard identification and risk assessment mechanisms • health surveillance and monitoring, such as regular blood testing • hierarchy of hazard control procedures • maintaining clear access • national and industry standards and codes of practice • OHS control procedures, such as: • health and safety plans • job plans • job safety analyses • risk assessments • safe operating practices and procedures • safe system of work statements • safe work instructions • work method statements • reporting injury and dangerous occurrences • routes of entry and potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of: • MSDS • hazardous substance information, such as long latency periods • safety training, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
External surfaces may include:	• aluminium • brick • ceramic • concrete • marble • metal

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	• polymer resin • rendered surfaces • new technologies • terrazzo • wood. Note: External surfaces in some situations, such as heritage sites, are only cleaned by specialists.
Soil types may include:	• food and beverage stains • food grime • graffiti made with ink, texta and paint • human and animal waste • mould and mildew • mud and soil • scuff marks.
Cleaning techniques may include:	• hand washing • low-water cleaning methods, such as using microfibre cleaning products • pre-spraying • rinsing • scraping • spot cleaning • squeegeeing.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.

Equipment may include:	• access equipment, such as:
	  • A framed ladders
	  • wet area electrical safety connections
	• cleaning equipment, such as:
	  • buckets
	  • cloths
	  • extraction units for contaminated waste
	  • garbage bins
	  • microfibre products
	  • nylon scourer pads
	  • scrapers
	  • scrubbing brushes
	  • soft bristle brooms
	  • spray bottles

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	• squeegees • water-fed brooms.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs or plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources

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	• time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • contaminated waste • liquid waste • obsolete equipment • packaging • soil • used cleaning cloths • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2043A Clean using microfibre techniques

Modification History

New unit

No equivalent unit

Unit Descriptor

This unit of competency specifies the outcomes required to use microfibre cleaning techniques. The unit requires the ability to analyse the capacity of microfibre and low-water cleaning techniques, communicate the benefits to customers, and use the technology for cleaning.

Application of the Unit

Microfibre cleaning techniques can be applied to a range of surfaces, including all floor surfaces, walls, furniture and fabric. Cleaning may take place in a residential or commercial setting. Microfibre products are used for both dry (dusting) and damp cleaning.

This unit of competency supports individuals working in the cleaning industry as an employee or a self-employed business owner. The individual operates within the scope of their defined roles and responsibilities and typically works autonomously. The individual is responsible for ensuring the microfibre and low-water cleaning technique is understood, communicated to the customer and used effectively to achieve the required standard of cleaning.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse and communicate benefits of microfibre cleaning	1.1	Technical capacity of microfibre cleaning techniques is assessed and **described to client.**
		1.2	***Applications*** suitable for microfibre cleaning are assessed and described to client.
		1.3	***Benefits*** and suitable application for techniques are identified and communicated to client**.**
2	Prepare for cleaning.	2.1	Suitability of microfibre techniques for application in work area is assessed according to ***company procedures***.
		2.2	Work order is assessed and clarification of issues is sought from supervisor or client according to standard company procedures.
		2.3	Pre-existing damage to fabrics or fixtures is identified and reported to appropriate persons according to work order and company requirements.
		2.4	***Microfibre cleaning equipment*** is selected and prepared for use.
		2.5	Occupational health and safety (OHS) requirements relevant to task are identified and steps taken to ensure safe operations and minimisation of ***risks and hazards***.
3	Undertake cleaning process.	3.1	Manufacturer specifications for care and cleaning of surface or fabric are identified.
		3.2	Limitations of results are determined and communicated clearly, politely and in terms that are understandable to

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			client.
		3.3	***Cleaning techniques*** that conform to company procedures and manufacturer specifications of microfibre product use are identified.
		3.4	Cleaning technique, timing of service and requirements for care after cleaning process are determined and communicated to client.
		3.5	Spotting or pre-treatment of **stains** is conducted according to company standards and procedures.
		3.6	Microfibre cleaning is undertaken to specified standards.
4	Finalise cleaning process.	4.1	***Microfibre cloths and mops*** are sanitised, washed, dried and stored according to manufacturer specifications to maximise their efficacy and longevity.
		4.2	Room being cleaned is dressed according to agreed procedures and left in a manner that meets client expectations.
		4.3	Equipment used in cleaning process is cleaned and stored according to company procedures and standards.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - explain microfibre cleaning to clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - read and record measurements
  - read and interpret directions and safety instructions, including:
    - chemical labels

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    - equipment manuals and specifications
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek, receive and respond to feedback
  - source, organise and record information
- problem-solving skills to manage contingencies
- skills to work safely when identifying hazards and controlling risks
- self-management skills to work alone and in a team

Required knowledge

- carpet and upholstery construction, including:
  - characteristics of surfaces and fabrics
  - characteristics of yarns, fibres and piles
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - hazard and risk assessment techniques
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning using microfibre techniques, including OHS legislation
- mircrofibre and low-water usage cleaning, including:
  - benefits of use, such as:
    - cost efficient
    - environmentally responsible
  - characteristics of products
  - techniques for use
- routes of entry and potential symptoms of exposure to chemicals

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of cleaning using microfibre low-water techniques in either simulated or actual workplace or settings.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • communicate in order to convey benefits of microfibre low-water techniques to client, elicit required information from client, and negotiate access to the site • determine site risks using analytical skills • assess suitability of microfibre techniques for application in work area • clean to required standard using microfibre products for floors, furniture and other surfaces.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • range of actual or simulated work environments • clients with differing needs and expectations • industry documentation and relevant codes and standards.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Applications for microfibre usage include:	• dry (dusting) and damp cleaning of:
	  • floor surfaces
	  • furniture
	  • upholstery fabrics
	• applying floor finishes.

Benefits of microfibre and low-water techniques include:	• efficient and effective cleaning resulting from microfibre composition of fine filaments of polyester and polyamide which capture and hold on to dirt and bacteria • environmentally responsible cleaning resulting from reduced water usage and very low or no exposure to chemicals (note: microfibre should be used with reduced amounts of chemicals, although chemical use is not totally eliminated in all circumstances) • lightweight mops (carrying less water) and other cleaning tools that reduce physical strain on operators • lower costs resulting from lowered water, electricity and chemical use • reduced exposure to allergens for clients and cleaners.
Company procedures may include:	• client-specific contractual requirements • documentation and information systems and processes • legal and company policy or guidelines • legislation relevant to the operation • company service standards • personnel practices and guidelines outlining work roles, responsibilities and delegations • using electronic job scheduling and communication devices.

Microfibre cleaning equipment includes:	• products specifically designed for:
	  • moist and damp cleaning
	  • dusting and delicate cleaning
	• specific equipment, such as:
	  • mops
	  • dusters, such as mitts and cloths
	  • extension handles

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	• window squeegees.

Risks and hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces

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	• work in unfamiliar isolated or remote environments.
Cleaning techniques using microfibre may include:	• using cloth and water in spray bottle to spot clean low-level stains • using damp (not wet) mops and cloths • using damp mops for hard floor surface cleaning and finishing • using dry mopping techniques.
Microfibre cloths and mops are cleaned and maintained effectively by:	• air drying for optimal performance • avoiding fabric softeners • regular hand or machine washing in hot soapy water • removing stains with hot water and washing liquid • washing products on their own to avoid static transfer of lint.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2044A Prepare rooms for guests and residents

Modification History

New unit

No equivalent unit

Unit Descriptor

This unit of competency specifies the outcomes required to prepare rooms, including bedrooms and bathrooms, for guests or residents in accommodation establishments.

The unit covers the ability to assess the extent of the cleaning task through an understanding of client requirements and the characteristics and surfaces of the furniture, fixtures and fittings. It also covers applying company policies and procedures in order to perform the cleaning task. The selection of appropriate equipment, chemicals and methods is essential for performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision, within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Set up equipment and trolleys.	1.1	***Equipment*** required for servicing ***rooms*** is selected and prepared according to enterprise procedures.
		1.2	Supplies required for cleaning trolleys are identified and selected or ordered in sufficient quantities according to enterprise procedures.
		1.3	Trolleys are safely loaded with adequate supplies according to enterprise procedures.
2	Access rooms for servicing.	2.1	Rooms requiring service are identified from information supplied to cleaning staff.
		2.2	Rooms are accessed according to enterprise client service and security procedures.
		2.3	Rooms are accessed in the correct order and with minimum disruption to guests or residents.
3	Check rooms.	3.1	Guest or resident items left in vacated rooms are collected and stored according to enterprise procedures.
		3.2	Rooms are checked for defects and damages which are recorded and reported according to enterprise procedures.
		3.3	Pests are identified promptly and action is taken according to safety and enterprise procedures.
		3.4	Unusual or suspicious items or occurrences are reported promptly according to enterprise procedures.
4	Make up beds.	4.1	Beds and mattresses are stripped and pillows and linen checked for stains and damage.

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		4.2	Bed linen is replaced according to enterprise standards and procedures.
5	Clean rooms.	5.1	***Furniture***, ***fixtures*** and ***fittings*** are cleaned according to enterprise procedures and safety and hygiene guidelines.
		5.2	***Room supplies*** are checked and replenished or replaced according to enterprise standards.
		5.3	Trolleys and equipment are cleaned and stored after use according to enterprise standards.

Required Skills and Knowledge

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

Required skills

interpersonal skills to relate to people from a range of backgrounds

- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - listen to directions and instructions
  - perform mathematical calculations required for calculating quantities, and mixing chemicals and cleaning agents as specified on product labels
  - read and interpret directions and safety instructions, including:
    - product labels
    - diagrams that identify good hygiene practices
    - equipment manuals
    - safety instructions
    - organisational policies and procedures
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- observation skills to:
  - identify soil and stains
  - identify surface types to determine cleaning method
- organisational skills to prepare equipment and materials for a given cleaning context
- problem-solving skills to manage contingencies
- skills to work safely when:

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  - handling and disposing of chemicals and contaminated or toxic waste
  - identifying hazards and controlling risks
  - manual handling
  - using equipment for cleaning
- self-management skills to work alone and within a team

Required knowledge

- cleaning chemicals and equipment for cleaning furniture, fixtures and fittings
- cleaning methods, including:
  - methods for various types of furniture, fixtures and fittings
  - pre-spotting and stain removal
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - occupational health and safety (OHS) procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning operations, including OHS legislation
- routes of entry and potential symptoms of exposure from chemicals
- safe work practices, for using:
  - chemicals
  - equipment, including personal protective equipment (PPE)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing at least two different practical demonstrations of preparing rooms for guests and residents.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of furniture, fixtures and fittings and loose items and their surfaces

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	• organise and carry out the complete servicing of a guest or resident's room • select cleaning equipment and chemicals • use safe and efficient cleaning methods • comply with company and legislative requirements • achieve outcomes in relation to work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue, including fully equipped guest or resident rooms with a range of furniture, fixtures and fittings requiring cleaning, housekeeping storage areas and all housekeeping equipment required for room cleaning • suitable equipment and chemicals • PPE • equipment operating manuals • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment must include:	• brushes • buckets • cleaning agents and chemicals • cleaning and polishing cloths • gloves • mops • PPE • vacuum cleaners.
Rooms may include:	• balcony or deck • bathroom • bedroom • kitchen • lounge.
Furniture, fixtures and fittings may include:	• desks • floor surfaces • light fittings • mirrors and glassware • refrigerators • shelving • soft furnishings • telephones • televisions • wardrobes.
Room supplies may include:	• bathroom supplies • crockery • cutlery • enterprise material • fridge supplies • glassware • linen • local information • magazines and newspapers

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	• stationery • tea, coffee and sugar.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO3002A Restore hard floor surfaces

Modification History

Revised unit

Unit updated and equivalent to PRMCLO2B Restore a hard floor surface

Unit Descriptor

This unit of competency specifies the outcomes required to restore hard floor surfaces. The unit applies to both manual and mechanical methods of hard floor surface restoration. It requires the ability to assess the extent of the restoration task through understanding client requirements and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** in work area are identified and associated risks assessed according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Surface type of ***hard floor*** is identified by observation according to work order and company requirements.
		1.4	***Surface texture*** is identified by observation according to work order and company requirements.
		1.5	***Embedded soil*** is identified by observation according to company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	***Restoration cleaning techniques*** for surface of hard floor are selected according to work order and company requirements.
		1.8	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	Suitable ***personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS

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			requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting the completion of work order are identified and appropriate persons are promptly notified.
4	Restore hard floor surface.	4.1	Hard floor surface is restored using equipment, PPE, chemicals and restoration cleaning techniques according to work order, manufacturer specifications, and OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to

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chemicals.		manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
	6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
	6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- correct working skills for:
  - applying sealer finish
  - buffing and spray buffing
  - machine scrubbing or scrubbing with deck scrubber
  - mopping
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:

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- manage time
- sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their applications for hard floor surfaces
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to restoring hard floor surfaces, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using chemicals and equipment, including PPE
- types of hard floor surfaces, including:
  - characteristic of surfaces
  - restoration methods, such as applying surface finishes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of restoring hard floor surfaces involving at least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

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	In particular the person should demonstrate the ability to: • identify type and condition of hard floor surface and soil type • use safe and efficient restoration methods • select cleaning equipment • comply with company, legislative and regulatory requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2001A Maintain hard floor surfaces.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE

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	• those relating to own role, responsibility and delegation • work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection procedures • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • using contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined or restricted spaces • contaminated clothing, materials or equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from: • cables • electrical fittings: • switches • lights • untested electrical equipment • fatigue • fire • gas • heights • inadequate lighting and ventilation • infectious and zoonotic diseases, such as: • Q fever • scabies

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	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation

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	• workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Hard floors may include:	• brick • ceramic tiles • concrete

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	• cork • marble • parquetry • pavers • polished wood • proprietary flooring encompassing new technologies • quarry tiles • rubber • slate • terrazzo • vinyl • wood.
Surface texture may include:	• non-slip surface • porous or non-porous • sealed or non-sealed • smooth or textured.
Embedded soil types can be wet or dry and may include:	• chemical • food and beverages • gravel • grease • heavy dirt build-up • industrial • liquid • oil • paint • tar.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, building or shopping centre staff and management.

Equipment may include:	• bassine brushes
	• bristle scrubbing brooms, such as:
	  • deck scrubber
	  • stiff nylon
	  • tynex for concrete
	• buckets, including ergonomic and split systems
	• cleaning trolleys
	• cloths
	• cotton and anti-static mops
	• cotton and polycotton mops

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	• doodle bag holders • dust control mops • insta-lock pad holders • mechanical scrubbers • microfibre products • range of floor pads for scrubbing and buffing • rotary brushes • scouring pads, scrapers and steel wool • vertical drum scrubbers and cylindrical brushes.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • sealer finish • solvent cleaners.
Restoration cleaning techniques may include:	• applying floor sealer finishes • dry buffing • dust mopping • low-water techniques, such as using microfibre cleaning products • scrubbing • spray buffing • sweeping • wet mopping.
Personal protective equipment may include:	• ear muffs or plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Manufacturer specifications may include:	• equipment operating manuals • instructional guides • MSDS • other resources supplied by the manufacturer, such as:

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	• laminated cards • notices • wall posters • product labels • safety instructions pre-printed on equipment.
Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site • signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including: • cleaning in progress • hazardous chemicals in use or present in work area.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • packaging • sweeping detritus • used containers • used or contaminated PPE • used or unused chemicals.
Environmental requirements may include:	• clean-up, containment and isolation • company policies and guidelines • emergency chemical spill control measures • environmental protection agency and requirements of government departments, such as: • agriculture • emergency services • hazardous materials handling • local government regulations and by-laws • low-energy cleaning methods • low environmental-impact chemicals • low-moisture cleaning methods • low water-use equipment and water-efficient cleaning methods • non-chemical cleaning methods.

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Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO3003A Replace a hard floor finish

Modification History

Revised unit

Unit updated and equivalent to PRMCLO3B Replace a hard floor finish

Unit Descriptor

This unit of competency specifies the outcomes required to replace a hard floor finish. The unit covers the processes involved in removing the old floor sealant and replacing it with a new protective coating. This process is commonly known within the industry as ‘strip and seal’.

The unit requires the ability to assess the extent of the removal and replacement needed through understanding client requirements and applying organisational policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be stripped and sealed.	1.1	Area requiring ***strip and seal*** is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons.***
		1.2	***Hazards*** are identified and risks controlled in work site according to ***legislative***, ***occupational health and safety*** (OHS) and company ***requirements***.
		1.3	Type of ***sealant or finisher*** on ***hard floor*** is identified by observation according to work order and company requirements.
		1.4	Type and condition of surface sealant or finisher are identified by observation and testing according to work order and company requirements.
		1.5	Compatible sealant or finisher is selected to replace existing sealant according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Extent of required strip and seal is assessed and ***replacement method*** is selected according to work order and company requirements.
		1.8	Timing and availability of work site for strip and seal are confirmed according to work order and company requirements.
		1.9	Pre-existing floor damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and

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	and chemicals.		OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required during cleaning operation according to work order, and OHS and company requirements.
		3.4	Floor surface is cleaned to remove ***soil*** according to company requirements.
		3.5	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Remove and replace hard floor surface.	4.1	Equipment and chemicals are used to strip existing sealant or finisher off hard floor according to work order, manufacturer specifications and company requirements.
		4.2	Equipment and chemicals are used to seal hard floor surface by applying sealant/finish according to work order, manufacturer specifications and company requirements.
		4.3	Work is performed according to work order,

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			manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- correct working skills for:
  - applying sealants or finishers
  - buffing and spray buffing
  - machine scrubbing
  - mopping

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    - sweeping
- customer service skills to:
    - establish rapport with clients
    - gain clients' trust
    - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
    - communicate clearly and concisely verbally and in writing
    - perform mathematical calculations required for:
        - preparing chemicals as specified on product labels
        - measuring area
    - read and interpret directions and safety instructions, including:
        - chemical labels
        - equipment manuals
        - material safety data sheets (MSDS)
    - request advice or further information
    - seek and receive feedback
    - source, organise and record information
- planning and organising skills to:
    - manage time
    - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
    - handling and disposing of chemicals
    - handling and disposing of contaminated and toxic waste
    - identifying hazards and controlling risks
    - manual handling
- self-management skills to work alone and in a team
- teamwork skills to lead teams

Required knowledge

- chemicals, including:
    - routes of entry and potential symptoms of exposure to chemicals
    - sealants or finishers and equipment and their application requirements for hard floor surfaces
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting

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  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to replacing a hard floor finish, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of hard floor surfaces, including:
  - characteristic of surface finishes
  - relevant replacement methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of replacing a hard floor finish involving at least two different surfaces and two different work areas.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify types of hard floor surfaces and sealants or finishers • comply with company and legislative requirements • use safe and efficient replacement methods • select cleaning equipment and chemicals, including sealants or finishers • achieve outcome in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue • suitable equipment and chemicals, including sealants or finishers • PPE

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	• equipment operating manuals and MSDS • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2001A Maintain hard floor surfaces • CPPCLO3002A Restore hard floor surfaces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Strip and seal involve:	• reducing existing sealant to solution using approved stripper • removing slurry of sealant and stripper from floor using manual or machine methods • applying approved sealant/finisher to hard floor surface using manual or machine methods.

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Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• defined resource parameters
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures

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	• employer and employee rights and responsibilities • environmental protection procedures • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray

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	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures

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	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Sealant or finisher may include:	• solvent-based wax finishes
	• water-based sealants, such as:
	  • acrylic co-polymers
	  • water-based urethanes.

Hard floors may include:	• bricks • ceramic tiles • concrete • cork • marble • parquetry

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	• pavers • polished wood • proprietary flooring encompassing new technologies • quarry tiles • rubber • slate • terrazzo • vinyl • wood.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.

Equipment may include:	• abrasive pads
	• automatic scrubbers
	• bassine brushes
	• cleaning trolleys
	• cloths
	• dry vacuum cleaners
	• floor pads of various sizes for stripping old sealant and buffing
	• floor scrapers
	• floor squeegees
	• hand doodle bug holders
	• insta-lock pad holders
	• long-handled dustpans and brushes
	• low and high-speed buffers
	• microfibre products
	• mops (polycotton or cotton)
	• nylon pads
	• sealant applicators, such as:
	  • fringe mops
	  • lamb's wool applicators
	  • weighted acrylic covered applicators
	  • wringer mops
	• scrubbers, usually mechanical
	• steel wool
	• wet vacuum cleaners.

Chemicals may include:	• acid cleaners • alkaline cleaners • finishes • low environmental-impact chemicals

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	• neutral cleaners • sealants • solvent cleaners • stripping agents.
Replacement methods may include:	• light strip and seal • total strip and seal.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Soil types can be wet or dry and include:	• beverages • chemical • cigarette butts • dust • food • gravel • heavy dirt build-up

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	• hospital waste • industrial • liquids • oil • paper • rainwater • stones • syringes • tar.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • obsolete equipment • packaging • sealer and stripper detritus • soil • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

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Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO3013A Clean window coverings

Modification History

Revised unit

Unit updated and equivalent to PRMCL13B Clean window coverings

Unit Descriptor

This unit of competency specifies the outcomes required to clean a range of window coverings to remove dirt and grime. The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and the type of window coverings and fixtures, and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines. Where ladders are being used, the work is usually done in pairs.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess items to be cleaned.	1.1	**Window coverings and fixtures** to be cleaned are assessed, **work order** is reviewed according to **company requirements**, and issues are clarified with **appropriate persons.**
		1.2	***Hazards*** are identified and risks controlled in work site according to ***legislative***, ***occupational health and safety*** (OHS) and company ***requirements***.
		1.3	Type of window coverings and fixture method are identified by observation according to work order and company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.6	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.

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3	Prepare for cleaning.	3.1	Hazards in work site are confirmed and risks controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Locations of washing and drying sites are selected according to work order and legislative, OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required according to work order, and OHS and company requirements.
		3.4	Window coverings and fixtures are removed according to work order, and OHS and company requirements.
		3.5	Window coverings and loose fittings are tagged to ensure correct refit according to work order and company requirements.
		3.6	***Work restrictions*** affecting the completion of work order are identified and appropriate persons are notified.
4	Clean and refit window coverings.	4.1	Window coverings are sorted according to washing method, work order and company requirements.
		4.2	Window coverings are washed and rinsed, and excess water is removed using equipment, PPE, chemicals and ***cleaning techniques*** and according to OHS requirements.
		4.3	Window coverings are dried according to work order and company requirements.
		4.4	Window coverings are checked and spot cleaned if necessary according to work order and company requirements.
		4.5	Window coverings are refitted and checked to be in working order according to work order, manufacturer specifications and OHS and company requirements.
		4.6	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.

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5	Tidy work site.	5.1	Wash area is cleaned according to work order and company requirements.
		5.2	Signage and barriers are removed according to work order, and OHS and company requirements.
		5.3	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- correct working skills for:
  - identifying surface types and their suitability for either wet or dry cleaning
  - performing basic wash-down and full immersion wash
  - spot cleaning
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds

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- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their application for surfaces of window coverings
- cleaning methods for window coverings
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning window coverings, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of window coverings and fixtures, their characteristics and methods of operation

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of cleaning window coverings involving at least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of window coverings and fixtures • select cleaning equipment and chemicals • select safe and efficient cleaning methods • remove, clean and refit window coverings according to customer work order, and company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with a range of window covering types • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace

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	tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Window coverings and fixtures can be made from cloth, metal, plastic, textile, vinyl or wood and include:	• awnings • coverings encompassing new technologies • fixed pelmet systems • flywire • Holland blinds • lined curtains • Roman blinds • security screens • shutter systems • unlined curtains • Venetian blinds • vertical blinds.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks

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	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• using contractors.

Appropriate persons may	• clients

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include:	• colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and

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	repetitive postures • unsafe underfoot conditions, such as slippery, uneven and rough surfaces • work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice

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	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Soil types may include:	• adhered soil • cobwebs • dust • mould and mildew • nicotine stains • oil • paint • road grime.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.

Equipment may include:	• access equipment, including:
	  • A frame ladders
	  • extension ladders
	  • screwdrivers
	• cleaning equipment, including:

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	• brushes • chamois • cleaning cloths • garbage bins • hoses • hot air dryers • microfibre products • pressure-washing equipment • scourers • soft brooms • water extraction machines.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site • signs complying with legislative requirements and Australian

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	standards warning of danger or adverse conditions, including: • cleaning in progress • hazardous chemicals in use or present in work area.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Cleaning techniques may include:	• air blowing • dusting • low-water cleaning methods, such as using microfibre cleaning products • pressure washing • rinsing • scrubbing • spot cleaning • water extraction • wiping.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • packaging • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods

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	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO3014A Maintain 'clean room' environments

Modification History

Revised unit

Unit updated and equivalent to PRMCL14B Maintain a ‘clean room’ environment

Unit Descriptor

This unit of competency specifies the outcomes required to maintain ‘clean room’ environments. Cleaning in a ‘clean room’ environment is a specialised field of cleaning. The unit is an introduction to this type of cleaning and focuses on the need to exercise caution when selecting cleaning methods to ensure safety of personnel and equipment.

The unit requires the ability to assess the extent of the cleaning task through knowledge of the characteristics of a ‘clean room’ environment and by applying and understanding client requirements and company policies and procedures in order to perform the task. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Clean rooms are specialist facilities where dust presents a hazard to the safe and efficient operation of electronic and other sensitive equipment. Some clean rooms may be pressurised to reduce the amount of dust entering the room. Clean rooms may be used for specialised computer installations, computer equipment repairs, PABX units, manufacturing electronic components, laboratories and sterile rooms for food manufacturing.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** are identified and risks controlled in work site according to ***legislative***, ***occupational health and safety*** (OHS) and company ***requirements***.
		1.3	Types of ***clean room surfaces*** to be cleaned are identified by observation, and potential for ***damage to clean room equipment*** is assessed according to ***manufacturer specifications***, work order and company requirements.
		1.4	***Soil types*** are identified on surfaces by observation according to work order and company requirements.
		1.5	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.6	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to manufacturer specifications, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.

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		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required according to work order, and OHS and company requirements.
		3.3	Furniture and fittings that impede the cleaning operation are removed according to work order and company requirements.
		3.4	Cleaning procedures are planned and move from highest to lowest point in work site according to work order, and OHS and company requirements.
		3.5	Client-approved power outlets for electrical cleaning equipment are located prior to use according to work order and company requirements.
		3.6	***Work restrictions*** affecting completion of work order are identified and appropriate persons are notified.
4	Clean work site.	4.1	Soil is removed and surfaces are cleaned using equipment, PPE, chemicals and ***cleaning techniques*** according to work order, manufacturer specifications and OHS and company requirements.
		4.2	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Signage and barriers are removed according to work

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			order, and OHS and company requirements.
		5.2	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- correct working skills to:
  - clean glass
  - maintain ceiling surfaces and fittings
  - maintain hard floor surfaces
  - maintain soft floor surfaces
  - use spot cleaning
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:

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  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- organisational skills to plan and organise work
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
  - using equipment for cleaning
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment suitable for using with sensitive equipment
- cleaning methods for ‘clean room’ environments, including:
  - low-water cleaning
  - use of microfibre techniques
  - vacuuming hard to access spaces
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- impact of dust, moisture, electrical current and magnetic fields on sensitive electronic equipment
- legislation, regulations, codes of practice and industry advisory standards that apply to maintaining a ‘clean room’ environment, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of maintaining a 'clean room' environment involving at least two different work site environments. It is also recognised that gaining access to a clean room for both the candidate and assessor can be, given the nature of clean rooms, problematic. A properly constructed simulation of the cleaning process is therefore an appropriate assessment strategy.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify types of surfaces and fittings • use safe and efficient cleaning methods • select cleaning equipment and chemicals • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site venue • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently

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	identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules

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	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals
	  • electronic manufacturing
	  • laboratories.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined or restricted spaces • contaminated clothing, materials or equipment

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	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local

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	government regulations affecting company operation, including: • anti-discrimination and diversity policies • chemical controls • chemical registers and manifests • consumer protection • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences

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	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Clean room is a specialised facility that may accommodate:	• electronic manufacturing environment • laboratories • PABX equipment • specialised computer installation • sterile food manufacturing environments.

Surfaces may include:	• benchtops and work stations
	• equipment casings
	• cabling
	• ceilings
	• fittings, such as:
	  • cameras
	  • lights
	  • monitors
	  • skylights
	  • smoke detectors
	  • sprinkler systems
	• furniture
	• glass
	• hard floor surfaces
	• soft floor surfaces, such as special dust-catching carpets
	• surfaces encompassing new technologies
	• vents and grilles.

Damage to clean room equipment may include:	• damage caused by liquids entering or moisture accumulating in:
	  • electrical and other cabling
	  • equipment casings
	• electrostatic or electromagnetic contamination
	• falling or airborne dust

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	• loosening of cables or wiring.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Soil types may include:	• dust • litter.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.

Equipment may include:	• access equipment, such as:
	  • A frame ladders
	  • extension poles
	• cleaning equipment, such as:
	  • brooms
	  • buckets
	  • buffing machines with brushes and pads
	  • damp mops
	  • dust mops
	  • dust pans
	  • garbage bins
	  • glass cleaning equipment
	  • lint-free and anti-static cleaning cloths
	  • microfibre products
	  • scourers
	  • vacuum cleaners fitted with micron filters and bags
	  • vacuum crevice tools
	  • wheeled cleaning trolleys.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.

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Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Cleaning techniques may include:	• buffing • damp mopping • dust mopping • spot cleaning • steam cleaning • surface wiping with lint-free or anti-static cloths • low-water cleaning methods, such as using microfibre cleaning products • vacuum cleaning • vacuuming with crevice tool on hard to access surfaces.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • packaging • used cleaning cloths

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	• used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO3016A Wash furniture and fittings

Modification History

Revised unit

Unit updated and equivalent to PRMCL16B Wash furniture and fittings

Unit Descriptor

This unit of competency specifies the outcomes required to wash furniture and fittings. This function is usually part of client specifications for periodic rather than routine cleaning and covers a range of surface types and cleaning methods.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Assess furniture and fittings to be cleaned.	1.1	***Furniture and fittings*** are assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*.**
		1.2	***Hazards*** are identified and risks controlled in work site according to ***legislative***, ***occupational health and safety*** (OHS) and company ***requirements***.
		1.3	Type and condition of furniture and fittings are identified by observation according to work order and company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.

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3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to **work order, and OHS and company requirements**.
		3.3	Furniture and fittings that impede cleaning operation are moved according to work order, and OHS and company requirements.
		3.4	Floor, furniture and fittings are covered by drop sheets as necessary according to work order and company requirements.
		3.5	***Work restrictions*** affecting completion of work order are identified and appropriate persons are notified.
4	Clean furniture and fittings.	4.1	Soil is removed from ***surfaces***, and furniture and fittings are washed using equipment, PPE, chemicals and cleaning techniques.
		4.2	Work area is restored according to work order and company requirements.
		4.3	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment,	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS

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		and company requirements.
and store equipment and chemicals.	6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements and required maintenance is recorded according to company requirements.
	6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
	6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- analytical skills to:
  - identify soil and stains
  - identify surface types
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time

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    - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
    - handling and disposing of chemicals
    - handling and disposing of contaminated and toxic waste
    - identifying hazards and controlling risks
    - manual handling
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their application for surfaces of furniture and fittings
- cleaning methods for furniture and fittings, including:
    - pre-spotting and stain removal
    - low-water
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to washing furniture and fittings, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
    - chemicals
    - equipment, including PPE

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of washing furniture and fittings involving at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

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competency in this unit	In particular the person should demonstrate the ability to: • identify type and characteristics of furniture and fittings and their surfaces • use safe and efficient cleaning methods • select cleaning equipment and chemicals • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable venue with a range of furniture and fittings • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2015A Maintain furniture, fittings and room dressing.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Furniture and fittings may include:	• air conditioning vents • bars • beds • bedside cupboards • benches • blinds • ceiling fans • chairs • clocks • compactus • computers and associated equipment • curtains • desks • displays • door handles • doors • electrical items, including kettles and microwaves • filing cabinets • grilles • lamps • light fittings • light switches • ornaments • ovens • picture frames • railings • refrigerators • shelves • skirting • stoves • tables • telephone hand sets • vents

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	• walls • work stations • window sills.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards

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	• dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection procedures • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise

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	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as	• allergic reactions, such as contact dermatitis • communication devices for remote and isolated locations, such

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workplace health and safety) ***requirements*** may relate to:	as: • mobile phone • two-way radio • dermatoxicological control and prevention measures • emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances • hazard identification and risk assessment mechanisms • health surveillance and monitoring, such as regular blood testing • hierarchy of hazard control procedures • maintaining clear access • national and industry standards and codes of practice • OHS control procedures, such as: • health and safety plans • job plans • job safety analyses • risk assessments • safe operating practices and procedures • safe system of work statements • safe work instructions • work method statements • reporting injury and dangerous occurrences • routes of entry and potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of: • MSDS • hazardous substance information, such as long latency periods • safety training, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Soil types can be wet or dry and may include:	• beverages • blood • blue tack • candle wax • chewing gum • cobwebs

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	• dust • food • glue • grease • human and animal waste • lipstick • medicine • mud and dirt • nail polish • paint • shoe polish.

Cleaning techniques may include:	• for furniture and fittings:
	  • polishing
	  • pre-spraying
	  • scrubbing
	  • vacuuming
	  • washing
	  • wiping
	• for fabric surfaces:
	  • spot cleaning
	  • spray pack foam
	  • vacuuming
	• low-water cleaning methods, such as using microfibre cleaning products.

Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.
Equipment may include:	• alcohol wipes • buckets • damp cloths • extension poles • ladders • lint-free dusters, such as lamb's wool and feather dusters • lint-free polishing cloths, such as cotton and colour-fast cloths • microfibre products • mini mops • oil impregnated cloths • polishing cloths • scourers • sponges

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	• vacuum cleaners.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources

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	• time limitations.
Surfaces may be washable or non-washable and include:	• fabric • glass • laminate • leather • metal • paint • plastic • polyresin • tile • timber • vinyl.
Waste may be either solid or liquid and include:	• chemicals past expiry date • dry waste, such as fluff and lint • liquid waste • litter • obsolete equipment • packaging • soil • used cleaning cloths • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

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Unit Sector(s)

Cleaning operations.

Custom Content Section

Not applicable.

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CPPCLO3020A Clean using pressure washing

Modification History

Revised unit

Unit updated and equivalent to PRMCL20B Clean using pressure washing

Unit Descriptor

This unit of competency specifies the outcomes required to use pressure washing to clean surfaces. Pressure washing produces a variable stream of either water or cleaning chemical and is used as a replacement for hand scrubbing in large areas or where surfaces are very soiled.

Some surfaces, such as cracked, painted or other sealed surfaces, may be sensitive to pressure washing.

The unit requires the ability to assess the extent of the cleaning task through knowledge of the characteristics of the surface and the type of surface soiling. It is also necessary to apply understanding of client requirements and company policies and procedures in order to perform the task. Selecting the appropriate equipment, chemicals and cleaning methods is essential to performing the task safely and efficiently.

In this unit work is conducted from ground level. CPPCLO3036A Clean at high levels describes work conducted over two metres above ground level.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

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Employability Skills Information

his unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area for suitability for pressure washing.	1.1	Area to be pressure washed is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** and risks in work site are identified and controlled according to company, ***legislative*** and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type and condition of ***surface*** are identified by observation according to work order and company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	Work site access requirements are identified according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Effectiveness and suitability of a pressure wash is assessed according to work order and legislative, OHS, company and ***environmental requirements***.
		1.8	***Cleaning techniques*** are selected according to work order, ***manufacturer specifications*** and environmental, legislative, OHS and company requirements.
		1.9	Pre-existing damage is identified and reported to appropriate persons according to company requirements.

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2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to manufacturer specifications, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required to maximise public safety during the cleaning operation according to work order, and OHS and company requirements.
		3.3	Items requiring protection from pressure spray are covered and secured according to work order and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are notified.
4	Clean work site.	4.1	Heavily soiled areas are prepared using cleaning techniques according to manufacturer specifications and company requirements.
		4.2	Pressure washing is conducted using equipment, PPE and chemicals and according to manufacturer specifications and company requirements.
		4.3	Work is performed according to work order, manufacturer specifications and legislative, OHS and

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			company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and environmental requirements.
		5.2	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as

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specified on product labels
    - read and interpret directions and safety instructions, including:
        - chemical labels
        - equipment manuals
        - material safety data sheets (MSDS)
    - request advice or further information
    - seek and receive feedback
    - source, organise and record information
- planning and organising skills to schedule and roster work
- problem-solving skills to manage contingencies
- skills to work safely when:
    - handling and disposing of chemicals
    - handling and disposing of waste
    - identifying hazards and controlling risks
    - manual handling
    - selecting equipment and chemicals
    - working at heights
- self-management skills to work alone and in a team
- teamwork skills to lead teams

Required knowledge

- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning using pressure washing, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
    - chemicals
    - equipment, including PPE
- pressure washing, including:
    - equipment and its functions
    - pressure washing methods, including:
        - cleaning methods for surfaces where there are restrictions or limitations on pressure washing
        - preparation requirements of areas for pressure washing
    - types of surfaces, their characteristics and suitability for pressure washing

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of cleaning using pressure washing involving at least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify hazards associated with pressure washing • identify surface and soil types • use safe and efficient pressure cleaning methods • select cleaning equipment and chemicals • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venues with a variety of surface and soil types suitable for pressure washing • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning

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	knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2037A Clean external surfaces • CPPCLO3021A Clean industrial machinery.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules

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	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• using contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products

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	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements • award and enterprise agreements • industry advisory standards and codes, such as: • building codes

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	• dangerous goods codes • relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including: • anti-discrimination and diversity policies • chemical controls • chemical registers and manifests • consumer protection • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.
Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis • communication devices for remote and isolated locations, such as: • mobile phone • two-way radio • dermatoxicological control and prevention measures • emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances • hazard identification and risk assessment mechanisms • health surveillance and monitoring, such as regular blood testing • hierarchy of hazard control procedures • maintaining clear access • national and industry standards and codes of practice • OHS control procedures, such as: • health and safety plans • job plans • job safety analyses • risk assessments • safe operating practices and procedures • safe system of work statements • safe work instructions

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	• work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Surface may be:	• brick • car parking areas • concrete • concrete driveways • entertainment seating • external walls, gutters and fascia boards • factory floors • fronts of buildings, such as awnings and facades • garages • industrial kitchens • machinery and equipment • painted surfaces • polyresin • surfaces encompassing new technologies • stairwells • steps • wood.

Soil types may include:	• algae and moss
	• graffiti made with ink, texta and paint
	• grease and oil
	• pollution marks and soil on structures, including:
	  • bridges
	  • buildings
	  • outdoor furniture
	  • statues.

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Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.
Equipment may include:	• brooms • cloths • hoses • lances • microfibre products • pressure washers (electric or diesel) • squeegees • wet area electrical safety connections.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Cleaning techniques may include:	• low-water cleaning methods • detailing • hand washing • pre-spraying • pressure water blasting • rinsing.
Manufacturer specifications may include:	• equipment operating manuals • instructional guides • MSDS • other resources supplied by the manufacturer, such as:

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	• laminated cards • notices • wall posters • product labels • safety instructions pre-printed on equipment.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site • signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including: • cleaning in progress • hazardous chemicals in use or present in work area.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • packaging • removed soil • used cleaning cloths • used containers • used or unused chemicals • used or contaminated PPE • used or unused chemicals.

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Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO3021A Clean industrial machinery

Modification History

Revised unit

Unit updated and equivalent to PRMCL21B Clean industrial machinery

Unit Descriptor

This unit of competency specifies the outcomes required to clean industrial machinery. This is usually performed on a planned or rostered basis with the machinery being taken out of operation for cleaning.

The unit requires the ability to assess the extent of the cleaning task through knowledge of the characteristics of surfaces and types of surface soiling. It also requires understanding of client requirements and the ability to apply company policies and procedures in order to perform the task. Selecting the appropriate equipment, chemicals and cleaning methods is essential to performing the task safely and efficiently.

Application of the Unit

Machinery cleaning usually occurs in industrial, food manufacturing and processing or mining environments. Cleaners are not usually involved in the routine cleaning of operational machinery for safety and production reasons.

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess suitability of industrial machinery for cleaning.	1.1	***Machinery*** to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** and risks in work site are identified and controlled according to ***legislative***, ***occupational health and safety*** (OHS) and company ***requirements***.
		1.3	Machinery surfaces and ***soil types*** are identified by observation according to work order and company requirements.
		1.4	***Machinery cleaning hazards*** are assessed according to work order and legislation, OHS and company requirements.
		1.5	***Cleaning techniques*** are selected according to work order, ***manufacturer specifications*** and legislative, OHS, company and ***environmental requirements***.
		1.6	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to manufacturer specifications, and OHS and company requirements.
		2.2	***Equipment*** and ***chemicals*** are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.

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		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare machinery and site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.3	Existing access platforms are used according to manufacturer specifications and OHS and company requirements.
		3.4	Items and areas requiring protection from ***damage*** are covered and secured according to work order, manufacturer specifications and company requirements.
		3.5	***Work restrictions*** affecting completion of work order are identified and appropriate persons are notified.
4	Clean machinery.	4.1	Heavily soiled areas are prepared according to manufacturer specifications and company requirements.
		4.2	Machinery is cleaned using equipment, PPE, chemicals and cleaning techniques and according to client requirements, work order, manufacturer specifications and company requirements.
		4.3	Machinery is inspected for residual spots, marks and soil and spot cleaned as required according to work order and company requirements.
		4.4	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.

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5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and environmental requirements.
		5.2	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals

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    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- observation skills to:
  - identify soil types
  - identify surface types
- organisational skills to plan and organise work
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of waste
  - identifying hazards and controlling risks
  - manual handling
  - using electrical isolation and machinery safety lock-out systems
- self-management skills to work alone and in a team

Required knowledge

- cleaning equipment and chemicals for industrial machinery, such as for pressure washing
- cleaning methods for:
  - electrical equipment
  - industrial machinery
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning industrial machinery, including OHS legislation
- machinery manufacturer cleaning specifications, including restrictions or limitations on surfaces that can be pressure washed
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of cleaning industrial machinery involving at least two different types of machinery and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify surface and soil types • identify hazards • use safe and efficient cleaning methods • select cleaning equipment and chemicals • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable machinery with a variety of surfaces and soil types • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles

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	• confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO3020A Clean using pressure washing • CPPCLO3036A Clean at high levels.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Machinery may include:	• bottle-making machines • concrete-making machines • earth-moving equipment • food-processing machines and equipment • mining industry equipment • trucks • welders.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:

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	• dress and presentation requirements • relationships with other activities • use of signage and barriers • work schedules • work site contact persons • work site requirements for specific industries, such as: • food manufacturing and processing • industrial • mining.
Company requirements may include:	• business and performance plans • client communication procedures • client confidentiality procedures • client service standards • communication channels and reporting procedures • company goals, objectives, plans, systems and processes • company issued identification badges, cards or passes • company policies and procedures, including: • access and equity policy, principles and practice • OHS policies and procedures, including control procedures • maintenance procedures for equipment and PPE • those relating to own role, responsibility and delegation • work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection procedures • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • using contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies • biological and animal waste

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	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements • award and enterprise agreements

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	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures

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	• safe system of work statements • safe work instructions • work method statements • reporting injury and dangerous occurrences • routes of entry and potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of: • MSDS • hazardous substance information, such as long latency periods • safety training, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Soil types may include:	• dust • exhaust and soot • food and food scraps • graffiti made with ink, texta and paint • grease • oil • paint.
Machinery cleaning hazards may include:	• exposed or damaged electrical components, and wiring and cabling • faulty pressure hoses or pressure relief valves • overriding, removing or interfering with machinery safety devices • over-spraying or exposure to machinery electrical components from conductive or flammable substances.
Cleaning techniques may include:	• air blowing • dry wiping • hosing down • pre-spraying • pressure washing • low-water cleaning methods, such as using microfibre cleaning products • rinsing • scrubbing and wiping • spot cleaning

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	• washing and wiping • wet wiping.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • hard hats • hair and beard nets • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

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Equipment may include:	• air blowers • brooms • cloths • high-pressure water cleaning units • hoses • microfibre products • squeegees.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Damage may be caused by:	• discoloration • electrical dampness • filter damage • paint removal • rust.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • hair nets • obsolete cleaning equipment • packaging • removed soil • used cleaning cloths • used containers • used or contaminated PPE • used or unused chemicals • water or water and chemical residue.

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Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO3036A Clean at high levels

Modification History

Revised unit

Unit updated and equivalent to PRMCL36B Clean at high levels

Unit Descriptor

This unit of competency specifies the outcomes required to clean a range of surfaces and sites above easy reach from the ground. This unit is used in cleaning situations where the cleaning activity occurs at heights above two metres from the ground or floor surface and is typically manual or ‘hands on’. The cleaning activity may occur either indoors or outdoors and involves use of specialised equipment to access the area to be cleaned. Safety is an important issue for cleaners involved in cleaning work at high levels.

The unit requires the ability to assess the extent of the cleaning task through knowledge of characteristics of surfaces, sites and soiling. It also requires understanding of client requirements and company policies and procedures in order to perform the task. Selecting the appropriate equipment, chemicals and cleaning methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Where ladders are being used or where required for safety reasons, the work is usually done in pairs.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** are identified and risks controlled in work site according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Types of ***surfaces and sites*** are identified by observation according to work order and company requirements.
		1.4	***Soil types*** are identified by observation according to work order and company requirements.
		1.5	***Access equipment*** and ***cleaning techniques*** are selected according to work order, and OHS and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Access equipment and other equipment and chemicals for work order are selected according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company

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			requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required during cleaning operation according to work order, and OHS and company requirements.
		3.3	Drop sheets are placed on floor, furniture and equipment according to work order and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are notified.
4	Clean work site.	4.1	Dry dust and cobwebs are removed according to work order and company requirements.
		4.2	Difficult to reach areas are vacuumed according to work order and company requirements.
		4.3	Fittings are wiped according to work order and company requirements.
		4.4	Chemical solution is rinsed from all surfaces according to work order and company requirements.
		4.5	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Drop sheets are removed according to work order and company requirements.
		5.2	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer

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			specifications and legislative, OHS, company and ***environmental requirements***.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Access equipment, other equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)

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    - request advice or further information
    - seek and receive feedback
    - source, organise and record information
- organisational skills to plan and organise work
- problem-solving skills to manage contingencies
- skills to work safely when:
    - cleaning glass
    - handling and disposing of chemicals
    - handling and disposing of waste
    - identifying hazards and controlling risks
    - manual handling
    - working at heights
- self-management skills to work alone and in a team

Required knowledge

- safe use of equipment in line with manufacturer specifications
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning at high levels, including:
    - Australian standards and codes of practice for the safe use of ladders
    - certificate of competency requirements for elevated work platform, scaffolding and industrial rope access
    - OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
    - chemicals
    - equipment, such as:
        - access equipment
        - PPE
        -

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of cleaning at high levels involving at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of surface and site to be cleaned • use safe and efficient cleaning methods • select required access equipment • select required cleaning equipment and chemicals • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with surfaces at high levels • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to

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	modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2010A Clean ceiling surfaces and fittings • CPPCLO2037A Clean external surfaces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools

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	• tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined or restricted spaces • contaminated clothing, materials or equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from: • cables

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	• electrical fittings:
	  • switches
	  • lights
	• untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests

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	• consumer protection • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency

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	periods • safety training, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Surfaces and sites may include:	• sites, such as:
	  • building sites
	  • ceilings
	  • industrial machinery
	  • internal and external windows
	  • vaulted ceilings
	• surfaces, such as:
	  • brick
	  • concrete
	  • metal
	  • paint
	  • plastic
	  • render
	  • surfaces encompassing new technologies
	  • timber.

Soil types may include:	• cobwebs • dust • graffiti made with ink, texta and paint • mould and mildew.

Access equipment may include:	• bosuns chairs
	• building maintenance units
	• elevated work platforms, such as:
	  • cherry pickers
	  • scissor types
	• extension poles
	• industrial rope access
	• ladders, including extension ladders
	• scaffolding
	• water-fed extension brooms.

Cleaning techniques may include:	• dusting • low-water cleaning methods, such as using microfibre cleaning

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	products • rinsing • scrubbing • spot cleaning • window cleaning • wiping.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.
Equipment may include:	• anti-static dusters • cobwebbers and extensions • drop cloths and sheets • garbage bags • glass cleaning equipment • lint-free and anti-static cleaning cloths • microfibre products • pressure sprays • scouring pads • scrapers • scrubbing brushes and brooms • vacuum cleaners.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety harnesses • safety shoes • splash-proof face masks • sun protection • ultraviolet protection • wet-work clothing.
Manufacturer	• equipment operating manuals

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specifications may include:	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • packaging • removed soil • used cleaning cloths • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals

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	• low-moisture cleaning methods • low water-use equipment and water-efficient cleaning methods • non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO3038A Clean food-handling areas

Modification History

Revised unit

Unit updated and equivalent to PRMCL38A Clean a food handling area

Unit Descriptor

This unit of competency specifies the outcomes required to clean in food-handling areas where the work does not involve direct food contact. This unit is not appropriate for a person who has direct contact with food, raw materials or ingredients.

This unit is based on the guideline food safety unit GFSWFHAA Carry out work in a food handling area.

Food-handling areas include food courts and industrial food-processing plants.

The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and special characteristics of food-handling areas, and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently, as is paying careful attention to health and safety issues.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	**Food-handling area** is assessed, **work order** is reviewed according to **food safety program**, client and **company requirements**, and issues are clarified with **appropriate persons.**
		1.2	***Hazards*** are identified and risks controlled in work site according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	***Contamination hazards*** in work site are identified according to legislative, OHS and company requirements.
		1.4	***Surface*** types are identified by observation according to work order and company requirements.
		1.5	***Soil type*** is identified by observation according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of and minimal disruption to ***personnel*** and efficient use of cleaning ***equipment*** and ***chemicals***.
		1.7	***Cleaning techniques*** are selected according to work order and company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Equipment and chemicals are checked to ensure they meet cleaning and sanitation requirements of food safety

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			program according to legislative, OHS and company requirements.
		2.4	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.5	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.6	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
		2.7	***Consumables*** are obtained to meet anticipated usage patterns according to work order and company requirements.
3	Prepare self and work site.	3.1	Personal hygiene, clothing and footwear, hygiene and health levels are applied that meet food safety program, legislation, OHS and company requirements.
		3.2	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required according to work order, and OHS and company requirements.
		3.4	Food-safety program requirements related to work order are identified according to OHS and company requirements.
		3.5	***Work restrictions*** affecting completion of work order are identified and appropriate persons are notified.
4	Clean work site while maintaining food safety.	4.1	Food-safety program is followed and cleaning activities are conducted to ensure food safety is maintained according to health regulations, work order, and OHS and company requirements.
		4.2	Surfaces are cleaned using equipment, PPE, chemicals and cleaning techniques according to manufacturer specifications, work order, and OHS and company requirements.

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		4.3	Work is conducted according to legislative, OHS and company requirements.
		4.4	Procedures or practices inconsistent with food-safety program are reported to appropriate persons.
5	Replenish consumables and tidy work site.	5.1	Consumables are replenished according to client requests, work order and company requirements.
		5.2	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean, safety check and store equipment.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients

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    - gain clients' trust
    - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
    - communicate clearly and concisely verbally and in writing
    - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
    - read and interpret directions and safety instructions, including:
        - chemical labels
        - equipment manuals
        - material safety data sheets (MSDS)
    - request advice or further information
    - seek and receive feedback
    - source, organise and record information
- observation skills to:
    - identify contamination types
    - identify surface types in preparation for cleaning
- organisational skills to plan and organise work
- problem-solving skills to manage contingencies
- skills to work safely when:
    - dusting, cleaning, polishing and buffing
    - handling and disposing of chemicals
    - handling and disposing of contaminated waste
    - identifying food contamination hazards and controlling risks
    - manual handling
    - replenishing consumables
    - selecting chemicals to suit surface type
- self-management skills to work alone and in a team

Required knowledge

- cleaning and sanitation requirements of food-handling areas, including:
    - chemicals
    - cleaning methods
    - personal hygiene practices, including:
        - clothing and footwear requirements associated with working and moving in and between food-handling areas and non food-handling areas
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures

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  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- equipment and chemicals for use in food-handling areas, including non-breakable materials
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning food-handling areas, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of contamination and prevention methods
- waste collection, recycling and handling procedures
- workplace information on food-safety policies and procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of cleaning food-handling areas involving at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • access and apply workplace information on food-safety policies and procedures relating to own work • fit and use personal protective clothing and equipment as required by work tasks to meet food business requirements • identify food-safety hazards in work area • identify hazards associated with food-handling area • identify surfaces and soil types found in food-handling areas • maintain housekeeping standards in food-handling area and dispose of waste to meet food-handling requirements • maintain personal conduct and hygiene to ensure that food safety is not compromised • identify and report situations or procedures that could compromise food safety • report health conditions and illness as required by workplace

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	food-safety procedures • select cleaning equipment and chemicals • take necessary precautions when moving between or around workplace and from one task to another to minimise risk of food contamination • use safe and efficient cleaning methods • maintain clothing and footwear as required by work task to meet food-safety procedures • achieve outcomes in relation to customer work order and company and legislative requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable food-handling work site or venue • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • food-safety policies and procedures relevant to the workplace • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as:

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	• CPPCLO2001A Maintain hard floor surfaces.

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•

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food-handling areas deal with:	• dispatching food • handling food • inspecting food • packaging food • preparing food • processing food • receiving food • storing food • transporting food.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts

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	• schools • tourism and hospitality.

Food-safety program identifies the food-safety hazards that may be reasonably expected to occur in all food-handling operations of a food business and:	• identifies where and how each hazard can be controlled
	• describes how controls are monitored
	• describes corrective actions required if conditions are not met
	• specifies information to be recorded and procedures to be signed off
	• must comply with relevant national, state and industry legislation and regulations
	• includes responsibilities for any person visiting or working in food-handling areas
	• specifies minimum procedures to ensure any person does not:
	  • contaminate food
	  • have unnecessary contact with ready-to-eat food
	  • spit, smoke or use tobacco or similar in food-handling areas (refer Food Safety Standard 3.2.2, Clause 17:3 and state regulations/legislation).

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

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Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light

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	• unsafe manual-handling techniques, including awkward and repetitive postures • unsafe underfoot conditions, such as slippery, uneven and rough surfaces • work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access

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	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Contamination hazards include:	• chemical contamination caused by cleaning and sanitation chemicals • microbiological contamination resulting from cross-contamination when moving into and between food-handling areas • physical contamination caused by metal, glass, plastic and cloths.
Surfaces may include:	• ceramics and porcelain • chrome • concrete • glass • laminate • metal • paint • plastic • stainless steel • stone

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	• surfaces encompassing new technologies • terracotta • vinyl.
Soil types can be wet or dry and may include:	• blood • dust • food, food scraps and residue • grease • human waste • litter • mould and algae • mud and dirt • pen, texta and pencil • rust • soap scum • syringes.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.
Equipment may include:	• absorbent cleaning cloths • brooms • buckets • cleaning trolleys • damp cloths • doodle bugs • dry cloths • hoses and nozzles • lint-free cloths • long-handled brushes and dustpan tongs • microfibre products • mops • needle hazard disposal units • nylon scourers • scrapers • scrubbing brushes • scrubbing and polishing machines • window squeegees • wringer buckets.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals

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	• neutral cleaners • solvent cleaners.
Cleaning techniques may include:	• buffing • damp dusting • hosing • low-water cleaning methods, such as using microfibre cleaning products • mopping • polishing • pre-spraying • scrubbing • spot cleaning • sweeping • wet wiping • window cleaning.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • tongs • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Consumables may include:	• air fresheners • bin liners • cloth towels and tea towels • disposable gloves • hair nets • hand towels, such as cloth, rolls and sheets • serviettes

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	• soap.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • packaging • used cleaning cloths • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

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Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO3039A Support leadership in the workplace

Modification History

Revised unit

Unit updated and equivalent to PRMCL39A Support leadership in the workplace

Unit Descriptor

This unit of competency specifies the outcomes required to promote a supportive structure and environment that enables effective leadership within the cleaning industry.

The unit requires the ability to participate in and facilitate team planning and promote team commitment and cooperation.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Contribute to team effectiveness.	1.1	Contributions are made to development of team plans, roles and responsibilities according to ***company requirements***.
		1.2	Skills and knowledge of team members are identified and used to enhance team performance according to company requirements.
		1.3	***Interpersonal skills and communication techniques*** are used according to company requirements to facilitate open communication within team, ensure understanding, and encourage accurate exchange of information.
		1.4	Company policies and procedures, and ***legislative***, environmental and ***occupational health and safety*** (OHS) ***requirements*** are conveyed to team members according to company requirements.
2	Provide leadership within the team.	2.1	Assistance is provided to team members to achieve team and ***organisational goals*** and objectives according to company requirements.
		2.2	Individuals and work team are encouraged to participate in relevant ***developmental opportunities*** according to company requirements.
		2.3	Coaching and mentoring are provided to team members to achieve team and organisational goals according to company requirements.
		2.4	Conflict situations in work team are identified and conflict-resolution strategies applied, according to company requirements.
		2.5	Causes of ***work restrictions*** affecting completion of work order are identified and improvements in work practices are suggested according to company requirements.

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Required Skills and Knowledge

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

Required skills

- interpersonal skills to:
  - demonstrate empathy and tact
  - establish rapport
  - gain trust
  - maintain relationships
  - manage conflict
  - negotiate work arrangements
  - relate to people from a range of backgrounds
- language and literacy skills to:
  - communicate clearly and concisely verbally and in writing
  - listen actively
  - read and interpret company directions and safety instructions
  - request advice or further information
  - seek, receive and provide feedback
  - source, organise and record information
- planning and organising skills to manage time
- problem-solving skills to:
  - evaluate relationships
  - select methods to manage conflict
- teamwork skills to lead teams

Required knowledge

- causes of stress or conflict in teams and strategies for identifying, managing and reducing them
- communication methods and mediums, including negotiation techniques
- company requirements and procedures, including:
  - codes of conduct
  - communication structure and work procedures
  - own role, responsibility and delegation requirements
  - reporting procedures
  - role and function of workplace teams
  - staff development and available learning opportunities
- legislation, regulations, codes of practice and industry advisory standards that apply to supporting leadership in the workplace, including OHS legislation
- team development techniques

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing at least two different practical demonstrations of supporting leadership in the workplace.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • communicate effectively one-to-one and with a small group • demonstrate leadership and team building in the workplace • encourage the support and development of team members in the workplace • comply with company and legislative requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • work order and client specifications • relevant information and work sites • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to

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assessment	modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• defined resource parameters
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)

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	• use of contractors.

Interpersonal skills and communication techniques may include:	• active listening
	• constructive feedback
	• control of voice and body language
	• flexibility and willingness to negotiate
	• non-verbal communication, such as:
	  • body language
	  • personal presentation
	• presenting options and consequences
	• reflecting and summarising
	• speaking clearly and concisely
	• summarising, paraphrasing and seeking feedback to check understanding
	• using effective presentation aids, such as:
	  • audiovisual slides
	  • diagrams
	  • photos
	  • pictures
	• using language sensitively, showing awareness of cultural and social differences
	• using positive, confident and cooperative language.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy

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	• public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

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Organisational goals may include:	• budgetary and profit targets • client service standards • company service standards.
Development opportunities may include:	• career pathways • in-house training programs • job rotations • mentoring opportunities • new apprenticeships.
Work restrictions may include:	• amount of work anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.

Unit Sector(s)

Cleaning operations.

Custom Content Section

Not applicable.

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CPPCLO3044A Clean using steam sanitising techniques

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to use high temperature commercial steam-cleaning equipment and processes effectively. The unit requires the ability to analyse the capacity of steam-cleaning processes, communicate the benefits to client, and use the technology to achieve the required standard of cleaning.

Application of the Unit

This unit of competency supports individuals working in the cleaning industry as an employee or a self-employed business owner.

The individual operates within the scope of their defined roles and responsibilities and typically works autonomously.

Commercial steam-cleaning techniques can be applied to a range of hard surfaces, fabrics and upholstery, commercial ovens, cooking equipment, glass and stainless steel. The cleaning may take place in a residential or commercial setting. The technique of using high temperature dry vapour steam provides a sanitising effect that has application in hospitals, aged care facilities and food preparation areas.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse and communicate benefits of steam-cleaning techniques.	1.1	Technical capacity of high temperature steam-cleaning techniques is assessed and described to client.
		1.2	***Applications*** suitable for high temperature and low vapour steam cleaning are assessed and described to client.
		1.3	***Benefits*** and suitable application for techniques are identified and communicated to client**.**
2	Prepare for cleaning.	2.1	Suitability of steam-cleaning techniques for application in work area is assessed according to ***company procedures***.
		2.2	Work order is assessed and clarification of issues is sought from supervisor or client according to standard company procedures.
		2.3	Pre-existing damage to surfaces is identified and reported to appropriate persons according to work order and company requirements.
		2.4	***Steam-cleaning equipment*** suitable for task is selected and prepared for use.
		2.5	Occupational health and safety (OHS) requirements relevant to task are identified and steps are taken to ensure safe operations and minimise ***risks and hazards***.
3	Undertake cleaning process.	3.1	Manufacturer specifications for care and cleaning of surface are identified.
		3.2	Limitations of results are determined and communicated clearly, politely and in terms that are understandable to client.

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		3.3	***Cleaning techniques*** that conform to company procedures and usage specifications of the equipment manufacturer are identified.
		3.4	Cleaning technique, timing of service, and requirements for care after cleaning process, are determined and communicated to client.
		3.5	***Work is planned*** to ensure effective performance.
		3.6	Attachment is fitted to machine, surface is steam cleaned and finished with dry vacuum, cloth or mop.
4	Finalise cleaning process.	4.1	Used water from steam-cleaning machine is disposed of in an environmentally appropriate manner according to company procedures.
		4.2	Room being cleaned is dressed according to agreed procedures and left in a manner that meets client expectations.
		4.3	Equipment used in cleaning process is cleaned and stored according to company procedures and standards.

Required Skills and Knowledge

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

Required skills

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- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - read and record measurements
  - read and interpret directions and safety instructions, including:
    - detergent labels
    - equipment manuals and specifications
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek, receive and respond to feedback
  - source, organise and record information
- planning and organising skills to:
- accurately estimate timeframes
  - use efficient cleaning techniques
- problem-solving skills to manage contingencies
- skills to work safely when:
  - identifying hazards and controlling risks
  - manual handling
  - using high-temperature steam
- self-management skills to work alone and in a team

Required knowledge

- company management structure and procedures, including:
  - biological and viral control
  - client service standards
  - emergency response and evacuation procedures
  - environmental protection procedures
  - hazard and risk assessment techniques
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning using steam-sanitising techniques, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using equipment, including personal protective equipment (PPE)
- steam sanitising techniques, including:

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- benefits and characteristics of high temperature, vapour, steam-cleaning products and techniques
- characteristics of surfaces and fabrics
- environmental benefits of steam cleaning, sanitising and low-water usage cleaning
- types of yarns, fibres and piles used in carpet and upholstery construction and their characteristics

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of cleaning using high-temperature, low-vapour, steam-cleaning techniques in either a simulated, commercial or residential setting.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • communicate effectively with clients to communicate benefits of steam-cleaning techniques, elicit required information, and negotiate access to site • use effective analytical skills to determine site risks • clean to the required standard using steam-cleaning equipment on both horizontal and vertical surfaces.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • range of actual or simulated work environments • clients with differing needs and expectations • suitable equipment • PPE • equipment operating manuals and MSDS • industry documentation and relevant codes and standards.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package

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	• include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Applications of high temperature and low vapour steam-cleaning techniques may suit:	• fabrics and upholstery, including blinds and curtains
	• linoleum
	• ovens and other cooking equipment
	• porcelain
	• removal of:
	  • chewing gum
	  • mould from spas and swimming pool surrounds
	  • wax build-up on floors
	• sanitising mattresses
	• stainless steel, stone and other hard surfaces
	• tiles and grout
	• windows and glass
	• wooden surfaces (low-temperature and low-moisture only)
	• cleaning in:

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	• commercial and high use premises, including:
	  • aged care facilities
	  • hospitality venues
	  • hospitals
	  • supermarkets
	• private residences.

Benefits of high-temperature and low-vapour steam cleaning include:	• deodorising • effective cleaning • efficiency and time effectiveness • environmentally responsible cleaning resulting from reduced water usage and no exposure to chemicals • fast drying due to use of dry vapour • lower costs resulting from lowered water, electricity and chemical use • sanitising effect that kills bacteria, dust mites and bed bugs.
Company procedures may include:	• client-specific contractual requirements • documentation and information systems and processes • legal and organisational policy or guidelines • legislation relevant to the operation • organisational service standards • personnel practices and guidelines outlining work roles, responsibilities and delegations • using electronic job scheduling and communication devices.

Steam-cleaning equipment includes:	• steam-cleaning machines of varying sizes and with differing bar pressures, such as 4.5 bars, 6 bars, 8 bars and 10 bars
	• attachments for various cleaning purposes and surfaces, including:
	  • brushes:
	  • brass
	  • nylon
	  • stainless steel
	  • nozzles
	  • squeegees
	  • steam lances.

Risks and hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined or restricted spaces • contaminated clothing, materials or equipment

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	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Cleaning techniques include:	• adjusting steam volume to meet needs, including starting task with lower volume and increasing as required • cleaning inside fittings with steam prior to fitting onto handpiece to remove grit and grime • cleaning small area on hard surfaces with steam and immediately vacuuming or mopping residue before surface dries • selecting accessory or fitting to machine appropriate for task • selecting temperature for surface, with consideration given to

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	fabrics being cleaned according to manufacturer instructions and only on low temperature • starting with smaller attachments and working up to larger attachments • using correct temperature to steam clean protein-based stains that may set on fabrics if temperature is too high • using light detergent pre-mist for heavier stains • working from the outside to the inside of horizontal surfaces • working from the top to the bottom of vertical surfaces.
Work is planned to ensure:	• sufficient towels and cloths for mopping and cleaning up • cleaning in sequence using one accessory or attachment to maximise use of time • tasks are sequential to ensure efficiency, particularly when a range of surfaces is to be steam cleaned.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO4022A Organise and monitor cleaning operations

Modification History

Revised unit

Unit updated and equivalent to PRMCL22B Organise and monitor cleaning operations

Unit Descriptor

This unit of competency specifies the outcomes required to organise and monitor work to maximise effectiveness of resource use in the cleaning industry.

The unit requires the ability to identify requirements of the work order based on extensive understanding of the range of cleaning methods available and the associated use of equipment and chemicals. It also requires understanding of the client's expectations and needs, and organising the resources needed for the cleaning operation. Organising resources and monitoring performance are essential to performing a cleaning operation efficiently.

Application of the Unit

This unit of competency supports employees who work with limited supervision or who work with, and provide support to, a small team.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify work requirements.	1.1	***Work order*** is reviewed and site is assessed according to ***company requirements*** to determine work implications, and issues are clarified with ***appropriate persons*****.**
		1.2	Client needs, expectations and preferences are clarified using ***interpersonal skills and communication techniques*** according to company requirements.
		1.3	Special requirements arising from site characteristics or client requests are identified according to company and ***occupational health and safety*** (OHS) ***requirements***.
2	Analyse resource implications and provide resources.	2.1	Work order resource requirements and available resources are analysed according to company requirements.
		2.2	Work schedules are developed and available personnel with recognised competencies are assigned according to OHS and company requirements.
		2.3	Type and quantity of ***equipment***, ***personal protective equipment*** (PPE), ***chemicals*** and ***consumables*** required to fulfil work order are assessed according to company requirements.
		2.4	Suitable equipment, PPE, chemicals and consumables for the cleaning operation are supplied according to work order, ***manufacturer specifications***, and OHS and company requirements.
3	Communicate and monitor work requirements.	3.1	Work team members are advised of work schedules and responsibilities using ***communication methods*** according to company requirements.
		3.2	Work team members' understanding of their tasks and responsibilities is confirmed by using interpersonal skills and communication techniques according to company

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requirements.

3.3 Work performance is monitored according to company requirements to ensure compliance with customer needs, expectations and preferences and work order.

3.4 **Work restrictions** affecting completion of work order and changed customer needs, expectations and preferences are identified and work schedules are adjusted according to company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - allocating work
    - estimating time to complete work
  - read and comprehend work orders
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - monitor work orders and outcomes
  - prioritise work
  - schedule efficiently
- problem-solving skills to manage contingencies
- self-management skills to work alone and in a team
- teamwork skills to lead small teams

Required knowledge

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- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - identifying hazards and controlling risks
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning operations and ensure compliance in the workplace and work order requirements
- mathematical methods for estimating resources
- product knowledge, including:
  - chemicals and their uses
  - cleaning equipment and its uses
  - surfaces and effective and compatible cleaning methods
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
- chemicals
- equipment, including PPE
- work order specifications

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of organising and monitoring cleaning operations involving at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • determine resource implications of particular cleaning methods being used in work order • assess resource requirements of work order • confirm that client expectations are realistic • comply with company and legislative requirements • develop and adhere to work schedules

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	• implement effective monitoring system • identify and supply equipment, PPE, chemicals and consumables • provide feedback and communicate with colleagues and customers • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • work order and client specifications • relevant information and work sites • suitable equipment and resources • PPE • equipment operating manuals and MSDS • relevant procedures • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO4024A Control the supply of resources to the work site.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans • client communication procedures • client confidentiality procedures • client service standards • communication channels and reporting procedures • company goals, objectives, plans, systems and processes • company issued identification badges, cards or passes • company policies and procedures, including:

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	• access and equity policy, principles and practice • OHS policies and procedures, including control procedures • maintenance procedures for equipment and PPE • those relating to own role, responsibility and delegation • work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection procedures • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • using contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Interpersonal skills and communication techniques may include:	• active listening
	• constructive feedback
	• control of voice and body language
	• flexibility and willingness to negotiate
	• non-verbal communication, such as:
	  • body language
	  • personal presentation
	• presenting options and consequences
	• providing opportunity for client to confirm their request
	• questioning techniques to clarify and confirm client's needs and understanding
	• summarising and paraphrasing to check understanding of client's message
	• use of effective presentation aids, such as:
	  • audiovisual slides
	  • diagrams
	  • photos
	  • pictures
	• using language sensitively, showing awareness of cultural and social differences.

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Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • material safety data sheets (MSDS)
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Equipment may include:	• access equipment, such as ladders • bins • brooms • buckets

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	• buffers • cleaning trolleys • cloths • cobwebbers • doodle bag holders • drop sheets • drying equipment • dust pans and brushes • dusters • extension poles • extraction units, wands and hand tools • hoses • microfibre products • mops • polishers • pressure-washing equipment and attachments • scouring pads • scrapers • scrubbers • site communication devices • sponges • spray bottles • squeegees • steam cleaners • sweepers • vacuum cleaners and attachments • window cleaning equipment.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Chemicals may include:	• acid cleaners • alkaline cleaners

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	• low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Consumables may include:	• air freshener • bin liners • hand towels • soap • toilet paper.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Communication methods may include:	• communication books • letters and notices in English and other languages • mobile phones • noticeboards • one-on-one meetings • pagers • reports • telephones • voice mail • work schedules • work team meetings • written instructions.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.

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Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO4024A Control the supply of resources to the work site

Modification History

Revised unit

Unit updated and equivalent to PRMCL24B Control the supply of resources to the work site

Unit Descriptor

This unit of competency specifies the outcomes required to control the supply of cleaning equipment, chemicals and consumables used in the provision of cleaning services at the work site.

The unit requires the ability to select the most appropriate equipment, chemicals and consumables for the cleaning operation and ensure their continuous availability at the work site, based on extensive understanding of the range of cleaning methods available and the equipment and chemicals used for each method

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify equipment, chemical and consumable requirements.	1.1	***Work order*** and work site are reviewed according to ***company requirements*** and issues are clarified with ***appropriate persons*****.**
		1.2	Types of ***equipment***, ***personal protective equipment*** (PPE), ***chemicals*** and ***consumables*** required to fulfil work order are determined according to ***occupational health and safety*** (OHS) and company requirements.
		1.3	Equipment, PPE, chemicals and consumables are selected based on work order requirements and reliable evidence of their ***functionality***.
		1.4	Quantities of equipment, PPE, chemicals and consumables are estimated to meet anticipated demand, based on work order and OHS requirements.
2	Control and maintain stocks of equipment, chemicals and consumables.	2.1	Stock control system of all equipment, PPE, chemicals and consumables is implemented and operated according to OHS, company and ***legislative requirements***.
		2.2	Equipment, PPE, chemicals and consumables are acquired according to company requirements.
		2.3	Usage patterns are monitored and equipment, PPE, chemicals and consumables with maximum and minimum holding levels are re-ordered according to ***manufacturer specifications*** and legislative, OHS and company requirements.
		2.4	Stock records and chemical register are maintained according to legislative, OHS and company requirements.
		2.5	Equipment maintenance and servicing are organised to ensure availability and minimal downtime according to manufacturer specifications and legislative, OHS and company requirements.

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3	Review effectiveness of equipment, chemicals and consumables.	3.1	***Effectiveness and efficiency*** of equipment, PPE, chemicals and consumables for meeting work order are reviewed according to company requirements.
		3.2	***Industry events*** are attended and ***industry information*** is reviewed to ensure currency of product knowledge.
		3.3	Recommendations on future purchases of equipment, PPE, chemicals and consumables are provided according to company requirements.

Required Skills and Knowledge

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

Required skills

interpersonal skills to:

- deal with suppliers and ensure consistent supply of consumables and resources
- relate to people from a range of backgrounds

- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - monitoring resources
    - preparing cost-benefit analyses
    - purchasing stock
  - prepare reports
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
    - technical data from suppliers and manufacturers
  - recommend new product developments
  - source, organise and record information
- planning and organising skills to:
  - allocate resources
  - estimate demand
  - prioritise work
  - schedule and roster
- problem-solving skills to manage contingencies

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- self-management skills to work alone and in a team

Required knowledge

- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - identifying hazards and controlling risks
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - purchasing policy and processes
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to control of resources to the work site, including OHS legislation
- mathematical methods for budgeting and estimating resources
- product and services knowledge, including:
  - chemicals and their uses
  - cleaning equipment, including PPE and its uses
  - methods for assessing effectiveness
  - sources of information for updating knowledge
  - surfaces and effective and compatible cleaning methods
  - work order specifications
- routes of entry and potential symptoms of exposure to chemicals
- stock control procedures and methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of controlling the supply of resources to the work site involving at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • determine resource implications of particular cleaning methods being used in work order

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	• assess equipment and material requirements of work order • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements • implement and maintain effective stores and ordering systems • review effectiveness of current products • update product knowledge.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable venue, equipment and relevant requisition guidelines sites • work order and client specifications • Australian Standard 2508 – Safe storage and handling information for hazardous material • plain English version of relevant procedures • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO4022A Organise and monitor cleaning operations.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans • client communication procedures • client confidentiality procedures • client service standards • communication channels and reporting procedures • company goals, objectives, plans, systems and processes • company issued identification badges, cards or passes • company policies and procedures, including:

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	• access and equity policy, principles and practice • OHS policies and procedures, including control procedures • maintenance procedures for equipment and PPE • those relating to own role, responsibility and delegation • work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection procedures • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • using contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Equipment may include:	• access equipment, such as ladders • bins • brooms • buckets • buffers • cleaning trolleys • cloths • cobwebbers • doodle bag holders • drop sheets • drying equipment • dust pans and brushes • dusters • extension poles • extraction units, wands and hand tools • hoses • microfibre products • mops • personal protective equipment • polishers

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	• pressure-washing equipment and attachments • scouring pads • scrapers • scrubbers • site communication devices • sponges • spray bottles • squeegees • steam cleaners • sweepers • vacuum cleaners and attachments • window cleaning equipment.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Consumables may include:	• air freshener • hand towels • liner bags • soap • toilet paper.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures

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	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Functionality may include:	• advice from staff and colleagues • company experience with products • industry recommendations and standards • MSDS • new product technical data or guides • previous experience with products.
Legislative requirements may include:	• Australian standards, quality assurance and certification requirements • award and enterprise agreements • industry advisory standards and codes, such as:

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	• building codes • dangerous goods codes • relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including: • anti-discrimination and diversity policies • chemical controls • chemical registers and manifests • consumer protection • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.
Manufacturer specifications may include:	• equipment operating manuals • instructional guides • MSDS • other resources supplied by the manufacturer, such as: • laminated cards • notices • wall posters • product labels • safety instructions pre-printed on equipment.
Effectiveness and efficiency may include:	• client satisfaction • costs and benefits • environmental impact • functionality • health and safety issues • productivity.
Industry events may include:	• product demonstrations • product promotions • safety demonstrations • seminars • supplier training

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	• trade shows.
Industry information may include:	• government agencies and departments • industry association materials • industry magazines, newsletters and journals • manufacturer specifications • supplier promotional materials and technical data.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO4025A Provide quotation for cleaning services

Modification History

Revised unit

Unit updated and equivalent to PRMCL25B Provide quotation for cleaning services

Unit Descriptor

This unit of competency specifies the outcomes required to calculate the cost of services accurately and to present quotations to clients. The unit also covers responding to a client request to vary specifications.

The unit requires the ability to assess the client's requirements, calculate costs of the service options, and provide the client with a quotation detailing cost of proposed service and conditions. Comprehensive knowledge and understanding of the range of cleaning methods available and their associated use of equipment and chemicals, as well as the company's quoting policies and procedures, are essential to perform this task.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Calculate costs of services.	1.1	***Client record*** is created to administer client's details and requirements according to company requirements.
		1.2	Product and costing information is sourced, selected and interpreted according to ***company requirements***.
		1.3	Costs, taxes and profit margin are calculated according to company requirements.
		1.4	Calculations are checked and detailed and legible records of methods of calculations are kept according to company requirements.
2	Provide quotation to client.	2.1	Accurate details of cost of service and ***conditions and limitations of quotation*** are included in quotations according to company and ***legislative requirements***.
		2.2	Quotations are provided to client in company format according to company requirements.
		2.3	Options, with secondary quotations, are offered according to company requirements.
		2.4	Details of quotations are recorded accurately and legibly and are retained on file according to company requirements.
3	Respond to request for variation of existing contract.	3.1	***Appropriate person*** with authority to respond to client request for ***variation*** is determined according to company requirements.
		3.2	Requests are assessed against existing contract conditions, additional work required, and capacity to respond according to company requirements.
		3.3	Accurate costing is prepared and quotation for requested

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changes is provided according to company requirements.

3.4 Client record is updated and all details of quotation are recorded according to company requirements.

Required Skills and Knowledge

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - planning and allocating resources data sheets
    - preparing quotations for cost of services
    - preparing quotations for service variations
  - prepare concise and accurate written quotations and associated business correspondence
  - read existing contracts and site plans
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to manage time
- problem-solving skills to manage alterations to services
- self-management skills to work alone and in a team

Required knowledge

- consumer protection issues relevant to cleaning operations and fair trading and trade practices requirements
- contractual requirements, including variation requests
- company management structure and procedures, including:
  - client records
  - emergency response and evacuation procedures
  - environmental protection procedures
  - OHS procedures

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  - purchasing policy and processes
  - quality systems
  - reporting procedures
- legislation, regulations, codes of practice and industry advisory standards that apply to providing quotations for cleaning services, including OHS legislation and its budgetary implications
- mathematical methods for calculating costs, taxes and profit margins
- product and services knowledge, including:
  - effective and compatible cleaning methods for various surface types
  - chemicals and their uses
  - cleaning equipment and its uses
  - work order specifications

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of providing quotations for cleaning services involving at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • assess client's service requirements • determine resource implications of particular cleaning methods being proposed • assess equipment, chemical and consumable requirements of work order • calculate costs of providing services • comply with company and legislative requirements • implement company policies and procedures for preparation of quotation • present service offer, costing and conditions • achieve outcomes in relation to customer service and company requirements for preparing and presenting quotations.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or

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	Australian standards' requirements. Resource implications for assessment include access to: • company policy documents and procedures for preparing and documenting quotations • relevant databases and information sources • plain English version of relevant procedures • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Client records may include:	• contact details • customer files and databases

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	• details of previous quotations • details of previous service provision • contractors used and their details.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Conditions and limitations of quotations may include:	• dates of quotations • general conditions and rules • inclusions and exclusions • life and expiry dates of quotations • payment details • rise and fall of costs.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:

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	• anti-discrimination and diversity policies • chemical controls • chemical registers and manifests • consumer protection • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.
Appropriate persons may include:	• managers • self • supervisors.
Variation requests may occur due to:	• change in level of client's business • contractor requirements • emergencies • irregular requirements, such as shampoo carpet or window cleaning • new building work.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCMN2001A Control and direct traffic

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to control and direct traffic. It requires the ability to accurately monitor traffic movements and select and use traffic control equipment appropriate to the task.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare for assignment**.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with.
	1.1 Traffic control schedules and other relevant assignment instructions are obtained and verified with ***relevant persons***.
	1.2 Personal dress and presentation including suitable ***personal protection equipment*** is selected in line with OHS and organisational requirements.
	1.3 ***Traffic control and communication equipment*** are checked for effective operation and serviceability in accordance with manufacturer's specifications
	1.4 Traffic routes and parking details are examined to ensure familiarity.
2. **Direct traffic**.	2.1 Traffic is directed in a courteous and professional manner in accordance with assignment instructions
	2.2 Traffic control equipment is positioned to ensure maximum visibility in accordance with state and territory traffic requirements.
	2.3 ***Work area conditions*** are constantly monitored to ensure safe and secure operations
	2.4 Vehicle incidents or accidents are reported to relevant persons and recorded in accordance with organisational procedures.

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ELEMENT	PERFORMANCE CRITERIA
3. **Complete assignment**.	3.1 Traffic control and security equipment is cleaned, maintained and stored in accordance with organisational procedures. 3.2 Faulty or damaged equipment is identified and rectified, or replaced according to organisational procedures. 3.3 Incident observations are provided accurately and constructively when reviewing and debriefing assignment procedures. 3.4 Relevant documentation is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate using clear and concise language
- determine response appropriate to security risk situation
- direct vehicular traffic
- maintain goodwill and professionalism when dealing with incidents
- present a professional image to members of the public and colleagues
- recognise suspicious behaviour
- record and report information
- select and use appropriate traffic control and personal protection equipment appropriate to the security operation
- use and understand hand signals
- verify identification and authority of vehicles and persons entering premises.

Required knowledge

- approved communication terminology and codes and signals
- communication channels
- emergency procedures
- limits of own responsibility and authority
- operational principles of security and communications equipment
- premises layout and access points
- premises security procedures

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REQUIRED SKILLS AND KNOWLEDGE

- principles of effective communication including interpersonal techniques
- relevant commonwealth, state and territory laws and local by-laws regarding directing traffic
- reporting and documentation procedures
- traffic control procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

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

- accurately verifying and controlling authorised access and exit of persons, vehicles and dispatched goods to and from premises
- an ability to communicate with persons of different social and cultural backgrounds, and of varying mental and physical abilities
- effectively controlling traffic in accordance with legislative requirements and using hand signals
- effectively operating and maintaining various traffic control systems.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include

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	access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:	• apprehension and powers of arrest • Australian standards and quality assurance requirements • counter-terrorism • crowd control and control of persons under the influence of intoxicating substances • force continuum, use of force guidelines • general 'duty of care' responsibilities • inspection of people and property, and search and seizure of goods • licensing or certification requirements • privacy and confidentiality

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- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry Codes of Practice
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Assignment instructions may include:

- assignment objectives and timeframes
- instructions from supervisor
- personal presentation requirements
- reporting and documentation requirements
- resource and equipment requirements
- site layout including access points, exit locations and passage ways
- specific client requirements
- work tasks and procedures.

Relevant persons may include:

- clients
- colleagues
- emergency services personnel
- Roads and Traffic Authority personnel
- supervisor.

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Personal protection equipment may include:	• ear protectors • eye protectors • gloves • luminous traffic control coats • portable shade • safety boots • safety overalls • sunscreen • traffic wands.
Traffic control equipment may include:	• hand held traffic bats and wands • portable traffic lights • temporary barriers • temporary signage • witches hats.
Communication equipment may include:	• pager • portable and mounted two-way radio • telephones and mobile phones.
Work area conditions may include:	• degree of visibility • hazardous materials which may include asphalt concrete, flammable substances, cement, lime, sandstone and chemical substances • obstacles • other traffic • site and nature of loads • surface conditions of the work area • weather conditions.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPCMN2001B Control and direct traffic

Modification History

Revised unit

Unit updated and equivalent to CPPCMN2001A Control and direct traffic

Unit Descriptor

This unit of competency specifies the outcomes required to control and direct traffic at a work site. It requires the ability to accurately monitor traffic movements and select and use traffic control equipment appropriate to task. It includes learning about the implementation of developed operational procedures, as well as recognising the need to follow direction in a prompt manner.

Application of the Unit

This unit of competency applies to a range of workplaces and industry sectors. It supports individuals responsible for assisting site-based activity in a safe and efficient manner. The skills and knowledge described in this unit are to be applied according to relevant legislative and organisational guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Prepare for assignment.	1.1	Applicable provision of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** is identified and followed.
		1.2	Traffic control schedules and other relevant assignment instructions are obtained and verified with ***relevant persons***.
		1.3	Personal dress and presentation, including suitable ***personal protective equipment*** (PPE), are selected in line with occupational health and safety (OHS) and organisational requirements.
		1.4	***Traffic control*** and ***communication equipment*** is checked for effective operation according to manufacturer specifications.
		1.5	Traffic routes and parking details are examined to ensure familiarity.
2	Direct traffic.	2.1	Traffic is directed in a courteous and professional manner according to assignment instructions.
		2.2	Operational procedures and assignment instructions are implemented to meet assignment objectives and address operational difficulties.
		2.3	Traffic control equipment is positioned to ensure maximum visibility according to state and territory requirements.
		2.4	Changes to procedures and work assignment due to changed work conditions are responded to promptly.
		2.5	***Work area conditions*** are constantly monitored to ensure safe and secure operations.
		2.6	Vehicle incidents or accidents are reported to relevant persons and recorded according to organisational procedures.

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3	Complete assignment.	3.1	Traffic control equipment is cleaned, maintained and stored according to organisational procedures.
		3.2	Faulty or damaged equipment is identified and rectified or replaced according to organisational procedures.
		3.3	**Incident observations are provided accurately and constructively when reviewing and debriefing assignment procedures.**
		3.4	**Relevant documentation is completed and securely maintained according to organisational procedures.**

Required Skills and Knowledge

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

Required skills

- directing vehicle traffic
- interpersonal skills to interact with people from diverse backgrounds
- language and literacy skills for:
  - communicating traffic directions and instructions clearly and courteously
  - completing work documentation, including incident observations
  - reading and interpreting directions and information, including:
    - traffic control schedules
    - vehicle accident and incident reports
    - safety signs
    - work instructions
  - verifying identification and authority of vehicles and persons entering premises
- self-management skills to respond professionally and courteously to incidents and accidents
- skills to work safely when:
  - using PPE
  - determining response to traffic risk situation
  - identifying hazards and controlling risks
  - using hand signals
  - using tools, equipment and products

Required knowledge

- common workplace hazards and risk control measures, including:

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  - application of OHS requirements
  - emergency procedures
  - operational principles of security and communications equipment
  - range and meaning of workplace safety signs and symbols
  - types and purpose of PPE
- communication channels, terminology and codes and signals
- limits of own responsibility and authority
- principles of effective communication, including interpersonal techniques
- relevant commonwealth, state and territory laws and local by-laws regarding directing traffic
- reporting and documentation procedures
- security procedures for site
- traffic control procedures
- workplace layout and access points

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	This unit of competency could be assessed by observing at least two instances of the effective control of traffic that meet specified job requirements.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • verify and control authorised access and exit of persons, vehicles and dispatched goods to and from site • control traffic with hand signals according to legislative requirements and OHS standards • operate and maintain various traffic control systems.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • client workplace documentation, including site surveys, plans, job specifications and job reports • assignment instructions and approved specifications • forms and procedure manuals

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	• relevant documentation, including OHS policies and procedures • PPE commonly used to reduce workplace risk • relevant products and tools, and associated instructions • suitable work area, or simulated workplace environment, that allows for the control and direction of traffic.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements* may include:**	• Australian standards and quality assurance requirements • counter-terrorism • crowd control and control of persons under the influence of intoxicating substances • force continuum and use of force guidelines • general duty of care responsibilities • local by-laws for traffic control • relevant commonwealth, state and territory legislation and national standards for:

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	• anti-discrimination • cultural and ethnic diversity • environmental protection issues • equal employment opportunity • industrial relations • OHS • privacy and confidentiality • relevant industry codes of practice • trespass and the removal of persons.
Organisational requirements **may include:**	• access and equity policies, principles and practices • business and performance plans • client service standards • code of conduct and code of ethics • communication and reporting procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs • own role, responsibility and authority • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.
Assignment instructions **may include:**	• assignment objectives and timeframes • instructions from supervisor • personal presentation requirements • reporting and documentation requirements • resource and equipment requirements • site layout, including: • access points • exit location • passageways • specific client requirements • work tasks and procedures.
Relevant persons **may include:**	• clients • colleagues • emergency services personnel • roads and traffic authority personnel • supervisor.

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***Personal protective equipment* may include:**	• ear protectors • eye protectors • gloves • luminous traffic control coats • portable shade • safety boots • safety overalls • sunscreen • traffic wands.
***Traffic control equipment* may include:**	• hand-held traffic bats and wands • portable traffic lights • temporary barriers • temporary signage • witches hats.
Communication equipment may include:	• pager • portable and mounted two-way radio • telephones, including mobile telephones.

Work area conditions may include:	• degree of visibility
	• hazardous materials, including:
	  • asphalt
	  • concrete
	  • flammable substances
	  • cement
	  • lime
	  • sandstone
	  • chemical substances
	• obstacles
	• other traffic
	• site and nature of loads
	• surface conditions of the work area
	• weather conditions.

Unit Sector(s)

Common

Custom Content Section

Not applicable.

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CPPCMN3001B Participate in environmentally sustainable work practices

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to participate in environmentally sustainable work practices. The unit requires the ability to identify current resource usage in the workplace and contribute to ensuring compliance with legislative requirements. It also requires the capacity to contribute to improvements in sustainable work practices. It is essential that the organisation's approach to ensuring environmentally sustainable work practices, and the benefits that they bring, are understood.

The unit must be applied strictly according to relevant state or territory legislative and industry requirements.

Application of the Unit

Application of the unit

This unit of competency supports individuals working as team members, who operate within the scope of their defined roles and responsibilities.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify current resource use.	1.1 Workplace's ***environment and resource efficiency issues*** are identified. 1.2 Resources used in own work role are identified. 1.3 Current use of resources is measured and documented using ***appropriate techniques***. 1.4 Workplace environmental hazards are identified and reported to appropriate personnel.
2. Comply with environmental regulations.	2.1 Procedures are followed to ensure ***compliance***. 2.2 Breaches or potential breaches are reported to appropriate personnel.
3. Contribute to improvement of resource efficiency.	3.1 Organisational ***plans*** to improve environmental practices and resource efficiency are followed. 3.2 ***Suggestions*** are made for improvements to workplace practices in own work area.
4. Understand resource efficiency issues and practices.	4.1 Organisation's policies and procedures regarding environment and resource efficiency issues are understood and communicated succinctly. 4.2 Opportunities for improved and sustainable use of resources are identified and communicated as appropriate to customer or workplace supervisor. 4.3 ***Benefits*** provided by organisation's approach to sustainable resource use and impact on work being performed are identified and communicated clearly and

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ELEMENT	PERFORMANCE CRITERIA
	succinctly.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- interpersonal skills to relate to people from diverse backgrounds
- language, literacy and numeracy skills for:
  - clarifying work requirements
  - communicating information about benefits and types of sustainability practices clearly and concisely verbally and in writing
  - documenting and reporting resource use
  - following instructions and procedures
  - interpreting workplace information
  - measuring resource use

Required knowledge

- basic understanding of sustainability
- environmental and resource hazards and risks, and inefficiencies associated with own workplace
- legislation and regulations that apply to environmentally sustainable practices in own workplace
- relevant environmental and resource efficiency systems and procedures for own work area
- reporting procedures

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

This unit of competency could be assessed by observing at least two instances of following workplace procedures according to instructions and participating in improvement of environmental and resource efficient work practices at own level of responsibility.

Evidence must be strictly relevant to the particular workplace role.

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

A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

In particular the person should demonstrate the ability to:

- apply improved resource efficiency approaches to own work area and demonstrate outcomes
- communicate with customers and other stakeholders
- list environmental hazards and risks, and inefficiencies and opportunities for improvements identified in the workplace
- measure and report current resource use
- contribute advice and suggestions for improvements.

Context of and specific resources for assessment

Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include access to:

- workplace documentation and personnel
- relevant legislation, standards and guidelines
- reports from other parties involved in the process of identifying and implementing improvements.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Property Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments

This unit could be assessed on its own or in combination with other units relevant to the job function.

Guidance information for assessment

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access

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to modified equipment and other physical resources, and the provision of appropriate assessment support.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Environmental and resource efficiency issues may include:	• application of industry codes and standards, including ecoCLEAN
	• measurements made under different conditions
	• minimisation of environmental risks and maximisation of opportunities to improve business environmental performance and to promote more efficient production and consumption of natural resources, for example by:
	  • efficient energy use
	  • efficient water use
	  • minimising use of chemicals
	  • minimising waste, through implementation of waste management hierarchy
	  • seeking alternative sources of energy.

Appropriate techniques may include:	• examination of invoices from suppliers • examination of relevant information and data • measurements made under different conditions.
Compliance includes:	• meeting relevant federal, state and local government laws, by-laws and regulations, including application of energy rating/conservation systems, such as the Green Star environmental rating system.
Organisational plans may include work plans to:	• increase efficiency of water use • minimise waste.
Suggestions may include	• improve energy efficiency

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ideas that help to:	• increase use of renewable, recyclable, re-usable and recoverable resources • prevent and minimise risks and maximise opportunities, such as use of solar or other alternative forms of energy where appropriate • reduce emissions of greenhouse gases • reduce use of non-renewable resources.

Benefits of efficient and sustainable use of resources to the customer will depend on the nature of the work being performed and will vary across industry sectors, but may include:	• compliance with legislative and industry standards
	• improved environmental outcomes for the customers, or residents of the premises
	• reduced price due to:
	  • lower cost for disposal of less toxic chemicals and other materials
	  • lower input costs for consumables
	• sense of wellbeing by contributing to improved environmental outcomes.

Unit Sector(s)

Unit sector	Common

Competency field

Competency field

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CPPCMN3002A Develop a traffic management plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to design and implement a traffic management plan. It requires the ability to conduct site assessments and client consultations, assess and determine viable recommendations and alternative options, and implement and monitor an approved traffic management plan.

This unit may form part of the licensing requirements for persons engaged in the planning and management of traffic systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving planning and management of traffic systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Determine client requirements**.	1.1 Applicable ***legislative*** and ***organisational requirements*** relevant to preparation of ***traffic management plan*** are identified, interpreted and complied with. 1.2 Appropriate communication and ***interpersonal techniques*** are used which reflect sensitivity to individual ***social and cultural differences***. 1.3 Consultative processes are conducted with ***relevant persons*** to determine and verify client requirements. 1.4 ***Site access and specific site requirements*** are identified and appropriate arrangements made with relevant persons in accordance with organisational procedures. 1.5 Inspection and ***assessment*** of site is conducted to determine scope of project in accordance with client requirements. 1.6 ***Risk assessment*** is conducted and potential and existing ***constraints*** identified and assessed against client requirements. 1.7 Gathered information and data is interpreted and analysed to identify and ***confirm viable options*** for design and implementation of traffic management plan.
2. **Develop a traffic management plan**.	2.1 Appropriate ***equipment*** and industry standard software is used in accordance with manufacturer's recommendations. 2.2 Traffic management plan is developed and documented in the required style and format.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Project stages, activities and deliverables are sequenced and documented.
	2.4 ***Resource*** and ***capacity*** requirements are costed in accordance with organisational ***rate schedules***, and documented.
	2.5 ***Factors*** which may affect capacity of plan to meet client requirements are identified and allowances for contingencies made.
	2.6 Recommendations and alternative options are prioritised and supported by verifiable evidence.
	2.7 Assistance in developing traffic management plan is sought as required from relevant persons.
3. **Complete and implement traffic management plan**.	3.1 All information is reviewed to ensure accuracy of plan and a detailed budget prepared.
	3.2 Proposed traffic management plan is distributed to relevant persons for ***feedback***.
	3.3 Final traffic management plan is submitted for approval in accordance with applicable legislative and regulatory requirements within required timeframes.
	3.4 Approved traffic management plan is implemented in accordance with client requirements.
	3.5 Implementation is monitored and assistance or advice provided as required.
	3.6 Planning and implementation procedures are reviewed based on feedback and areas for improvement identified to support future processes.
	3.7 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analyse traffic management system options and implementation techniques
- apply computer based design technology and industry or government standard design software
- apply reasoning and logical analysis to make decisions and solve problems

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REQUIRED SKILLS AND KNOWLEDGE

- assess client requirements
- assess risks
- comply with applicable legislative and regulatory requirements
- estimate and calculate resources, flow rates, service levels, capacities, percentages, time, measurements and quantities
- interpret plans and drawings, specifications, design briefs, Australian and other appropriate standards, engineering survey information, hydrological data, meteorological data, cultural and heritage data, traffic analysis data
- maintain records and documentation
- prepare budgets
- relate to persons from different social and cultural backgrounds and of varying physical and mental abilities
- research
- review and evaluate project viability and outcomes
- use appropriate technology to design and prepare traffic management plan
- verbal and written communication skills to consult, negotiate, provide and receive feedback, and produce reports and documentation
- work within agreed timeframes and budgetary constraints.

Required knowledge

- applicable legislative requirements relating to statutory compliance, environmental management, cultural and heritage requirements, quality management, Australian and other relevant standards
- applicable national and state traffic management policies
- budget and resource planning processes
- client privacy and confidentiality requirements
- community profile and demographic trends relevant to traffic management plan
- conflict resolution techniques
- contingency planning
- cost estimation techniques
- design approval requirements and procedures
- documentation layout, format and presentation requirements
- operational techniques and tasks for implementing traffic management systems
- organisational pricing schedules, policies and procedures
- potential hazards, constraints and conditions that may affect traffic management system planning
- principles of effective communication
- principles of road user behaviour
- problem-solving strategies
- reporting requirements and procedures
- requirements for maintaining documentation and records
- risk assessment procedures

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REQUIRED SKILLS AND KNOWLEDGE

- traffic classifications and statistics
- traffic management systems options.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

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

- complying with applicable legislative and regulatory requirements including codes of practice
- locating and assessing relevant information to establish and meet traffic management and client requirements
- identifying factors through risk analysis that may affect anticipated project outcomes and making appropriate allowances for contingencies
- identifying and selecting viable design options that best meet the identified traffic management outcomes
- calculating costs and estimating resource requirements for inclusion in a detailed budget
- interpreting project specifications and scope to accurately identify resource requirements
- collaborating with relevant persons to receive and incorporate feedback and improvements to plan
- using appropriate communication and interpersonal techniques to clarify and confirm client requirements
- using appropriate technology to prepare planning documentation.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures

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- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- cultural and heritage requirements
- general 'duty of care' responsibilities
- licensing or certification requirements

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- planning and development
- privacy and confidentiality
- professional indemnity
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
  - roads and traffic management
- relevant industry codes of practice.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- insurance cover
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- risk management
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Traffic may be:

- livestock
- pedestrian
- vehicular.

Traffic management plan may detail:

- calculations:
  - capacity
  - construction cost estimates
  - construction materials and services quantities
  - level of service

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- risk assessment information:
  - design implementation
  - existing conditions
  - maintainability of the plan
  - OHS requirements
- road classifications:
  - arterial
  - collector
  - local
  - non-arterial
- traffic management structures and systems:
  - entry and exit lanes
  - line marking requirements
  - mediums
  - merging lanes
  - roundabouts
  - speed zones
  - traffic barriers
  - traffic signals
  - traffic speed limits
  - warning signs
- vehicle classifications:
  - articulated
  - b-doubles
  - bicycle
  - cars
  - commercial
  - horses
  - motorcycles
  - over dimensional
  - public transport
  - trams.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate

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	• effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
Social and cultural differences may relate to:	• dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs.
Relevant persons may include:	• clients • colleagues • manager • police • security personnel • state, territory or commonwealth government and roads and traffic authorities.
Site access and specific site requirements may relate to:	• access and egress points, time of access • access codes, keys, passes, security clearances • building codes and regulations • cultural and heritage issues • licensing • noise control • OHS requirements • union requirements.
Assessment may involve consideration of:	• all vehicle types eg large, heavy, and articulated • all weather conditions • environmental requirements eg water quality protection, noise, vibration and waste management • geographic factors • legislative and regulatory compliance requirements including OHS • localities eg metropolitan, urban, regional and rural • varying road surfaces eg loose gravel and sealed • varying terrain eg flat or steep • varying traffic volumes.
Risk assessment may	• identifying risks in isolation or as part of a broader risk management strategy and addressing risks such as:

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include:

- damage to property or equipment
- environmental landscape
- equipment or system failures
- financial or economic loss or failure
- inability to deliver or meet the timelines if selected
- OHS
- professional incompetency.

Constraints may relate to:

- financial considerations
- hazards
- interest groups
- peak hour periods
- politics
- proximity to schools
- road closures
- site access limitations
- state, territory or commonwealth road authorities
- topography.

Confirmation may involve:

- conducting a risk assessment of the known and potential hazards
- consultation with the client, security personnel, relevant authorities
- obtaining further site data:
  - constraints and conditions
  - cultural and heritage data
  - survey data.

Viability may include consideration of:

- available resources, equipment and supplies
- client requirements
- compliance with regulations
- financial considerations
- geographic constraints
- other projects
- skills required for the provision of services
- time constraints.

Options:

- are assessed on the basis of:
  - efficiency
  - cost effectiveness
  - practicality.

Equipment may include:

- computers:
  - database software applications
  - email, Internet, intranet

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- graphical presentation software
- printers
- project management software
- word processing software.

Resources may include:
- equipment
- financial
- human
- physical
- time.

Capacity may relate to:
- facilities
- other priorities
- personnel expertise
- resource availability
- time.

Rate schedules may relate to:
- award and enterprise agreements
- equipment costs
- installation costs
- labour rates
- materials costs
- monitoring costs
- service costs
- unit costs.

Factors may relate to:
- access to assistance and resources
- budget constraints
- competing work demands
- compliance
- contractual requirements
- disputes
- insurance
- technology and equipment breakdowns
- time penalties.

Feedback may be gained through:
- participation in meetings and briefings
- recorded observations on progress of activities
- regular communication with relevant persons.

Relevant documentation may include:
- approval documentation including any special conditions
- client details and records
- compliance and insurance requirements
- contract documentation
- cost schedules
- implementation schedules

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- resource requirements
- specifications and drawings
- traffic analysis
- traffic management plan.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Common

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CPPCMN3003A Contribute to workplace safety arrangements

Modification History

Revised unit

Unit updated and equivalent to PRMCMN301A Contribute to workplace safety arrangements.

Unit Descriptor

This unit of competency specifies the outcomes required to assist in ensuring own safety and that of others in the workplace.

This unit includes providing information to work groups and actively contributing to maintaining a safe work environment.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine managerial supervision, within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Share information with work group about occupational health and safety (OHS).	1.1	Provisions of ***OHS legislation*** relevant to ***workplace procedures*** are discussed with ***work group***, according to ***company requirements***.
		1.2	***Information*** about organisational OHS policies, procedures and programs is provided in a ***readily accessible*** manner and discussed with work group, according to company requirements.
2	Encourage participative arrangements within a work group for management of OHS.	2.1	OHS issues raised by work group are resolved promptly or referred to ***appropriate personnel***, according to workplace procedures and company requirements.
		2.2	Opportunities to ***participate*** in OHS management in workplace are encouraged within scope of own role and responsibilities according to workplace procedures and company requirements.
		2.3	Work group members are promptly advised of outcomes of OHS issues, according to company requirements.
3	Contribute to organisational procedures for identifying hazards and assessing and controlling risks.	3.1	Work group ***contributions*** for ***identifying hazards and assessing risks*** are encouraged, according to company requirements.
		3.2	Procedures designed to ***control risks*** and contribute to compliance monitoring are explained to work group according to workplace procedures and company requirements.
		3.3	Inadequacies of existing risk control measures identified by work group are reported to appropriate personnel, according to company requirements.
		3.4	***Emergency procedures*** for dealing with ***hazardous events*** are followed within scope of own role and responsibilities according to company requirements.
		3.5	Details of ***hazards*** are documented and appropriate personnel are advised according to company requirements.

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4	Contribute to organisation's procedures for providing OHS training.	4.1	***OHS training needs*** of work group are identified according to company requirements.
		4.2	Suitable ***training*** is provided in consultation with relevant parties to meet OHS training needs of work group, according to company requirements.

Required Skills and Knowledge

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

Required skills

- analytical skills to:
  - analyse hazards
  - assess risks
  - evaluate risk control measures
- interpersonal skills to relate to people from diverse backgrounds
- language and literacy skills for:
  - communicating clearly and concisely, verbally and in writing
  - documenting and reporting:
    - hazards
    - risk assessments
  - reading and interpreting:
    - product instructions
    - site safety plans
    - work procedures
    - OHS information
  - seeking and receiving feedback
  - sourcing and organising information
- observational skills for identifying hazards
- teamwork skills to provide support to work group through:
  - coaching and mentoring
  - identifying and contributing to training needs

Required knowledge

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- company management systems, policies and procedures, including:
  - OHS
  - hazard management
  - assessing and controlling risks
- principles of:
  - access and equity
  - OHS management systems
  - risk management
- provisions of OHS Acts, regulations and codes of practice relevant to workplace safety arrangements, including legal responsibilities of:
  - employers
  - employees
  - other parties

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing at least two instances of contributing to workplace safety arrangements.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify and encourage compliance with OHS legal requirements within a work group • apply organisational requirements and work procedures to OHS within a work group • share information with a work group about workplace procedures pertaining to health and safety in a readily accessible manner • apply a consultative and open approach to identification of hazards within a work group and ensure unresolved issues are referred to appropriate personnel • identify and assist with meeting the OHS training needs of a work group

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	• apply equity principles for the purpose of accepting and respecting individual differences within a work group.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • assessment documentation forms and record books • manuals and relevant documentation outlining OHS policies and procedures • OHS Acts, regulations and codes of practice relevant to the workplace • suitable work area, or a simulated workplace environment, that allows for hazard identification, risk assessment and application of risk control measures.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. This unit could be assessed on its own or in combination with other units relevant to the job function.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in

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	relation to the competency being assessed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

OHS (also known as workplace health and safety) ***legislation*** may include:	• general duty of care under OHS legislation and common law
	• provisions relating to:
	  • OHS issue resolution
	  • roles and responsibilities of health and safety representatives and OHS committees
	• regulations and codes of practice, including those relating to hazards present in the workplace or industry
	• requirements for:
	  • maintenance and confidentiality of records of occupational injury and disease
	  • provision of OHS information and training
	• state, territory and commonwealth OHS Acts and regulations.

Workplace procedures may include:	• assessing and controlling risks
	• consultation and participation arrangements for employees
	• emergency responses
	• housekeeping
	• incident investigation
	• OHS procedures, including:
	  • issue resolution
	  • providing OHS information
	  • record keeping
	  • reporting OHS issues
	  • training and assessment
	• safe operating procedures or instructions that cover but are not limited to:
	  • awareness of electrical hazards
	  • confined space procedures
	  • provision of first aid
	  • safe use of tools and equipment
	  • working safely around electrical wiring, cables and

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	overhead powerlines • specific hazards • reporting OHS issues • use of personal protective equipment • workplace safety inspections.
Work group members may include:	• contractors authorised by the organisation to perform specified work or functions • employees under direct supervision • entry-level trainees • full-time, part-time and casual employees • trainee supervisors and trainee team leaders.
Company requirements may include:	• counselling and disciplinary processes • maintenance of plant and equipment • purchase of supplies and equipment • work procedures and work instructions, including those relating to disposing of, re-using or recycling resources.
Information may be:	• about hazards and risk-management procedures • about nature of work, tasks and procedures • as part of providing direct supervision, such as to inexperienced workers • for induction of new workers • to assist in work tasks • to communicate legislation and codes of practice, such as those relating to work area hazards.
Readily accessible refers to information that:	• caters for individual language and literacy levels • conforms to the principles of plain English • is openly available.

Appropriate personnel may include:	• health and safety representatives
	• managers
	• OHS personnel
	• other persons, including emergency service personnel, authorised or nominated by the organisation or industry to:
	  • approve specified work
	  • direct specified work or functions
	  • inspect specified work
	  • perform specified work or functions.

Participating may include:	• formal and informal meetings of:
	  • OHS committees
	  • other committees, such as consultative, planning and purchasing
	  • health and safety representatives

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	• suggestions, requests, reports and concerns put forward by employees to management.
Contributions may include:	• behaviour that contributes to a safe workplace • listening to ideas and opinions of others in work group • sharing opinions, views, skills and knowledge.

Identifying hazards and assessing risks may include:	• audits
	• assessing job and work system
	• checking work area and equipment before and during work
	• housekeeping
	• identifying employee concerns
	• maintaining plant and equipment
	• reviewing material safety data sheets (MSDS) and manufacturer or supplier information when purchasing supplies and equipment
	• reviewing OHS records, including registers of:
	  • hazardous substances
	  • dangerous goods
	• workplace inspections.

Controlling risks may include:	• administrative controls
	• application of the hierarchy of control, namely:
	  • elimination of the risk
	  • substitution controls
	  • engineering controls
	  • administrative controls, including training
	  • personal protective equipment (PPE).

Emergency procedures may include:	• accident and incident reporting • chemical containment • evacuations • following instructions from authorised or appropriate personnel during hazardous events • provision of first aid.
Hazardous events may include:	• accidents, including motor vehicle accidents • bomb threats • chemical spills • environmental issues • fires and explosions • inhalation of dangerous substances • natural disasters • public health issues • violent incidents, such as armed robberies.
Hazards may include those	• electrical and mechanical faults of plant or equipment

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associated with:	• blocked exits • environment • ergonomics • obstructions • reliance on low-order control measures to reduce worker risk instead of controlling the hazard • slippery or uneven floors • unlabelled chemicals and substances • untidy or noisy work areas.
OHS training needs may include:	• emergency and evacuation training • induction training • specific hazard training • specific task or equipment training • training as part of broader programs, such as equipment operation.
Training may include:	• coaching and mentoring • off-the-job training • on-the-job training • presenting and promoting benefits of a safe workplace • providing encouragement • providing feedback and clarifying points where necessary.

Unit Sector(s)

Common

Custom Content Section

Not applicable.

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CPPCMN3004A Respond to enquiries and complaints

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to respond effectively to client enquiries and complaints regarding company services. The worker needs to handle formal or informal enquiries, as well as negative feedback and complaints from clients, about products and services.

The unit requires the worker to accept responsibility for processing client enquiries or complaints and communicating with clients to resolve issues. It also requires the worker to have research ability and administrative skills in order to satisfy complex client needs, and to be familiar with products and services that may vary widely.

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

Application of the Unit

Application of the unit

The unit may be expected to apply to a worker who has significant contact with external clients. The worker could provide information on routine, well-defined services or products to clients, or deal with enquiries or complaints of a more complex nature.

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision, within company guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify nature and type of enquiry or complaint.	1.1 ***Client*** is addressed in a courteous and business-like manner according to ***company requirements***. 1.2 Details of enquiry or ***complaint*** are confirmed through suitable ***communication*** with client according to company requirements. 1.3 ***Client needs*** and degree of urgency are established promptly according to company requirements. 1.4 Details of enquiry or complaint are recorded to ensure accurate records are maintained according to company and ***legislative requirements***. 1.5 Impact of relevant legislative and company requirements for handling enquiries and complaints is identified. 1.6 Arrangements and follow-up are made for enquiries or complaints requiring additional research, according to

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ELEMENT	PERFORMANCE CRITERIA
	company requirements.
2. Research information relevant to enquiry or complaint.	2.1 ***Information*** relevant to client needs is identified from company and industry sources according to company requirements.
	2.2 ***Records*** are reviewed to establish history of service according to company requirements.
	2.3 Site is inspected, where appropriate with client, to consider enquiry or confirm existence of problem according to company requirements.
	2.4 Probability of associated problems is assessed using available information according to company requirements.
	2.5 Advice is sought from ***appropriate personnel*** where necessary on nature of problem and proposed ***solution*** according to company requirements.
3. Refer enquiries or complaints.	3.1 Enquiries or complaints that require referral to other personnel or external bodies are identified according to legislative and company requirements.
	3.2 Referrals to appropriate personnel are made for follow-up according to individual level of responsibility and company requirements.
	3.3 Documents and investigation reports are forwarded to appropriate personnel according to company requirements.
	3.4 Follow-up is made with appropriate personnel to gain prompt decisions according to company requirements.
4. Communicate with clients and/or their agents to resolve issue.	4.1 Need for written, verbal or personal ***response*** is established according to nature of enquiry and company requirements.
	4.2 Response to enquiry or complaint is prepared and communicated according to company requirements.
5. Satisfy complex client needs.	5.1 Possibilities for meeting client needs are explained to client according to legislative and company requirements.
	5.2 Clients are assisted to evaluate product and service options to satisfy their needs according to legislative and company requirements.
	5.3 Preferred action is determined and prioritised according to legislative and company requirements.
	5.4 Potential difficulties in client service delivery are identified and appropriate action is taken according to legislative and company requirements.

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ELEMENT	PERFORMANCE CRITERIA
6. **Update relevant files and records**.	6.1 ***Business documentation*** is completed according to company requirements. 6.2 Relevant staff members are promptly advised of work allocations according to company requirements. 6.3 Information on type and source of enquiries is collated to enable subsequent data analysis according to company requirements.
7. **Update policy and procedures where required**.	7.1 Information on identified problem and solution is provided to management to assist in updating company policy and procedures according to company requirements. 7.2 Staff members are debriefed on the nature of problems and implemented solutions to reduce incidence of recurrence according to legislative and company requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - interpret and respond appropriately to clients enquiries and complaints
- interpersonal skills to relate to people from diverse backgrounds
- language and literacy skills for:
  - communicating clearly and concisely verbally and in writing
  - completing business documentation
  - entering information into databases
  - listening, including use of active listening techniques
  - negotiating
  - questioning with open and closed questions
  - recording and reporting accurately
  - requesting advice
  - sourcing and using information

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REQUIRED SKILLS AND KNOWLEDGE

- problem-solving skills to:
  - assess client enquiry or complaint
  - finalise an agreed resolution
  - select appropriate response

Required knowledge

- client motivations and expectations
- common industry and company service problems and solutions
- company policy and procedures for handling and documenting client complaints, including client confidentiality provisions
- detailed product and service knowledge
- legislation, regulations, codes of practice and industry advisory standards that apply to responding to enquiries and complaints, including consumer protection
- relevance of client complaints, good communication and own role in processing client complaints

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing responses to a range of client enquiries and complaints.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • handle complaints using knowledge of company procedures • handle difficult clients and situations with diplomacy and tact • identify customer needs through the use of appropriate interpersonal skills • provide solutions or options and resolve issues within appropriate timeframes • record and document issues and resolution according to

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company requirements
- refer complaints to appropriate personnel according to company requirements.

Context of and specific resources for assessment

Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include access to:

- assessment documentation forms and record books
- company procedures for complaints handling
- relevant databases and information sources
- suitable work area, or a simulated workplace environment, that allows for demonstration of handling client complaints.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Property Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

This unit could be assessed on its own or in combination with other units relevant to the job function.

Guidance information for assessment

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may be internal and external and include:

- people with routine or special requests
- people from diverse backgrounds
- people with varying physical and mental abilities
- regular and new customers, including:
  - business enterprises, including private or public companies
  - government agencies
  - members of the public
  - residents of private households
  - suppliers and manufacturers.

Company requirements may include:

- client confidentiality procedures
- client service procedures
- code of ethics
- company image
- dress and presentation requirements
- legal and company policy and guidelines
- legislative and regulatory requirements relevant to the work or service function, including:
  - anti-discrimination and equal employment opportunities
  - codes of conduct
  - consumer law
  - environmental law
  - harassment and other laws specific to local government
  - OHS
  - privacy legislation
- OHS policies, procedures and programs
- policies and procedures outlining work roles, responsibilities and delegations
- quality and continuous improvement processes and standards
- reporting procedures.

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Complaints may range from:	• simple client dissatisfaction that can be resolved on the spot
	• scenarios where external bodies are required as a result of:
	  • formality
	  • severity
	  • source.

Communication may include:	• personal visit • presentation • telephone discussions.
Client needs may relate to:	• advice or general information • domestic, commercial or industrial interests • hours of operation • making complaints or suggestions • purchasing products and services • specific requests.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building code
	  • dangerous goods code
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, such as:
	  • anti-discrimination and diversity
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • dangerous goods Acts and regulations
	  • declared pest (plant and animal) reporting
	  • environmental protection issues
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • motor and commercial vehicle transportation
	  • motor licence and endorsement regulations
	  • OHS Acts and regulations
	  • privacy

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- public health
- trade practices
- workplace consultative arrangements.

Information may be:

- communicated electronically, such as by email
- contained in company databases
- contained in manufacturer specifications and information
- provided verbally
- provided in writing, such as product brochures.

Records may include:

- audiovisual, such as recordings
- computer-based systems
- verbal discussions with operators
- written forms and reports.

Appropriate personnel may include:

- colleagues
- staff and employee representatives
- supervisors and line managers
- suppliers and manufacturers.

Solutions may involve:

- additional service provision
- changes in service provision
- clear explanations
- litigations
- mediations
- no action
- payments of compensation
- rectifications.

Responses may include:

- cancellation of services
- client education
- general advice
- information on products and services available, including features and benefits
- planned visits
- provision of further information
- quotations and pricing estimates
- referral to others, including specialist advisors
- standard industry disclaimers.

Business documentation may include:

- databases
- emails
- faxes
- quotations and pricing estimates
- standard letters
- statements

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- tax invoices.

Unit Sector(s)

Unit sector Common

Competency field

Competency field

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CPPCMN4001A Develop workplace policy and procedures for sustainability

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances.

Application of the Unit

Application of the unit This unit of competency supports the knowledge, processes and techniques necessary to develop approaches to sustainability within workplaces, including the development and implementation of policy.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised text*** is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Develop workplace sustainability policy**.	1.1 ***Scope of sustainability policy*** is defined. 1.2 ***Stakeholders*** are identified and consulted as a key component of the policy development process. 1.3 ***Strategies*** for minimising resource use, reducing toxic material and hazardous chemical use, and employing life cycle management approaches at all stages of work are included in policy. 1.4 Recommendations are made for policy options based on likely effectiveness, timeframes and cost. 1.5 Policy is developed that reflects the organisation's commitment to sustainability as an integral part of the business planning and as a business opportunity. 1.6 Appropriate methods of implementation are agreed.
2. **Communicate the policy**.	2.1 The policy, including its expected outcome is promoted to key stakeholders. 2.2 Those involved in implementing the policy are informed as to outcomes expected, activities to be undertaken and responsibilities assigned.

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ELEMENT	PERFORMANCE CRITERIA
3. **Implement the policy**.	3.1 Procedures to help implement the policy are developed and communicated. 3.2 Strategies for continuous improvement in resource efficiency are implemented. 3.3 Record systems for tracking continuous improvements in sustainability approaches are established and responsibilities assigned.
4. **Review policy implementation**.	4.1 Outcomes are documented and feedback provided to key personnel and stakeholders. 4.2 Success or otherwise of policy is investigated. 4.3 Records are monitored to identify trends that may require remedial action, and used to promote continuous improvement of performance. 4.4 Policy and procedures are modified as required to ensure improvements are made.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- adjusting communication to suit different audiences
- dealing with different points of view and dissenting stakeholders
- preparing written reports requiring precision of expression and language and structures suited to the intended audience
- reading and evaluating complex and formal documents such as policy and legislation
- researching, analysing and presenting information
- responding to diversity, including gender and disability
- working as a member of a team to consult on and validate policy.

Required knowledge and understanding:

- best practice approaches relevant to own work area
- equal employment opportunity, equity and diversity principles and OHS implications of policies being developed
- other relevant enterprise policies, procedures and protocols
- policy development processes and practices

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REQUIRED SKILLS AND KNOWLEDGE

- principles, practices and available tools and techniques of sustainability management relevant to the particular industry context
- quality assurance systems relevant to own enterprise
- relevant industry competency
- relevant systems and procedures to aid in the achievement of sustainability in the workplace.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	A person who demonstrates competence in this unit must be able to provide evidence of the ability to develop and implement integrated sustainability policies and procedures within an enterprise. The review of the policy after implementation will also need to be evidenced.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Implementation plans and work plans. Methods used to involve stakeholders in policy development, implementation and review. Policies and procedural documentation that outlines the approach taken. Provision of evidence that the candidate has been a key person in the development of the enterprise policy and that the developed policies comply with legislative requirements. Evidence should also contain an implementation strategy that has been devised, implemented and reviewed showing a measurable improvement and using the chosen benchmark indicators. Reports from other parties involved in the development and implementation of policy. Where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment.

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Specific resources for assessment	Access to relevant legislation, standards and guidelines. Access to workplace documentation and personnel. Reports from other parties involved in the development and implementation of policy. While there should be some access to an actual workplace, part of the assessment may be through simulated project-based activity, scenarios, case studies, role plays or actual participation in sustainability work practices and processes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Scope of sustainability policy may include:	• addressing sustainability initiatives through reference to standards, guidelines and approaches such as:
	  • ISO 14001 Environmental Management Systems
	  • life cycle analyses
	  • global reporting initiatives
	  • ecological footprint assessment
	  • triple bottom line reporting
	  • product stewardship
	• integrated approach to sustainability which includes:
	  • environmental, economic and social aspects, or a narrower one to focus on each aspect individually
	  • parts of enterprise to which it is to apply, including whether it is for whole enterprise, one site, one work area or combinations of these
	• investigation of the particular business and market context of the industry or enterprise.

Stakeholders may include:	• individuals and groups both inside and outside the organisation that have some direct interest in the enterprise's conduct, actions, products and services,

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including:

- employees at all levels of the organisation
- customers
- suppliers
- regulators
- other organisations.

Strategies may include:

- awareness raising among stakeholders
- promotional activities
- training of staff in principles and techniques of sustainability.

Unit Sector(s)

Unit sector Property Services

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CPPCMN4001B Develop workplace policies and procedures for sustainability

Modification History

Revised unit.

Unit updated and equivalent to CPPCMN4001A Develop workplace policy and procedures for sustainability.

Unit Descriptor

This unit of competency specifies the outcomes required to develop and implement a workplace sustainability policy, including modifying the policy to suit changed circumstances. The unit requires the ability to review legislation to inform the development of workplace policies and procedures related to environmental sustainability. The ability to communicate the intent and content of the policies and procedures is also required, together with the organisational competency to implement and review the policies and procedures.

Application of the Unit

This unit of competency supports individuals working in a range of property services sectors and organisations who operate within the scope of their defined roles and responsibilities.

The unit must be applied strictly according to relevant state or territory legislative and industry requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Develop workplace sustainability policy.	1.1	***Scope of sustainability policy*** is defined.
		1.2	Impact of ***relevant environmental and sustainability legislation, standards and codes of practice*** is reviewed to inform practices and policy development.
		1.3	***Stakeholders*** are identified and consulted as a key component of policy development process.
		1.4	***Strategies*** for minimising resource use, reducing toxic material and hazardous chemical use, and employing life cycle management approaches at all stages of work are included in policy.
		1.5	Recommendations are made for policy options and benchmark indicators based on likely effectiveness, timeframes and cost.
		1.6	Policy that reflects organisational commitment to sustainability as an integral part of business planning and as a business opportunity is developed.
		1.7	Methods of implementation are agreed.
2	Communicate policy.	2.1	Policy and its expected outcomes are promoted to key stakeholders.
		2.2	Those involved in implementing policy are informed of expected outcomes, activities to be undertaken and assigned responsibilities.
3	Implement policy.	3.1	Procedures to help implement policy are developed and communicated.
		3.2	Strategies for continuous improvement in resource efficiency are implemented.

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		3.3	Recording systems for tracking continuous improvements in sustainability approaches are established and responsibilities assigned.
4	Review policy implementation.	4.1	Policy outcomes are documented and feedback provided to key personnel and stakeholders.
		4.2	Success or otherwise of policy is investigated.
		4.3	Records are monitored to identify trends that may require remedial action, and used to promote continuous improvement of performance.
		4.4	Policy and procedures are modified as required to ensure improvements are made.

Required Skills and Knowledge

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

Required skills

- analytical skills to develop workplace policies and procedures informed by legislation
- language, literacy and numeracy skills for:
  - communicating clearly and concisely verbally and in writing
  - preparing reports
  - monitoring records that track continuous improvements to identify trends in usage
  - reading, interpreting and evaluating complex and formal documents, such as policy and legislation
  - researching, analysing and presenting information
- interpersonal skills to relate to people from diverse backgrounds
- organisational and planning skills to implement and review organisational policies and procedures
- working as a member of a team for:
  - consulting
  - validating
  - reviewing

Required knowledge

- best practice approaches relevant to own work area
- implications of policies for:

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  - equal employment opportunity
  - equity and diversity principles
  - occupational health and safety (OHS) legislation
- legislation, regulations, codes of practice and industry advisory standards that apply to environmental sustainability
- organisational policies, procedures and protocols
- policy development processes and practices, including:
  - methodologies for involving stakeholders
  - implementing
  - reviewing
- quality assurance systems relevant to own organisation
- relevant industry competencies
- sustainability management, including:
  - principles and practices
  - tools and techniques
- systems and procedures to aid achievement of sustainability in the workplace

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing at least two instances of development and implementation of integrated sustainability policies and procedures in an organisation. The review of the policy after implementation will also need to be evidenced.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • play a key role in the development of organisational policies and show that the developed policies comply with legislative requirements • use methodology to involve stakeholders in policy development, implementation and review • implement plans and work plans • present policies and procedural documentation that outline approach taken

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	• implement a strategy that has been devised, implemented and reviewed showing a measurable improvement and using the chosen benchmark indicators.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.
	
	Resource implications for assessment include:
	
	• access to:
	  • relevant legislation, standards and guidelines
	  • reports from other parties involved in developing and implementing policy
	  • workplace documentation and personnel
	• some access to an actual workplace, however part of the assessment may be through:
	  • simulated project-based activity
	  • scenarios, case studies and role plays
	  • actual participation in sustainability work practices and processes.

Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. This unit could be assessed on its own or in combination with other units relevant to the job function.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Scope of sustainability policy may include:	• addressing sustainability initiatives through reference to standards, guidelines and approaches, such as:
	  • ISO 14001 Environment Management Systems
	  • ecological footprint assessment
	  • global reporting initiatives
	  • life cycle analyses
	  • product stewardship
	  • triple bottom line reporting
	• integrated approach to sustainability, which includes:
	  • environmental, economic and social aspects, or focus on each individual aspect
	  • investigation of particular business and market context of industry or organisation
	  • parts of organisation to which policy is to apply, including:
	  • whole enterprise
	  • one site
	  • one work area
	  • combination of these.

Relevant environmental and sustainability legislation, standards and codes of practice may include:	• 5 or 6 star energy rating standards • Green Star environmental rating system • environmental health legislation • environmental protection legislation • industry codes of practice • ISO 14001 Environment Management Systems • OHS legislation • relevant Australian standards.

Stakeholders may include:	• customers
	• employees at all levels of organisation
	• individuals and groups inside and outside organisation who have direct interest in organisation’s conduct, actions, products and services, including:
	  • regulators
	  • suppliers.

Strategies may include:	• application of industry codes, standards and protocols, including

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	ecoCLEAN • awareness raising among stakeholders • promotional activities • training of staff in principles and techniques of sustainability.

Unit Sector(s)

Common

Custom Content Section

Not applicable.

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CPPCMN4002A Implement and monitor environmentally sustainable work practices

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to analyse the workplace effectively in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

Application of the Unit

Application of the unit This unit of competency supports the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools. It applies to those who have responsibility for a specific area of work or who lead a work group or team.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised text*** is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Investigate current practices in relation to resource usage.	1.1 Environmental regulations applying to the enterprise are identified. 1.2 Procedures for assessing ***compliance*** with environmental regulations are assessed. 1.3 Information on environmental and resource efficiency systems and procedures is collected and, where appropriate, provided to the work group. 1.4 Current resource usage is measured and documented by members of the work group. 1.5 Current ***purchasing strategies*** are analysed and documented. 1.6 Current work processes are analysed to access information and data and assist in identifying areas for improvement.
2. Set targets for improvements.	2.1 Input is sought from ***stakeholders***, ***key personnel and specialists***. 2.2 External sources of information and data are accessed as required. 2.3 Alternative solutions to workplace environmental

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ELEMENT	PERFORMANCE CRITERIA
	issues are evaluated.
	2.4 Efficiency targets are set.
3. **Implement performance improvement strategies**.	3.1 ***Techniques and tools*** are sourced to assist in achieving targets.
	3.2 Continuous improvement strategies are applied to own work area of responsibility and ideas and possible solutions are communicated to the work group and management.
	3.3 ***Environmental and resource efficiency improvement plans*** for own work group are integrated with other operational activities and implemented.
	3.4 ***Suggestions*** and ideas about environmental and resource efficiency management are sought from stakeholders and acted upon where appropriate.
	3.5 Costing strategies are implemented to fully value environmental assets.
4. **Monitor performance**.	4.1 Outcomes are documented and reports on targets are communicated to key personnel and stakeholders.
	4.2 Strategies are evaluated.
	4.3 New targets are set and new tools and strategies investigated and applied.
	4.4 Successful strategies are promoted and where possible, participants rewarded.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to analyse problems, devise solutions and reflect on approaches taken
- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- change management skills
- communication and consultation skills to ensure information is supplied to the work group
- literacy skills for comprehending documentation and interpreting environmental and energy efficiency requirements

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REQUIRED SKILLS AND KNOWLEDGE

- recognise and implement environmental and energy efficiency management policies and procedures relevant to own work area
- technology skills, including the ability to operate and shut down equipment.

Required knowledge and understanding:

- best practice approaches relevant to own area of responsibility
- environmental and resource efficiency issues specific to industry practices
- quality assurance systems relevant to own work area
- relevant environmental and energy efficiency systems and procedures
- strategies to maximise opportunities and minimise impacts relevant to own work area

supply chain procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	A person who demonstrates competence in this unit must be able to provide evidence of the ability to implement and monitor integrated environmental and resource efficiency management policies and procedures within an organisation.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The candidate demonstrates: • an understanding of external benchmarks • application of improved resource use approaches to own work area • outcomes • why the choice of particular benchmarks has been made. Reports of activities of work group in relation to measurement and development of strategies. The way in which advice is sought and suggestions made about improvements. Work plans outlining approaches to improved practices with documented benchmarks.

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Specific resources for assessment	Access to relevant legislation, standards and guidelines. Access to workplace documentation and personnel. Reports from other parties involved in the process of identifying and implementing improvements.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Compliance includes:	• meeting relevant federal, state or territory, and local government laws, by-laws, regulations and codes of practice.
Purchasing strategies may include:	• influencing suppliers to take up environmental sustainability.

Stakeholders, ***key personnel and specialists*** may include:	• individuals and groups both inside and outside the organisation that have some direct interest in the enterprise's conduct, actions, products and services, including:
	  • employees at all levels of the organisation
	  • customers
	  • suppliers
	  • other organisations
	  • key personnel within the organisation, and specialists outside it who may have particular technical expertise.

Techniques and tools may include:	• examination of invoices from suppliers • measurements made under different conditions • examination of relevant information and data • others as appropriate to the specific industry context.
Environmental and resource efficiency improvement plans may	• addressing environmental and resource sustainability initiatives such as Environmental Management Systems, action plans, surveys and audits

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include:

- applying the waste management hierarchy in the workplace
- determining enterprise's most appropriate waste treatment including waste to landfill, recycling, re-use and wastewater treatment
- initiating and/or maintaining appropriate enterprise procedures for operational energy consumption, including stationary and non-stationary (transport) energy
- reference to standards, guidelines and approaches such as:
  - ISO 14001 Environmental Management Systems
  - life cycle analyses
  - global reporting initiative
  - ecological footprinting
  - triple bottom line reporting
  - product stewardship.

Suggestions may include ideas that help to:

- prevent and minimise risks and maximise opportunities such as usage of solar energy where appropriate
- reduce emissions of greenhouse gases
- reduce use of non-renewable resources
- make more efficient use of energy
- maximise opportunities to re-use and recycle materials
- identify strategies to offset or mitigate environmental impacts e.g. purchase of carbon credits
- express purchasing power through the selection of suppliers with improved environmental performance e.g. purchase of renewable energy
- eliminate the use of hazardous and toxic materials.

Unit Sector(s)

Unit sector Property Services

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CPPCMN4002B Implement and monitor environmentally sustainable work practices

Modification History

Revised unit

Unit updated and equivalent to CPPCMN4002A Implement and monitor environmentally sustainable work practices

Unit Descriptor

This unit of competency specifies the outcomes required to analyse the workplace effectively in relation to environmentally sustainable work practices, and to then implement improvements and monitor their effectiveness.

Application of the Unit

This unit of competency supports individuals responsible for a specific area of work or who lead a work group or team in a range of property services sectors and organisations. They operate within the scope of their defined roles and responsibilities.

The unit must be applied strictly according to relevant state or territory legislative and industry requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Investigate current practices in relation to resource use.	1.1	Environmental regulations applying to organisation, work conducted on clients' sites, and to the community at large, are identified.
		1.2	Procedures for assessing ***compliance*** with environmental regulations are evaluated.
		1.3	Information on environmental and resource efficiency systems and procedures is collected and provided to work group according to organisational policies and procedures.
		1.4	Current resource use is measured and documented according to organisational policies and procedures.
		1.5	Current ***purchasing strategies*** are analysed and documented.
		1.6	Current work processes are analysed to access information and data and assist in identifying areas for improvement.
2	Set targets for improvements.	2.1	Input is sought from ***stakeholders, key personnel and specialists***.
		2.2	External sources of information and data are accessed as required.
		2.3	Alternative solutions to workplace environmental issues are evaluated.
		2.4	Efficiency targets are set.
3	Implement performance improvement strategies.	3.1	***Techniques and tools*** are sourced to assist in achieving targets.
		3.2	Continuous improvement strategies are applied to own area of responsibility, and ideas and possible solutions

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			are communicated to work group and management.
		3.3	***Environmental and resource efficiency improvement plans*** for own work group are integrated into other operational activities and implemented.
		3.4	***Suggestions*** and ideas about environment and resource efficiency management are sought from stakeholders and acted upon according to organisational policies and procedures.
		3.5	Costing strategies are implemented to fully value environmental assets.
4	Monitor performance	4.1	Outcomes are documented and reports on targets are communicated to key personnel and stakeholders.
		4.2	Strategies and benchmark indicators are evaluated.
		4.3	New targets are set and new tools and strategies investigated and applied.
		4.4	Compliance with relevant legislative standards or codes is monitored and reported in accordance with formal requirements.
		4.5	Successful strategies are promoted and, where possible, participants rewarded.

Required Skills and Knowledge

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

Required skills

- change management skills to implement improved environmental and resource efficiency plans
- interpersonal skills to relate to people from diverse backgrounds
- language, literacy and numeracy skills for:
  - communicating clearly and concisely verbally and in writing
  - comparing benchmarks
  - consulting with work group
  - reading and interpreting documentation, including:
    - environment and energy efficiency requirements

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    - resource use
  - requesting information
  - seeking and receiving feedback
  - sourcing, organising and recording information
  - using costing strategies
- problem-solving skills to analyse problems, devise solutions and reflect on approaches
- self-management skills to recognise and implement environment and energy efficiency management policies and procedures
- technology skills, including the ability to operate and shut down equipment

Required knowledge

- environment and energy efficiency systems and procedures, including:
  - environment management systems
  - supply chains
- environment and resource efficiency issues specific to industry practices
- industry benchmarks, including:
  - best practice approaches
  - quality assurance systems
- legislation, regulations, codes of practice and industry advisory standards that apply to environmental sustainability
- strategies for:
  - continuous improvement
  - effecting outcomes
  - maximising opportunities
  - minimising impacts

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing at least two instances of implementation and monitoring of integrated environment and resource efficiency management policies and procedures in an organisation.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

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	In particular the person should demonstrate the ability to: • analyse external benchmarks • apply improved approaches to resource use in own work area • effect outcomes from environmental and resource efficiency improvement plans • explain reasons for the choice of particular benchmarks.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • relevant legislation, standards and guidelines • workplace documentation and personnel • reports from other parties involved in the process of identifying and implementing improvements.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments This unit could be assessed on its own or in combination with other units relevant to the job function.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far

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	as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Compliance includes:	• meeting relevant federal, state or territory, and local government laws, by-laws, regulations and codes of practice.
Purchasing strategies may include:	• influencing suppliers to take up environmental sustainability.

Stakeholders, key personnel and specialists may include:	• individuals and groups both inside and outside the organisation who have direct interest in organisation's conduct, actions, products and services, including:
	  • customers
	  • employees at all levels of organisation
	  • key personnel in organisation, and specialists outside it, who may have particular technical expertise
	  • suppliers.

Techniques and tools may include:	• applying industry policies, standards and protocols, including the ecoCLEAN system • examining relevant information and data, such as invoices from suppliers • measurements made under varying conditions • others appropriate to the specific industry context.
Environmental and resource efficiency improvement plans may include:	• addressing environmental and resource sustainability initiatives, action plans, surveys and audits • applying waste management hierarchy in the workplace • determining organisation's most appropriate waste treatment, including waste to landfill, recycling, re-use and wastewater treatment • initiating and maintaining appropriate organisational procedures for operational energy consumption, including stationary and non-stationary (transport) energy • reference to standards, guidelines and approaches, such as: • ecological footprinting

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	• global reporting initiative • Green Star environmental rating system • ISO 14001 Environment Management Systems • life cycle analyses • product stewardship • triple bottom line reporting.
Suggestions may include ideas that help to:	• eliminate use of hazardous and toxic materials • express purchasing power through selection of suppliers with improved environmental performance, such as purchase of renewable energy • identify strategies to offset or mitigate environmental impacts, such as purchasing carbon credits • make more efficient use of energy • maximise opportunities to re-use and recycle materials • prevent and minimise risks and maximise opportunities, such as use of solar or other alternative forms of energy where appropriate • reduce emissions of greenhouse gases • reduce use of non-renewable resources.

Unit Sector(s)

This unit of competency supports individuals responsible for a specific area of work or who lead a work group or team in a range of property services sectors and organisations. They operate within the scope of their defined roles and responsibilities.

The unit must be applied strictly according to relevant state or territory legislative and industry requirements.

Custom Content Section

Not applicable.

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CPPCMN4004B Facilitate effective client relationships

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to establish complex business contacts and networks and manage these relationships in a flexible and effective manner. Complex business relationships are those that require exploring products and services with the client that could improve or enhance their operations. Therefore this unit requires the individual to be familiar with a wide range of organisational products and services.

This unit would usually be carried out under supervision, within organisational guidelines.

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

Application of the Unit

Application of the unit

This unit of competency supports individuals with significant contact with external clients but without managerial or supervisory responsibilities. The unit applies to those providing information on routine, well-defined products and dealing with enquiries of a more complex nature, including pricing. Performance would usually be carried out under routine supervision, within company guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify and monitor client needs**.	1.1 ***Client needs*** and expectations are regularly discussed with ***client*** according to ***company requirements***. 1.2 Feedback on company performance and level of client satisfaction is sought according to company requirements. 1.3 Prompt action is taken on feedback received from client, according to company requirements. 1.4 Contracts or variations to contracts or levels of agreed service provision are reviewed and implemented according to company requirements.
2. **Respond to complex client needs**.	2.1 Possibilities for meeting client needs are explained to client according to company requirements. 2.2 Clients are assisted to evaluate product and service options to satisfy their needs according to company requirements. 2.3 Preferred action is determined and prioritised according

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ELEMENT	PERFORMANCE CRITERIA
	to company requirements.
	2.4 Potential difficulties in client service delivery are identified and appropriate actions are taken according to company requirements.
3. **Establish business contacts and networks**.	3.1 Organisations and groups that have potential to benefit from company products and services are identified according to company requirements.
	3.2 Appropriate individuals in group or organisation are identified in order to establish effective relationships according to company requirements.
	3.3 Methods of ***communication*** with ***business contacts and networks*** are agreed on and maintained according to own level of responsibility and company requirements.
	3.4 Trust and confidence of business contacts and networks are gained and maintained through demonstration of high standards of business practices and effective communication methods, according to company requirements.
4. **Work effectively with business contacts**.	4.1 Roles and responsibilities of business contacts are defined, clarified and agreed according to company requirements.
	4.2 Realistic service commitments are set and adhered to according to company requirements.
	4.3 Flexibility in normal work practices is adopted and encouraged, according to company requirements, when operating under unusual or difficult situations.
	4.4 Situations outside own area or level of responsibility are identified and where appropriate referred to ***appropriate personnel*** according to company requirements.
5. **Promote company**.	5.1 Strategies to represent and promote company's interests and requirements are developed.
	5.2 Additional products, services and ***information*** are suggested for consideration to meet client needs according to company requirements.
	5.3 ***Work group*** members are encouraged to develop effective relationships with client and users of client facilities.
6. **Communicate advice and pricing information**.	6.1 ***Written and verbal responses*** are presented according to company requirements.
	6.2 Pricing information for routine and specified ***products and services*** is provided where these match client needs, according to company requirements.
	6.3 Client requirements for follow-up information are

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ELEMENT	PERFORMANCE CRITERIA
	attended to promptly according to company requirements.
	6.4 Bookings with client are scheduled and confirmed according to company requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - interpret and meet client needs
- interpersonal skills to:
  - demonstrate empathy and tact
  - negotiate variations in client needs
  - relate to people from diverse backgrounds
- language, literacy and numeracy skills for:
  - communicating clearly and concisely verbally and in writing
  - accessing, synthesising and using information
  - completing and interpreting business documentation
  - presenting information on products and services
  - providing accurate pricing estimates and quotations
- planning and organising skills to manage time
- problem-solving skills to:
  - assess client needs
  - identify appropriate service or product
- technology skills to complete business documentation

Required knowledge

- business contacts and networks, including:
  - identifying potential contacts and networks
  - establishing and maintaining networks
- client confidentiality provisions
- legislation, regulations, codes of practice and industry advisory standards that

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REQUIRED SKILLS AND KNOWLEDGE

apply to client relationships
- principles of time management
- range of products, services and commitments available to business contacts
- relevance of client service, good communication and own role in delivering customer service
- role of designated personnel in client referrals

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing client management, where a range of products and services are promoted and negotiated.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • build client relationships • explain features and benefits of products and services using knowledge of products and services • identify and use opportunities for establishing business contacts and networks • present information in a variety of formats to a range of business contacts.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • assessment documentation forms and record books • products and information used in the provision of promoting company services • suitable work area, or a simulated workplace environment, that allows for observation of client and

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candidate interaction.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Property Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

This unit could be assessed on its own or in combination with other units relevant to the job function.

Guidance information for assessment

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Client needs may relate to:

- advice or general information
- domestic, commercial or industrial interests
- hours of operation
- making complaints and suggestions
- purchasing products and services

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- specific requests for information, including those relating to economic, social and environmental sustainability.

Clients may include:

- people with routine or special requests
- people from diverse social or cultural backgrounds
- regular and new clients, including:
  - business enterprises
  - government agencies
  - suppliers.

Company requirements may include:

- code of ethics
- company image
- legal and organisational policies and guidelines
- legislative and regulatory requirements relevant to the work or service function, including:
  - anti-discrimination and equal employment opportunity
  - codes of conduct
  - consumer law
  - environmental law
  - harassment and other laws specific to local government
  - OHS
  - privacy legislation
- OHS policies, procedures and programs
- policies and procedures relating to own role, responsibility and delegation
- quality and continuous improvement systems, standards and guidelines
- staff appearance and presentation.

Communication may include:

- communications book
- company presentations
- correspondence
- email
- exchange of reports and information
- inspections by client
- personal visits
- site news sheet
- telephone discussions.

Business contacts and networks may include the following groups and

- community groups
- departments or branches of the organisation
- organisations with industry links
- organisations with similar industry functions

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individuals:	• potential and current clients • staff and employee organisations • suppliers and manufacturers • technicians.
Appropriate personnel may include:	• colleagues • staff and employee representatives • supervisors and line managers • suppliers and manufacturers.

Information may be:	• communicated electronically, such as by email
	• contained in:
	  • company databases
	  • manufacturer specifications and information
	• products or services available, including features and benefits
	• provided verbally
	• quotations or pricing estimates
	• provided in writing, such as product brochures.

Work group members may include:	• colleagues • line managers • supervisors.
Written and verbal responses may include:	• general advice • information on products or services available, including features and benefits • quotations or pricing estimates • standard industry disclaimers.
Products and services and information relating to their pricing may include:	• introductory offers • value analysis, citing benefits provided • volume or repeat business pricing.

Unit Sector(s)

Unit sector	Common

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Competency field

Competency field

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CPPCMN4005A Facilitate effective teamwork

Modification History

Revised unit

Unit updated and equivalent to PRMCMN403A Facilitate effective teamwork

Unit Descriptor

This unit of competency specifies the outcomes required to monitor and maintain effective work group activities. It covers developing trust and confidence within the work group and requires the demonstration of appropriate communication methods in determining team roles and activities.

The unit also specifies significant planning skills to ensure members of the work group are clear about their roles and responsibilities. A participative approach is required to monitor and review team effectiveness in order to satisfy wider client needs.

Application of the Unit

This unit of competency supports individuals with significant team leading responsibilities. It applies to those without managerial or supervisory responsibilities. Performance would usually be carried out under routine managerial supervision, within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Develop trust and confidence within team.	1.1	***Work group*** members are treated with integrity, respect and empathy according to ***company requirements***.
		1.2	Company's social, ethical and business standards are promoted according to company requirements.
		1.3	Positive relationships are developed and maintained according to company, ***legislative and regulatory requirements***.
		1.4	Roles of work group members are determined in a cooperative manner according to company requirements.
		1.5	Information on work requirements, specifications and company requirements is provided to work group members using ***effective communication techniques*** and suitable ***communication mediums***.
		1.6	Trust and confidence of work group members are gained and maintained through consistent outlining and competent demonstration of ***workplace procedures***.
2	Plan team activities.	2.1	Work group members are included in planning work activities according to company requirements.
		2.2	Competencies and work capacities of work group members are considered, according to company requirements, when determining level and input of work planning.
		2.3	Work group members are informed of interrelated work activities, where necessary, according to company requirements.
		2.4	Work group members' understanding of work objectives is verified according to company requirements.
3	Undertake	3.1	***Forms of communication*** appropriate to work activities

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	activities that foster effective teamwork.		and work group are adopted according to company requirements.
		3.2	As part of full job plan, individual responsibilities for activities are assigned that reflect individuals' competency.
		3.3	Assistance, guidance and support are provided where appropriate to individuals in order to complete activities and achieve required work group outcomes.
		3.4	Poor work performance is managed according to company requirements.
		3.5	Problems are discussed and steps taken to seek resolution according to company requirements.
4	Monitor and review team performance.	4.1	Processes for work group performance review are developed according to company requirements.
		4.2	Feedback from individuals or work group is collected on a regular basis and used to identify and implement improvements in future workplace arrangements according to company requirements.
		4.3	Performance and outcomes of individuals or work group are recorded and assessed to determine effectiveness of work arrangements according to company requirements.
		4.4	***Data*** on performance is reviewed and analysed and information is provided to ***relevant parties*** according to company requirements.

Required Skills and Knowledge

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

Required skills

- interpersonal skills to:
  - demonstrate empathy and tact
  - establish rapport
  - gain trust
  - maintain relationships

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  - manage conflict
  - negotiate work arrangements
  - relate to people from diverse backgrounds
- language, literacy and numeracy skills for:
  - communicating clearly and concisely verbally and in writing
  - listening actively
  - providing feedback
  - sourcing, organising and recording information
  - writing reports
- planning and organising skills to:
  - analyse data
  - manage time
- problem-solving skills to:
  - evaluate team members' performance
  - identify solutions

Required knowledge

- causes of stress or conflict in teams
- communication methods and mediums
- company requirements, including:
  - codes of conduct
  - communication structure and work procedures
  - role and function of workplace teams
  - staff development and available learning opportunities
- counselling and disciplinary procedures
- legislation, regulations, codes of practice and industry advisory standards that apply to the workplace
- strategies for identifying, managing and reducing conflict
- team development, including stages and techniques
- team dynamics

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of determining, planning and reviewing work group activities to facilitate effective teamwork.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • communicate in order to develop trust and confidence within work group • monitor and evaluate work group performance to improve and refine existing arrangements • plan and improve workplace effectiveness through participative arrangements for work groups • resolve poor work performance according to company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • assessment documentation forms and record books • relevant company documentation • relevant venue • work group.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. This unit could be assessed on its own or in combination with other units relevant to the job function.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work group members may include:	• colleagues and team members • people from a range of social, cultural or ethnic backgrounds • supervisors and line managers.

Company requirements may include:	• company codes:
	  • conduct
	  • dress and presentation
	  • ethics
	• company image
	• company policies and procedures
	• company goals, objectives, plans, systems and processes, such as quality and continuous improvement systems, standards and guidelines
	• legislation relevant to work or service function, such as anti-discrimination and equal employment opportunity
	• occupational health and safety (OHS) policies, procedures and programs
	• policies and procedures relating to own role, responsibility and delegation.

Legislative and regulatory requirements may take into account:	• anti-discrimination, equal employment opportunity and racial vilification • consumer law • environmental law • harassment and other laws specific to local government • industry codes of conduct • OHS Acts and regulations • privacy legislation.
Effective communication techniques may include:	• appropriate language and tone of voice • active listening • clear and legible writing • maintaining eye contact • non-verbal communication, such as: • body language

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	• personal presentation • open and closed questions • speaking clearly and concisely • verbal and written responses.
Communication mediums may include:	• company policy and procedure documents • company training • face-to-face discussions • instructional materials • regular and one-off meetings • signs and symbols • using interpreter where required • work method statements • written instructions.
Workplace procedures may include:	• assignment instructions • instructions from colleagues, supervisor and manager • personal protective equipment (PPE) requirements • reporting and documentation requirements • specific customer requirements.
Forms of communication may include:	• exchanging reports and information • face-to-face interactions • responding to email • site news sheet • telephone discussions • two-way radio interactions • written information via communication logbook.
Data may be information collected during work activities and may be:	• verbal • visual • anecdotal.
Relevant parties may include:	• external clients • supervisors • line managers.

Unit Sector(s)

Common

Custom Content Section

Not applicable.

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CPPCMN4006A Facilitate effective workplace relationships

Modification History

Revised unit

Unit updated and equivalent to PRMCMN404A Facilitate effective workplace relationships

Unit Descriptor

This unit of competency specifies the outcomes required to establish and maintain effective workplace relationships within a work group. It covers communicating workplace expectations and legislative requirements to work group members, as well as managing workplace conflict.

The unit requires high-level communication skills to ensure that opportunities for staff development are encouraged and provided. Internal workplace relationships are required to be monitored and evaluated on a regular basis in order to ensure effectiveness. The skills and knowledge of this unit are required by work group leaders in order to facilitate workplace relationships that contribute to effective workplace arrangements and delivery of customer service strategies to clients.

Application of the Unit

This unit of competency supports individuals with significant team-leading responsibilities but without managerial or supervisory responsibilities. Performance would usually be carried out under routine managerial supervision, within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Communicate workplace expectations.	1.1	***Information*** to achieve work responsibilities is collected from ***information sources*** and recorded.
		1.2	**Communication mediums are used to suit context and staff at all levels, according to company requirements.**
		1.3	Communication medium takes into account social and cultural diversity according to company and ***legislative requirements***.
		1.4	***Work group*** members' understanding of ***communication*** is verified and confirmed according to company requirements.
2	Implement relevant company and legislative workplace requirements.	2.1	Information on legislative and company requirements is provided to work group members using a suitable communication medium.
		2.2	Measures are complied with to ensure ***workplace procedures*** and company requirements are understood and implemented.
3	Assist in positively resolving workplace conflict.	3.1	Sources of conflict in the work group or associated with its activities are identified according to company requirements.
		3.2	Appropriate and timely action is taken to resolve conflict when identified, according to company requirements.
		3.3	Conflict is managed constructively according to legislative and company requirements.
		3.4	Difficult situations are negotiated to achieve results that are acceptable to parties involved and meet legislative

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			and company requirements.
4	Facilitate development of staff.	4.1	Staff development is encouraged in the workplace according to company requirements.
		4.2	***Workplace learning opportunities*** and coaching and mentoring assistance are provided to facilitate individual and work group achievement.
		4.3	Opportunities for staff development and training are regularly communicated to staff according to company requirements.
		4.4	***Development opportunities*** that incorporate a range of activities and support materials that suit identified needs are planned according to company requirements.
		4.5	Resources and timelines required for learning and development activities are identified and approved according to company requirements.
5	Monitor and evaluate workplace relationships.	5.1	Feedback from individuals or work groups is used to identify and implement improvements in workplace consultative arrangements.
		5.2	Performance and outcomes of individuals or work groups are assessed and recorded according to company requirements to determine effectiveness of development programs.

Required Skills and Knowledge

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

Required skills

- interpersonal skills to:
  - demonstrate empathy and tact
  - establish rapport
  - gain trust
  - maintain relationships
  - manage conflict

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  - negotiate work arrangements
  - relate to people from diverse backgrounds
- language, literacy and numeracy skills for:
  - analysing data
  - communicating clearly and concisely verbally and in writing
  - listening actively
  - providing feedback
  - questioning to identify and resolve conflict, and consult with team members to identify opportunities for learning and process improvement
  - sourcing, organising and recording information
  - writing reports
- planning and organising skills to manage time
- problem-solving skills to:
  - evaluate relationships
  - select methods to manage conflict

Required knowledge

- causes of stress or conflict in teams
- communication methods and mediums
- company requirements, including:
  - codes of conduct
  - communication structure and work procedures
  - role and function of workplace teams
  - staff development and available learning opportunities
- legislation, regulations, codes of practice and industry advisory standards that apply to the workplace
- strategies for identifying, managing and reducing conflict
- team development, including stages and techniques
- team dynamics

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing at least two different practical demonstrations of facilitating effective workplace relationships.
Critical aspects for	A person who demonstrates competency in this unit must be able to

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assessment and evidence required to demonstrate competency in this unit	provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • communicate techniques that establish and maintain relationships within a work group • employ methods of communication that cater for social, cultural and language differences within a work group • resolve problems and conflicts according to company requirements • provide learning and development opportunities within the work group • monitor and evaluate workplace relationships to improve and refine existing arrangements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • assessment documentation forms and record books • relevant company and legislative documentation • relevant venue • work group.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. This unit could be assessed on its own or in combination with other units relevant to the job function.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information may be provided either in writing or verbally, and may be contained in:	• contractual arrangements • industry codes of practice and standards • legislative requirements • manufacturer specifications and equipment manuals • site specifications.
Information sources may include:	• clients • employer or employee associations • government agencies • members of work group • supervisors • work or shift communication logbooks.
Communication mediums may include:	• company policy and procedures documents • company training • face-to-face discussions • instructional materials • regular and one-off meetings • signs and symbols • using interpreter where required • work method statements • written instructions.

Company requirements may include:	• company codes:
	  • conduct
	  • dress and presentation
	  • ethics
	• company image
	• company policies and procedures
	• company goals, objectives, plans, systems and processes, such as quality and continuous improvement systems, standards and guidelines
	• legislation relevant to the work or service function, such as anti-discrimination and equal employment opportunity
	• occupational health and safety (OHS) policies, procedures and

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	programs • policies and procedures relating to own role, responsibility and delegation.
Legislative requirements may include:	• anti-discrimination, equal employment opportunity and racial vilification • consumer law • environmental law • harassment and other laws specific to local government • industry codes of conduct, practice and standards • OHS Acts and regulations • privacy legislation.
Work group members may include:	• colleagues and team members • people from a range of social, cultural or ethnic backgrounds • supervisors and line managers.
Communication may include:	• exchanging reports and information • face-to-face interactions • personal visits • responding to email • site news sheet • telephone discussions • written information via communication logbook.
Workplace procedures may include:	• assignment instructions • instructions from colleagues, supervisor and manager • personal protective equipment (PPE) requirements • reporting and documentation requirements • specific customer requirements.
Workplace learning opportunities may include providing:	• coaching and mentoring assistance • induction and refresher training • specialist process training • specific equipment training • other formal or structured training.
Development opportunities may include:	• career planning • performance appraisals • providing feedback to work group members • rotation to another work groups • skills assessments and recognition of prior learning.

Unit Sector(s)

Common

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Custom Content Section

Not applicable.

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CPPCMN4007A Manage workplace safety arrangements

Modification History

Revised unit

Unit updated and equivalent to PRMCMN401A Manage workplace safety arrangements

Unit Descriptor

This unit of competency specifies the outcomes required to implement and monitor the company's occupational health and safety (OHS) policies, procedures and programs to achieve and maintain OHS standards and ensure workplace safety arrangements. It includes managing the provision of information and the implementation, supervision and review of OHS policies and programs that contribute to maintaining a safe work environment.

Application of the Unit

This unit of competency is relevant for employees with supervisory responsibilities. Performance would usually be carried out within company guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Provide information about OHS and the company's OHS policies, procedures and programs.	1.1	Relevant provisions of ***OHS legislation*** as they relate to ***workplace procedures*** are explained clearly and accurately to ***work group*** according to ***company requirements***.
		1.2	Company OHS policies, procedures and programs are explained clearly and accurately to work group according to company requirements.
		1.3	***Information*** about OHS policies, procedures and programs is provided to work group in a ***readily accessible*** manner according to company requirements.
		1.4	Information about ***identifying hazards and assessing risks*** and the process and outcomes of ***risk assessment and risk control procedures*** is provided and explained regularly, clearly and accurately to work group according to company requirements.
2	Implement and monitor participative arrangements for the management of OHS.	2.1	Company procedures for ***participative arrangements*** for OHS issues are implemented and monitored and ***contributions*** are encouraged according to company requirements.
		2.2	Issues arising from participative arrangements are promptly assessed and resolved, or referred to ***appropriate personnel*** for resolution according to workplace procedures.
		2.3	Outcomes of participative arrangements pertaining to OHS issues are documented and promptly communicated to work group according to company requirements.
3	Implement and monitor company procedures for identifying hazards and	3.1	Existing and potential ***hazards*** in the work area are identified and reported according to OHS legislation, workplace procedures and company requirements.
		3.2	***Risk analysis***, using ***risk analysis protocols***, is conducted and action to control risks is taken according

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	assessing risks.		to OHS legislation, workplace procedures and company requirements.
		3.3	Work area is monitored continuously to identify new hazards according to OHS legislation, workplace procedures and company requirements.
4	Implement and monitor company procedures for controlling risks.	4.1	Work procedures for controlling risks are developed and implemented according to OHS legislation and company requirements.
		4.2	Adherence to work procedures by work group is monitored according to company requirements.
		4.3	Effectiveness of work procedures is monitored using ***hierarchy of control*** and results are reported regularly to appropriate personnel according to company requirements.
		4.4	Resource allocation requirements are identified for implementation of work procedures to ***control risks*** and inadequacies are reported to appropriate personnel according to company requirements.
5	Implement company procedures for dealing with hazardous events.	5.1	Incidents are investigated to establish cause according to OHS legislation and company requirements.
		5.2	***Hazardous event control procedures*** for dealing with ***hazardous events***, including emergencies, are implemented according to OHS and environmental legislation and company requirements.
		5.3	Control measures to prevent recurrence and minimise risks of hazardous events, based on the hierarchy of control, are implemented within scope of responsibilities and competencies, or referred to appropriate personnel for implementation according to company requirements.
6	Implement and monitor company procedures for providing OHS	6.1	***OHS training needs***, which specify gaps between OHS health and safety competencies and those held by work group members, are identified and documented according to company requirements.

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	training.	6.2	***Training***, coaching and mentoring to meet identified needs of work group are arranged through consultation with relevant parties according to company requirements.
7	Implement and monitor company procedures for maintaining OHS records.	7.1	Company's incident and/or accident reporting and recording process is provided and explained to work group according to company requirements.
		7.2	***OHS records*** are completed according to legal requirements for the maintenance of records of occupational injury and disease, workplace procedures and company requirements.
		7.3	Hazard analysis data and information from OHS safety records are used to identify hazards and monitor risk control procedures within scope of responsibilities and competencies and according to company requirements.

Required Skills and Knowledge

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

Required skills

- interpersonal skills to relate to people from diverse backgrounds
- language, literacy and numeracy skills for:
  - analysing and monitoring workplace OHS data
  - articulating OHS legal obligations, such as duty of care
  - communicating clearly and concisely verbally and in writing
  - reading and interpreting:
    - product instructions
    - material safety data sheets (MSDS)
    - site safety plans
  - recommending training needs
  - reporting hazards
  - sourcing and organising information
- leadership skills to:
  - coach and mentor
  - identify and explain levels of responsibility for OHS
  - identify training needs

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- risk management skills for:
  - assessing risks and evaluating risk control measures
  - assessing and advising on validity and sufficiency of resources required to control risks
  - assisting emergency procedures
  - complying with work procedures
  - identifying and analysing hazards

Required knowledge

- characteristics and composition of the workforce and how it impacts on OHS management
- company management structure and procedures for:
  - hazard identification
  - OHS management
  - risk management
- interrelationship of OHS systems to other company systems
- legislation, regulations, codes of practice and industry advisory standards that apply to workplace safety arrangements, including legal responsibilities of:
  - employers
  - employees
  - other parties with legal responsibilities
- principles of:
  - access and equity
  - hazard management
  - leadership
  - OHS management systems
  - company management systems
- risk management
- training opportunities

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing at least two different practical demonstrations of managing workplace safety arrangements.
Critical aspects for assessment and evidence required to demonstrate	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

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competency in this unit	In particular the person should demonstrate the ability to: • apply and commit to company management systems and procedures for health and safety • apply consistent leadership role to identification of hazards within work group to ensure unresolved issues are referred to appropriate personnel and actioned • apply risk management procedures, that is, undertaking hazard identification, risk assessment and risk control according to hierarchy of control • identify and facilitate OHS training needs and reporting requirements of work group • identify characteristics of workforce that affect the management of OHS • identify OHS compliance requirements for a system of work • integrate OHS into company management systems • apply knowledge of OHS Acts, regulations and codes of practice applicable to work area • provide clear information and instruction to work group on workplace procedures pertaining to health and safety in a readily accessible manner • apply obligations for duty of care.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • assessment documentation forms and record books • current OHS data • manuals and relevant documentation outlining occupational health and safety policies and procedures • OHS and Dangerous Goods Acts, regulations and codes of practice relevant to work operations • suitable work area, or simulated workplace environment, that allows for identification of hazards, risk assessment and risk control measures and implementation and monitoring of OHS policies, procedures and programs.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace

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	tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. This unit could be assessed on its own or in combination with other units relevant to the job function.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

OHS (also known as workplace health and safety) and related safety ***legislation*** may include:	• dangerous goods Acts
	• general duty of care under OHS legislation and common law provisions relating to OHS issue resolution
	• provisions relating to roles and responsibilities of health and safety representatives and/or OHS committees
	• regulations and codes of practice, including those relating to hazards present in the workplace or industry
	• requirements for:
	  • maintenance and confidentiality of records of occupational injury and disease
	  • provision of OHS information and training
	• state, territory and commonwealth OHS Acts and regulations.

Workplace procedures may include specific OHS procedures and company policies or procedures relating to:	• accident and incident investigation • assessing and controlling risks • consultation and participation arrangements for employees and third parties • emergency planning and response • housekeeping and work environment • identifying hazards

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	• OHS procedures, including:
	  • developing and communicating company OHS policy
	  • providing OHS information, instruction, supervision and training
	  • OHS record keeping
	  • reporting OHS issues
	  • resolving issues
	  • training and assessment
	• safe operating procedures or instructions that cover but are not limited to:
	  • awareness of electrical hazards
	  • chemical storage, handling and disposal
	  • confined space procedures
	  • dust
	  • first aid and injury management
	  • manual handling
	  • noise
	  • requirements for maintaining safety when working alone
	  • security
	  • toxic, infectious and sharps waste
	  • safe use of tools and equipment
	  • vehicles and mobile equipment
	  • working safely around electrical hazards, including wiring, cables and overhead powerlines
	  • specific hazards
	• storage of dangerous goods
	• use of MSDS
	• use of personal protective equipment (PPE)
	• workplace safety inspections and audits.

Work group members may include:	• contractors authorised by the company to perform specified work or functions • employees under direct supervision • entry-level trainees • full-time, part-time and casual employees • trainee supervisors and trainee team leaders.
Company requirements may include:	• contracting of services • counselling and disciplinary processes • maintaining plant and equipment • purchasing supplies and equipment • work procedures and work instructions, including those relating to disposing of, re-using or recycling resources.

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Information may be:	• about hazards and risk management procedures • about the nature of work, tasks and procedures • as part of providing direct supervision, such as to inexperienced workers • contained in industry association journals or workers' compensation literature • for consultation with health and safety representatives and OHS committees • for induction of new workers, or refresher training for existing employees • to assist in work tasks • to communicate legislation and codes of practice, such as relating to hazards in the work area.
Readily accessible refers to information that:	• caters for individual language and literacy levels • conforms to the principles of plain English • is openly available.

Identifying hazards and assessing risks may include activities, such as:	• accessing manufacturer guidance information and manuals
	• applying job safety analysis procedures
	• assessing job and work system
	• assessing severity of identified hazards and ranking according to severity
	• briefing workplace safety inspectors or contracted OHS advisers
	• checking work area and equipment before and during work
	• conducting pre- and post-operational equipment checks
	• conducting workplace inspections
	• consulting with employees, OHS representatives and OHS committee
	• housekeeping
	• performing routine job hazard analysis
	• purchasing supplies and equipment, such as:
	  • review of MSDS
	  • manufacturer or supplier information
	• referencing government or industry hazard or safety alerts, including via industry association contacts and networks
	• regularly maintaining plant and equipment
	• reviewing OHS records, including:
	  • registers of hazardous substances
	  • dangerous goods
	• undertaking safety audits.

Risk assessment and risk control procedures should reflect the order of the	• hazard identification • risk assessment • hazard control

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process:	• evaluation.

Participative arrangements may include:	• employee performance feedback
	• formal and informal meetings of:
	  • health and safety representatives
	  • OHS committees
	  • other special purpose committees, such as consultative, planning and purchasing
	• company information, staff bulletins and notices
	• suggestions, requests, reports and concerns put forward by employees to management.

Contributions may include:	• behaviour that contributes to a safe workplace
	• listening to ideas and opinions of others in work group
	• sharing opinions, views, skills and knowledge
	• visible OHS culture that includes:
	  • actively encouraging OHS contributions, suggestions and input
	  • effecting and responding to OHS input and suggestions
	  • assigning responsibility for raised OHS concerns.

Appropriate personnel may include:	• health and safety representatives
	• managers
	• OHS personnel
	• other persons, including emergency service personnel, authorised or nominated by the company or industry to:
	  • approve specified work
	  • direct specified work or functions
	  • inspect specified work
	  • perform specified work or functions.

Hazards may include:	• biological hazards
	• chemical hazards, including unlabelled chemicals and substances
	• environmental hazards, such as:
	  • noise
	  • radiation
	  • untidy work areas
	  • vibration
	• ergonomic or mechanical hazards, such as:
	  • those associated with electrical and mechanical faults of plant and equipment, including mobile plants
	• physical hazards, such as:
	  • electrical
	  • obstructions or blocked exits

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	• slippery or uneven floors • psychological hazards.
Risk analysis includes:	• analysis of likelihood, chance, frequency or probability of something happening that will affect work objectives • assessment of real or possible outcome should something happen, measured in terms of nature and extent of harm or injury to individuals and/or environment • process involving: • hazard identification • risk assessment • risk treatment and/or control • risk monitoring and evaluation.
Risk analysis protocols may be selected based on the following criteria:	• Australian standards, company standards and client standards • combination of quantitative and qualitative assessment tools, as appropriate to risks being assessed • company policy, procedures, goals, objectives and the interests of stakeholders • operational, technical, financial, legal, social, humanitarian or other criteria • scope of risk management project being undertaken.
Hierarchy of control includes:	• hazard elimination treatment and/or controls • hazard substitution treatment and/or controls • hazard engineering treatment and/or controls • administrative treatment and/or controls, including OHS and environmental training • PPE.
Controlling risks may include:	• applying hierarchy of control, namely: • elimination of risk • substitution controls • engineering controls • administrative controls, including training • PPE • consulting with manufacturers, suppliers, employers and their representatives • consulting with workers and their representatives • developing reliable systematic approach to risk control • ensuring adequate training of staff • measuring risk likelihood and consequence • implementing measures to remove cause of risk at its source • monitoring and regularly reviewing work systems and procedures • rewarding good health and safety practice.

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Hazardous event control procedures may include:	• following instructions from authorised or appropriate personnel during hazardous events • chemical containment and clean-up • emergency management plan • evacuations • provision of first aid • accident and incident reporting • injury and dangerous occurrence reporting.

Hazardous events may include:	• accidents, including motor vehicle accidents
	• bomb threats
	• chemical spills
	• electrocution
	• fires and explosions
	• inhalation of dangerous substances
	• manual handling
	• natural disasters
	• slips, trips and falls
	• violent incidents, such as:
	  • armed robberies
	  • workplace bullying.

OHS training needs may include:	• controlling hazards • emergency and evacuation training • hazard prevention or mitigation procedures • induction training and refresher training • nature of hazards and hazard recognition • specific hazard training • specific task or equipment training • training as part of broader programs, such as equipment operation.
Training may include:	• coaching and/or mentoring • off-the-job training • on-the-job training • presenting and promoting the benefits of a safe workplace • providing encouragement • providing feedback and clarifying points where necessary • training provided by a registered training organisation.
OHS records should include documented:	• first aid and medical post records • hazardous substances registers • health surveillance and workplace environmental monitoring records • maintenance and testing reports

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	• manufacturer and supplier information, including MSDS and dangerous goods storage lists • OHS audits and inspection reports • records of instruction and training • safety bulletins or notices • workers' compensation and rehabilitation records.

Unit Sector(s)

Common

Custom Content Section

Not applicable.

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CPPCMN4008A Read and extract information from plans, drawings and specifications for residential buildings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to read and extract information from different types of plans, building drawings and specifications for residential buildings.

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

Application of the Unit

Application of the unit

This unit of competency supports the needs of a wide range of workers in the property services industry who are required to read and extract routine information from a variety of plans and drawings associated with residential buildings. This includes real estate agents, property managers, home sustainability assessors and facility managers.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify types of plans and drawings and their functions.	1.1 Main ***types of plans and drawings*** for ***residential buildings*** are identified. 1.2 Purpose of different types of plans and drawings are identified. 1.3 ***Key features of each type of plan and drawing*** are identified.
2. Recognise amendments to plans and drawings.	2.1 Title panel is checked to verify latest amendment to plans and drawings. 2.2 Amendments to ***specifications*** are checked to ensure currency of information.
3. Recognise symbols, terms and abbreviations used in plans and drawings.	3.1 Symbols used in plans and drawings are identified. 3.2 Abbreviations used in plans and drawings are identified. 3.3 Colouring and shading used in plans and drawings are identified. 3.4 Building and construction terms used in plans and drawings are identified.
4. Locate and identify key features on a site plan.	4.1 Site is identified from location drawings. 4.2 True north and building orientation are identified from details provided on site plan. 4.3 ***Key features of site plan*** are identified.
5. Extract data from plans, drawings and	5.1 Key building features are identified in relevant plans and drawings.

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ELEMENT	PERFORMANCE CRITERIA
specifications.	5.2 ***Data on key building features*** is extracted from relevant plans, drawings and specifications. 5.3 Building codes or standards identified in specifications are identified. 5.4 Key features of products included in specifications are identified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- data analysis skills to interpret and extract data from plans, drawings and specifications for residential buildings
- literacy skills to read and interpret information contained in plans, drawings and specifications for residential buildings
- numeracy skills to read, interpret and convert numerical values and scales shown on plans, drawings and specifications for residential buildings
- research skills to identify and locate relevant plans and drawings for residential buildings
- spatial skills to orientate drawings and translate site and structural features from two-dimensional to three-dimensional formats
- technology skills to use general purpose software

Required knowledge

- building drawings:
  - drawing perspectives
  - features of building drawings
  - scale
  - symbols, terms and abbreviations used in building drawings
  - types of building drawings and their respective purposes
- construction process for residential buildings
- plans relevant to residential buildings:
  - environmental and heritage overlays
  - features
  - scale
  - symbols, terms, colouring, shading and abbreviations used in plans

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REQUIRED SKILLS AND KNOWLEDGE

- types of plans and their respective purposes
- relevant state or territory building and construction codes, standards and regulations
- residential building materials
- residential building styles

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

This unit of competency could be assessed by correctly reading, interpreting and extracting data from a variety of plans, drawings and specifications for different types and styles of residential buildings.

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

A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

In particular, the person should demonstrate the ability to:

- identify different types of plans and drawings for residential buildings and their functions
- read and interpret plans, drawings and specifications for residential buildings, including identifying key features, levels, contours, sections, service entry points and site features
- recognise amendments to plans and drawings for residential buildings
- recognise symbols, terms and abbreviations used in plans and drawings for residential buildings
- locate and identify key features on a site plan.

Context of and specific resources for assessment

Assessment of essential underpinning knowledge may be conducted in an off-site context and is to comply with relevant regulatory and Australian standards' requirements.

Resource implications for assessment include:

- plans, drawings and specifications for different styles

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of residential buildings
- relevant codes, standards and regulations related to the construction of residential buildings.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Property Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Guidance information for assessment

This unit could be assessed on its own or in combination with other units relevant to the job function.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Assessment processes and techniques should, as far as is practical, take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Types of plans and drawings may include:

- drawings:
  - details
  - elevation

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- ground plan
- layout drawings
- services drawings:

drainage

ducts

piping

waste disposal

wiring

- vertical section

- plans:
  - heritage and conservation overlays
  - landscaping and vegetation
  - locality
  - site
- sketches.

Residential building refers to:

- any building categorised as Class 1, 2, 4 and 10a of the Building Code of Australia or in accordance with jurisdictional requirements.

Key features of each type of plan and drawing may include:

- certification
- compatibility
- construction
- dimensions
- legend
- location
- orientation
- quantities of materials
- scale
- sizes
- types of products or services.

Specifications may include:

- levels and survey information
- material technical data
- materials lists
- performance data
- schedules of quantities
- stress, load and bearing calculations.

Key features of site plan may include:

- access and egress
- contours and slopes
- drainage lines
- easements
- environmental and heritage overlays

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- existing dwellings, buildings or other structures
- location and situation
- major geological and topographical features
- orientation
- paving
- retaining walls
- scale
- service connection points
- set backs
- stormwater disposal
- trees and other vegetation.

Data on key building features may include:

- dimensions
- location
- materials
- ratings
- standards.

Unit Sector(s)

Unit sector Home sustainability assessment

Competency field

Competency field

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CPPCMN4009A Develop team understanding of and commitment to sustainability

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to develop and support team members to build their understanding of and commitment to the principles and practices associated with sustainability.

The unit describes the skills and knowledge required to support businesses in adopting sustainable practices and policies that go beyond meeting mandated requirements to harnessing opportunities.

The ability to lead and motivate a team and to develop and use coaching, mentoring and learning strategies that bring about organisational and cultural change are required.

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

Application of the Unit

Application of the unit

This unit of competency supports individuals responsible for leading team members in a business committed to economic, social and environmental sustainability.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support the building of skills to reflect sustainability principles.	1.1 Purpose, benefits and practices of ***sustainability*** are ***researched*** and analysed. 1.2 Government policies and incentives regarding the implementation of sustainable business practices are accessed and reviewed. 1.3 Current organisational strategies, policies and procedures regarding the implementation of sustainable practices are accessed and reviewed. 1.4 Information is gathered on existing staff skills, knowledge and behaviours in relation to sustainability, and ***gaps*** are identified, within organisational policies and guidelines. ***1.5 Contribution is made to the development and documentation of a strategy to build required staff skills and understanding of the purpose, benefits and practices of sustainability.***
2. Support the implementation of sustainable practices.	2.1 Organisational goals and objectives related to sustainability are communicated to staff. 2.2 Individuals and teams are provided with guidance to establish goals, responsibilities and ***performance***

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ELEMENT	PERFORMANCE CRITERIA
	indicators related to sustainability, within organisational policies and guidelines.
	2.3 Support is provided to individuals and teams to enhance performance and achievement of organisation's goals, including effective implementation of sustainability processes, policies and procedures.
	2.4 Performance is managed in line with organisational and legal requirements.
3. **Lead the team effectively**.	3.1 Updates on the organisation's plans and approach to the implementation of sustainability processes are communicated to staff using effective and open communication channels.
	3.2 Staff are coached and mentored to develop understanding of sustainability issues and improve the implementation and performance of workplace processes.
	3.3 Effective strategies to facilitate team growth and increase ***motivation*** are developed, trialled and implemented.
	3.4 Outcomes of sustainability initiatives in the workplace are communicated and effective performance is recognised and supported within organisational policies and guidelines.
4. **Contribute to staff development needs**.	4.1 Current and future staff development needs related to sustainability are identified and documented within organisational policies and guidelines.
	4.2 Staff members are provided with ***opportunities*** to develop skills and knowledge related to sustainability.
	4.3 Training and development needs of staff are accounted for in relevant budgets and operational plans.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- change-management skills to respond to new opportunities and implement sustainable business solutions

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REQUIRED SKILLS AND KNOWLEDGE

- coaching and mentoring skills to:
  - create a supportive environment for discussion
  - listen actively
  - provide constructive feedback
  - model positive behaviour
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - consult with individuals and work team
  - read and interpret documentation
  - report against identified performance indicators
  - seek and receive feedback
  - review budgets to ensure sufficient training allocation
- initiative and enterprise skills to build and lead teams

Required knowledge

- concepts and models of sustainability
- concepts and models of team leadership
- organisational policies and procedures related to sustainable practices
- strategies, tools and products to support sustainable practices
- adult learning and development principles and processes
- legislative and regulatory requirements related to sustainability and OHS
- techniques for identifying training needs
- theories of motivation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing at least two instances of the implementation and monitoring of integrated economic, social and environmental sustainability policies and procedures in an organisation.
Critical aspects for assessment and evidence	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge

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required to demonstrate competency in this unit	specified in this unit. In particular the person should demonstrate the ability to: • research and identify good workplace practices and programs that support improved sustainability • lead and motivate a team • put in place staff development strategies that build workplace performance related to sustainability.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • relevant legislation, standards and guidelines • workplace documentation and personnel • reports from other parties involved in the process of identifying and implementing improvements.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. This unit could be assessed on its own or in combination with other units relevant to the job function.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sustainability is broadly defined as having three separate but inter-related components with characteristics including:

- economic sustainability, demonstrated by:
  - cost-effective use of resources
  - ensuring costs of 'green' solutions are properly accounted for and recovered
  - growing market share by appealing to socially aware customers
  - purchasing locally to reduce transport costs
  - seeking to participate in government schemes that reward or fund sustainable operations
- social sustainability, demonstrated by:
  - building community involvement
  - communicating benefits of sustainable products and services to customers
  - purchasing locally and using local and community-based products and services
  - using 'fair trade' products
- environmental sustainability, demonstrated by:
  - efficient use of resources
  - eliminating hazardous and toxic materials
  - identifying strategies to offset or mitigate environmental impacts, such as purchasing carbon credits
  - making more efficient use of energy
  - maximising opportunities to re-use and recycle materials
  - preventing and minimising risks and maximising opportunities, such as use of solar or other alternative forms of energy where appropriate
  - purchasing renewable energy
  - reducing emissions of greenhouse gases
  - reducing use of non-renewable resources
  - waste reduction.

Research data may be

- 'think tanks' and research houses

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sourced from:	• industry associations • primary research, such as surveys and focus groups • publicly available data, such as Australian Bureau of Statistics (ABS) • regional economic development plans • secondary research, such as national and international literature searches.

Gaps in the skills, knowledge and behaviours of staff:	• may arise as a result of:
	  • changes to work practices and processes
	  • introduction of new technologies or software applications
	• may be identified through:
	  • customer feedback
	  • feedback from performance reviews
	  • individual staff requests for training
	  • observation of workplace practices
	  • staff survey
	  • training needs analysis.

Performance indicators may include:	• benchmarks achieved against external certification process requirements
	• costs measured against performance targets
	• level of:
	  • recycling achieved
	  • reduction of waste
	  • response to marketing and communication strategies
	• sales achieved measured against performance targets.

Motivation of staff may be understood by reference to theories, including:	• David C. McClelland's theories of achievement motivation • Herzberg's motivation theory • Maslow's hierarchy of needs • Theory X • Theory Y.
Opportunities for skill development may include:	• 'buddy' systems • coaching • job rotation • mentoring • participation in structured training • structured and specific feedback and work instruction.

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Unit Sector(s)

Unit sector Common

Competency field

Competency field

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CPPCMN4010A Cost and quote sustainable product and service provision

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to identify, cost and provide quotations for customers that cover the full costs of delivering sustainable products and services.

The application of knowledge regarding 'green' or sustainability incentives provided by government and councils is addressed.

The unit also covers the costing of materials and techniques required to deliver the required outcomes. The capacity to evaluate alternatives and decide upon and quote the solution that best meets client needs while sustaining required margins is covered.

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

Application of the Unit

Application of the unit

This unit of competency supports individuals responsible for providing quotations for the provision of sustainable products and services.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify products and services related to sustainability**.	1.1 Purpose, benefits and practices of ***sustainability*** are ***researched*** and analysed. 1.2 Current products and services are reviewed and analysed to identify their ability to provide sustainable solutions to customers. 1.3 Financial costs and returns associated with delivering current sustainable product and service solutions are identified, analysed using ***standard financial methods***, and recorded. 1.4 Research is conducted to identify new and emerging sustainable products and services that may be attractive to customers. 1.5 Government policies and incentives regarding the implementation of sustainable products and services are accessed and reviewed.
2. Finalise customer requirements.	2.1 Customer is consulted to determine business objectives, as well as nature, size and volume of required products and services. 2.2 Characteristics of the product or service and their contribution to providing sustainable solutions for the

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ELEMENT	PERFORMANCE CRITERIA
	customer are described and clarified. 2.3 Timelines for delivery of the product or service are discussed and finalised. 2.4 Constraints and potential risks associated with the progress of the project are communicated to the client. 2.5 Formal project brief is negotiated and agreed with customer.
3. Negotiate and cost solutions.	3.1 Alternative solutions that reflect project brief and meet customer requirements are sourced and evaluated. 3.2 Comparison of product or service characteristics in relation to performance, price and sustainability is made and discussed with the customer where required. 3.3 Product and costing information is sourced and interpreted according to company requirements. 3.4 ***Full costs***, taxes and profit margin are calculated according to company requirements. 3.5 Calculations are checked, and detailed and legible records of methods of calculations are kept according to company requirements.
4. Finalise quotation.	4.1 Documentation is prepared that includes accurate details of the cost of product or service and ***conditions and limitations***, according to company and ***legislative and regulatory requirements***. 4.2 Quotations are provided to customer in standard format according to company requirements. 4.3 Options, with secondary quotations, are offered according to company requirements. 4.4 Variations required by the customer are identified, negotiated, costed and recorded according to company requirements. 4.5 Details of quotations are recorded accurately and legibly and are retained on file according to company requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to inform customers of available products and services
- numeracy skills to:
  - cost inputs
  - undertake financial planning and modelling, such as establishing break-even point
  - develop project budget
  - analyse financial reports, such as profit and loss reports and balance sheets
- negotiation skills to finalise customer requirements
- literacy skills to:
  - review client briefs
  - prepare quotations and reports

Required knowledge

- methods of calculating 'pay back' period to recoup cost of installation of sustainable solutions
- concepts of risk management planning and processes
- incentives provided for the installation of sustainable solutions
- industry codes and standards for quoting and applying warranties, cool-off periods and returns
- industry quality requirements
- industry terminology used in budgeting, quoting and sustainability
- organisational policies and procedures related to sustainable practices
- organisational processes for budgeting and quoting
- standard financial reporting mechanisms
- strategies, tools and products to support sustainable practices
- legislative and regulatory requirements relating to environmental standards and OHS

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the

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Assessment Guidelines for the Training Package.

Overview of assessment

This unit of competency could be assessed by observing at least two instances of the implementation and monitoring of integrated economic, social and environmental sustainability policies and procedures in an organisation.

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

A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

In particular the person should demonstrate the ability to:

- research and identify products and services that support improved sustainability
- communicate with customers and identify their needs for sustainable products and services
- determine the full cost of providing the product or service and prepare a quotation that meets business standards and requirements.

Context of and specific resources for assessment

Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include access to:

- relevant legislation, standards and guidelines
- workplace documentation and personnel
- reports from other parties involved in the process of identifying and implementing improvements.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Property Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

This unit could be assessed on its own or in combination with other units relevant to the job function.

Guidance information for assessment

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical

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resources, and the provision of appropriate assessment support.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sustainability is broadly defined as having three separate but inter-related components with characteristics including:

- economic sustainability, demonstrated by:
  - cost-effective use of resources
  - ensuring costs of 'green' solutions are properly accounted for and recovered
  - growing market share by appealing to socially aware customers
  - purchasing locally to reduce transport costs
  - seeking to participate in government schemes that reward or fund sustainable operations
- social sustainability, demonstrated by:
  - building community involvement
  - communicating benefits of sustainable products and services to customers
  - purchasing locally and using local and community-based products and services
  - using 'fair trade' products
- environmental sustainability, demonstrated by:
  - efficient use of resources
  - eliminating hazardous and toxic materials
  - identifying strategies to offset or mitigate environmental impacts, such as purchasing carbon credits
  - making more efficient use of energy

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- maximising opportunities to re-use and recycle materials
- preventing and minimising risks and maximising opportunities, such as use of solar or other alternative forms of energy where appropriate
- purchasing renewable energy
- reducing emissions of greenhouse gases
- reducing use of non-renewable resources
- waste reduction.

Research data may be sourced from:

- 'think tanks' and research houses
- industry associations
- primary research, such as surveys and focus groups
- publicly available data, such as Australian Bureau of Statistics (ABS)
- regional economic development plans
- secondary research, such as national and international literature searches.

Standard financial methods include:

- break-even analysis
- cash-flow analysis
- cost-benefit analysis
- profit and loss analysis
- return on investment (ROI) analysis.

Full costs for providing a product or service include:

- allocation of business overhead costs, such as premises rental, transport, skill development, insurances and depreciation
- full requirements for the provision of sustainable products and services, including:
  - cost of recycling
  - materials recovery
  - materials re-use
  - safe chemical handling and disposal
  - training of customer in use of the product or service
- input costs, such as materials and labour for the provision of required products or services that conform to workplace safety and quality requirements.

Conditions and limitations of the quotation may include:

- general conditions and rules
- inclusions and exclusions
- life and expiry dates of quotations
- payment details
- rises and falls of costs
- variations sought by customer and their treatment.

Legislative and

- Australian standards, quality assurance and certification

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regulatory requirements include:	requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, including:
	  • anti-discrimination and diversity
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection legislation
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	• workplace consultative arrangements.

Unit Sector(s)

Unit sector	Common

Competency field

Competency field

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CPPCMN4011A Communicate and market sustainable solutions

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to communicate and market the sustainable services and products offered by the business to clients. It also addresses the provision of support that leads to the use of sustainable strategies, products and services by companies or individuals.

This requires understanding the sustainability processes, products and policies offered by the business and applying them to the market. It also includes being able to communicate basic principles of sustainability to customers.

The unit also covers the support of the enterprise's brand and 'green' credentials.

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

Application of the Unit

Application of the unit

This unit of competency supports individuals responsible for communicating and marketing with customers regarding the use of sustainable products and services.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Develop understanding of sustainable solutions**.	1.1 Purpose, benefits and practices of ***sustainable living*** are identified and considered. 1.2 Current products and services are reviewed and analysed to identify their benefits and ability to provide customers with sustainable solutions. 1.3 Customer expectations, needs and wants for sustainable solutions are explored and matched to the characteristics of the business's products and services. 1.4 Costs associated with implementing sustainable solutions, including 'pay back' time, are identified and used to inform customer communications.
2. Plan customer communications.	2.1 Marketing strategies, including positioning the company as a 'green' business, are reviewed and interpreted to inform customer communications. 2.2 Existing business communication approaches, targeted to the customer audience and other suppliers of products and services, are analysed for effectiveness and efficiency in communicating messages of sustainability. 2.3 Consultations and research are undertaken to identify ***key communication messages*** to engage customers

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ELEMENT	PERFORMANCE CRITERIA
	and consistently convey the purpose and benefits of sustainability and the attributes of sustainable products and services.
	2.4 Range of potential ***communication channels*** is identified and assessed.
	2.5 Strategies to match the use of communication channels with the needs and wants of the target audience are analysed and prioritised.
3. Communicate with customers.	3.1 ***Communication*** with ***customers*** is conducted in a professional manner according to standard organisational policies and procedures.
	3.2 Verbal and non-verbal communication is used to develop rapport with customers during communications and service delivery.
	3.3 Customer needs and reasonable requests for information are met in a timely manner and according to standard organisational policies and procedures.
	3.4 Language is used clearly and precisely to communicate complex information related to the attributes and benefits of sustainable solutions.
	3.5 Possible problems are identified and action is taken to minimise the effect on customer satisfaction or understanding.
	3.6 Opportunities to deliver additional levels of service beyond customer's immediate request are identified and acted upon.
4. Model sustainable approaches within the business.	4.1 Current organisational policies and practices are assessed to identify their contribution to a sustainable workplace.
	4.2 Marketing materials that reflect business commitment to sustainability are used according to standard operating policies and procedures.
	4.3 Contribution is made to the monitoring and enhancement of sustainable practices within the business.
	4.4 Contribution is made to the review and development of the marketing and communications strategies of the business.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to:
  - review sustainability characteristics of products and services
  - evaluate cost of service provision
  - evaluate customer needs and wants
  - evaluate communication strategies
- marketing skills to:
  - identify markets
  - evaluate and select communication channels
  - select effective communication messages
- communication skills to:
  - build rapport and understanding
  - clarify and provide feedback
  - listen to customers' needs
  - respond to complaints effectively and politely
- decision-making skills to:
  - determine communication vehicles
  - select communication channels and messages
- problem-solving skills to respond to customer needs and resolve product or service concerns
- research skills to identify:
  - 'green' characteristics of products and services
  - customer needs and wants

Required knowledge

- method to calculate 'pay back' period to recoup cost of installation of sustainable solutions
- environmental and resource hazards
- incentives provided for the installation of sustainable solutions
- industry quality requirements
- marketing ethics
- organisational policies and procedures for marketing, including brand management and the positioning of the organisation within the market
- organisational policies and procedures related to sustainable practices
- overview of concepts and models of communication and models of services marketing, including 4Ps and 6Ps

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REQUIRED SKILLS AND KNOWLEDGE

- principles and practices leading to low carbon intensity living
- strategies, tools and products to support sustainable practices

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

This unit of competency could be assessed by observing at least two instances of the implementation and monitoring of integrated economic, social and environmental sustainability policies and procedures in an organisation.

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

A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

In particular the person should demonstrate the ability to:

- research and identify products and services that support improved sustainability
- communicate with customer effectively and develop customer understanding of the purpose and benefits of sustainable living
- implement communication and marketing plans effectively.

Context of and specific resources for assessment

Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include access to:

- relevant legislation, standards and guidelines
- workplace documentation and personnel
- reports from other parties involved in the process of identifying and implementing improvements.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Property Services Training Package
- include direct observation of tasks in real or simulated

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work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

This unit could be assessed on its own or in combination with other units relevant to the job function.

Guidance information for assessment

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sustainable living and sustainability can be broadly defined as having three separate but inter-related components with characteristics including:

- economic sustainability, demonstrated by:
  - cost-effective use of resources
  - ensuring costs of 'green' solutions are properly accounted for and recovered
  - growing market share by appealing to socially aware customers
  - purchasing locally to reduce transport costs
  - seeking to participate in government schemes that reward or fund sustainable operations
- social sustainability, demonstrated by:

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- building community involvement
- communicating benefits of sustainable products and services to customers
- purchasing locally and using local and community-based products and services
- using 'fair trade' products

- environmental sustainability, demonstrated by:
  - efficient use of resources
  - eliminating hazardous and toxic materials
  - identifying strategies to offset or mitigate environmental impacts, such as purchasing carbon credits
  - making more efficient use of energy
  - maximising opportunities to re-use and recycle materials
  - preventing and minimising risks and maximising opportunities, such as use of solar or other alternative forms of energy where appropriate
  - purchasing renewable energy
  - reducing emissions of greenhouse gases
  - reducing use of non-renewable resources
  - waste reduction.

Key communication messages:

- provide clarity and consistency in the communications irrespective of the person delivering the message or the communication channel employed
- should:
  - be concise
  - be memorable
  - be persuasive
  - be simple and jargon free
  - use language that will appeal to the target audience.

Communication channels may include:

- contact protocols and promotional material to support face-to-face meetings with customers
- corporate or program identity material, including logos and letterheads
- incoming communications approaches, including reception procedures and protocols, and voice mail content
- meeting and conference materials
- online services, including websites
- periodic print publications, including newsletters
- presentations and speeches

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	• report formats • signage • special purpose communications collateral.
Communication techniques may include:	• face-to-face or telephone contact with customers • non-verbal communication • presenting technical information accurately but in a form that can be understood by the customer • speaking clearly and concisely • using active listening techniques to clarify understanding • using appropriate and clear language.
Customers may include:	• those with routine or special requests • internal and external • new or repeat • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Unit Sector(s)

Unit sector Common

Competency field

Competency field

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CPPCMN4012A Contribute to sustainable solutions throughout a building's life cycle

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to participate in the implementation throughout a building's life cycle of policies and practices that are environmentally responsible and resource efficient.

It covers the skills and knowledge necessary to research and implement policies and practices that address factors, including the use of non-toxic materials, enhancement of internal environmental quality, reduction of waste, efficient use of resources, and inclusion of alternative and renewable energy solutions.

Sustainable practices also relate to the retrofitting of 'green' solutions and the maintenance of buildings.

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

Application of the Unit

Application of the unit

This unit of competency supports individuals responsible for contributing to the implementation of sustainable solutions.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Develop understanding of environmental impact over a building's life**.	1.1 Purpose, benefits and practices of identifying and addressing ***environmental impact*** of a building during its life cycle are explored and used to inform the provision of services to customers. 1.2 Concepts and models of the ***environmental life cycle of buildings*** are explored and used to inform the provision of services to customers. 1.3 ***Range of products and services*** offered to support the sustainable and effective management of a building over its life cycle are reviewed and assessed.
2. Identify and communicate effective environmental solutions.	2.1 Benefits of adopting strategies that contribute to reducing environmental impact over the building's life cycle are analysed and communicated to customers. 2.2 Current products and services offered by the business are reviewed and analysed to identify their benefits and contribution to reducing environmental impacts. 2.3 Advice is sought from team members or related external professionals when services sought by the customer extend beyond current offerings.

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ELEMENT	PERFORMANCE CRITERIA
3. Support implementation of effective environmental solutions.	3.1 Information and advice are provided to customer regarding optimal use and maintenance of the product or service to ensure environmental benefits are maximised. 3.2 Services provided by the business are checked for compliance with legislation and industry best practice to ensure optimum environmental performance. 3.3 Documentation, including 'green' certification and environmental performance ratings, is provided to the customer and its purpose explained.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to:
  - apply suitable sustainable practices
  - analyse risks
- problem-solving skills to identify appropriate sustainable solutions for the customer
- research skills to identify sustainable products, services and trends in sustainability and the environmental impact of buildings
- technical skills relevant to job role
- technology skills to use computer applications
- written and oral communication skills to:
  - communicate clearly and concisely verbally and in writing
  - consult with individuals and work team
  - read and interpret documentation

Required knowledge

- advanced understanding of the principles and practices of sustainability within the construction and property services industries
- concepts and models for building life cycle management
- concepts of risk management planning and processes
- environmental and resource hazards
- industry codes and standards, including Building Code of Australia (BCA)

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REQUIRED SKILLS AND KNOWLEDGE

- industry quality requirements
- organisational policies and procedures related to sustainable practices
- strategies, tools and products to support sustainable practices
- techniques and models for research
- legislative and regulatory requirements relating to environmental standards and OHS

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

This unit of competency could be assessed by observing at least two instances of the implementation and monitoring of integrated economic, social and environmental sustainability policies and procedures in an organisation.

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

A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

In particular the person should demonstrate the ability to:

- identify and communicate the environmental impact of a building over its life cycle, from construction to demolition
- identify the products and services that support improved sustainability
- communicate with customers effectively and develop environmentally effective solutions.

Context of and specific resources for assessment

Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include access to:

- relevant legislation, standards and guidelines
- workplace documentation and personnel
- reports from other parties involved in the process of identifying and implementing improvements.

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Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Property Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

This unit could be assessed on its own or in combination with other units relevant to the job function.

Guidance information for assessment

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Environmental impact of a building can be reduced by strategies, including:

- efficient use of energy
- efficient use of resources required for construction and maintenance
- elimination or minimisation of hazardous and toxic materials
- minimisation of water use

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- reduced use of non-renewable resources
- re-use and recycling of materials
- use of solar or other alternative forms of energy
- waste reduction.

Environmental life cycle of buildings refers to the impacts of:

- extraction and processing of the raw materials used in construction and the energy intensity used
- construction of the building, including:
  - design to minimise reliance on energy-intensive heating, cooling and lighting
  - efficient use of materials
  - installation of alternative energy sources
  - minimisation of waste
  - use of non-toxic materials
  - use of recycled materials
- maintenance of the building, including:
  - use of non-toxic cleaning and maintenance materials
  - efficient energy and water use
  - recycling and materials re-use
  - efficient waste recycling
- demolition of the building, including:
  - efficient and safe disposal of materials
  - recycling of building materials.

Range of products and services is diverse, will typically be provided by a range of companies, and may include:

- building design services
- cleaning operations services
- construction services
- facilities management services
- supply of energy-efficient building systems
- waste management services.

Unit Sector(s)

Unit sector Common

Competency field

Competency field

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CPPCMN4013A Operate a sustainable business

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to identify and implement products, services and practices when operating a business that are economically, socially and environmentally sustainable over time.

The ability to monitor operations, implement plans efficiently, and deliver sustainable services, products and practices that meet customer needs are essential.

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

Application of the Unit

Application of the unit

This unit of competency supports individuals responsible for managing the operations of sustainable businesses.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Seek sustainable business opportunities**.	1.1 Trends in consumer expectations and business environment regarding ***sustainability*** are researched and analysed. 1.2 Developments in sustainable products and services offered within the market are researched and analysed, and their suitability assessed. 1.3 Competitors' sustainable offerings and market position are identified and reviewed. ***1.4 Existing and new customers are consulted to explore sustainable business opportunities***.
2. Communicate performance requirements and monitor sustainable product and service provision.	2.1 ***Performance indicators*** to manage the delivery of products or services are identified and implemented. 2.2 Required sustainable business outcomes are documented and reports on progress against performance indicators are ***communicated***. 2.3 Opportunities to gain certification or participate in external benchmarking activities to validate sustainable products, services and practices are identified and responded to in line with operational procedures and authorisation. 2.4 Compliance with relevant legislative standards and

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ELEMENT	PERFORMANCE CRITERIA
	codes is monitored and reported according to requirements. 2.5 Successful sustainable business strategies and practices are promoted and, where possible, compliance is recognised.
3. Promote a workplace culture that supports sustainable products, services and practices.	3.1 Policies and procedures are developed and communicated to establish understanding of and commitment to economic social and environmental sustainability. 3.2 Coaching and mentoring strategies are used to build the skills and knowledge of contractors and team members with regard to sustainable products, services and practices. 3.3 Reward and recognition processes are developed to ensure staff commitment to implementing and applying sustainability solutions.
4. Monitor and manage customer satisfaction with sustainability policies, practices, products and services.	4.1 ***Mechanisms to monitor client satisfaction*** are designed and used. 4.2 Effective and timely feedback is provided to staff, contractors and suppliers regarding the efficiency and effectiveness of their service provision. 4.3 ***Strategies to communicate and market*** the benefits of sustainable strategies are planned and implemented.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- change-management skills to respond to new opportunities and implement sustainable business solutions
- decision-making skills to:
  - evaluate and select business opportunities
  - develop communication strategies
  - assess effectiveness of service provision
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing

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REQUIRED SKILLS AND KNOWLEDGE

- compare benchmarks
- consult with work group
- read and interpret documentation, including:

environment and energy efficiency requirements

resource use

- report against identified performance indicators
- seek and receive feedback
- source, organise and record information
- use costing strategies

- lateral and creative thinking to identify new sustainable business opportunities and plan projects
- problem-solving skills to respond to customer service issues
- research skills to:
  - identify policies, practices, products and services that contribute to sustainability
  - analyse and compare their performance
- technology skills to use computer applications

Required knowledge

- concepts and models that address:
  - economic sustainability
  - social sustainability
  - environmental sustainability
- concepts and models of strategic and tactical business planning
- governance and accountability models and processes that inform sustainability practices
- legislation, regulations, codes of practice and industry advisory standards that apply to sustainability
- organisational strategy, policy and procedures to enhance business sustainability
- performance characteristics and benefits of sustainable policies, products, services and processes
- strategies for:
  - continuous improvement
  - effecting outcomes
  - maximising opportunities
  - minimising impacts

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

This unit of competency could be assessed by observing at least two instances of the implementation and monitoring of integrated economic, social and environmental sustainability policies and procedures in an organisation.

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

A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

In particular the person should demonstrate the ability to:

- identify opportunities for improved sustainability within the business
- build a culture that supports sustainability policies and practices
- implement and monitor the quality delivery of sustainable business operations.

Context of and specific resources for assessment

Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include access to:

- relevant legislation, standards and guidelines
- workplace documentation and personnel
- reports from other parties involved in the process of identifying and implementing improvements.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Property Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

This unit could be assessed on its own or in combination with

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other units relevant to the job function.

Guidance information for assessment

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sustainability is broadly defined as having three separate but inter-related components with characteristics including:

- economic sustainability, demonstrated by:
  - cost-effective use of resources
  - ensuring costs of 'green' solutions are properly accounted for and recovered
  - growing market share by appealing to socially aware customers
  - purchasing locally to reduce transport costs
  - seeking to participate in government schemes that reward or fund sustainable operations
- social sustainability, demonstrated by:
  - building community involvement
  - communicating benefits of sustainable products and services to customers
  - purchasing locally and using local and community-based products and services
  - using 'fair trade' products
- environmental sustainability, demonstrated by:
  - efficient use of resources
  - eliminating hazardous and toxic materials

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- identifying strategies to offset or mitigate environmental impacts, such as purchasing carbon credits
- making more efficient use of energy
- maximising opportunities to re-use and recycle materials
- preventing and minimising risks and maximising opportunities, such as use of solar or other alternative forms of energy where appropriate
- purchasing renewable energy
- reducing emissions of greenhouse gases
- reducing use of non-renewable resources
- waste reduction.

Performance indicators may include:

- benchmarks achieved against external certification process requirements
- costs measured against performance targets
- level of:
  - recycling achieved
  - reduction of waste
  - response to marketing and communication strategies
- sales achieved measured against performance targets.

Communication may involve:

- contractors
- customers
- other stakeholders
- staff
- suppliers.

Mechanisms to monitor client satisfaction may include:

- customer satisfaction surveys that may be repeated over time to identify trends
- formal customer debriefings of project and response received to the debriefing
- tracking data to monitor:
  - resolution of problems, including time taken for response and completeness of resolution of issue
  - repeat purchases
- verbal or written feedback provided to sales consultants or staff.

Strategies to communicate and market may include:

- advertising
- brand management
- internet and 'viral' marketing
- personal selling
- product placements
- promotions

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- public relations
- sponsorships
- word of mouth.

Unit Sector(s)

Unit sector Common

Competency field

Competency field

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CPPCMN5001A Plan for a sustainable business

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan sustainable business operations.

The unit covers the skills and knowledge required to develop plans and strategies to ensure a business is successful in addressing factors that lead to economic, social and environmental sustainability.

Planning skills and the ability to review sustainable policies and practices are important. Understanding resourcing implications and the ability to put in place appropriate measures of sustainability outcomes are also essential for success.

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

Application of the Unit

Application of the unit

This unit of competency supports individuals responsible for managing sustainability planning.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Inform the development of a plan for sustainability**.	1.1 ***Research*** into the aspects of ***sustainability*** is conducted and analysed. 1.2 Regulations applying to the sustainable operation of the business are identified. 1.3 Procedures for assessing ***compliance*** with sustainability regulations are evaluated. 1.4 Concepts of ***triple bottom line*** planning, budgeting and reporting are reviewed and used to inform the planning process.
2. Review current sustainable business practices.	2.1 Current business planning is reviewed to identify aspects that reflect sustainable practices. 2.2 Sustainable practices and processes are reviewed and measured to assess current performance. 2.3 Alternative solutions for improved and sustainable operations are evaluated.
3. Prepare a business sustainability plan.	3.1 Objectives and performance measures for the business sustainability plan are identified in consultation with organisation's key staff. 3.2 Market conditions and market potential are analysed to inform plan development.

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Research and industry intelligence are collated and analysed to build understanding of customer and community needs and preferences.
	3.4 Competitors' sustainable offerings and market position are identified and reviewed.
	3.5 Costings of proposed strategies are determined and included using standard budgetary processes.
	3.6 Impact of proposed strategies on the community and the reputation of the business is reviewed and considered in the planning process.
	3.7 Environmental impact of the proposed strategies is identified and evaluated to ensure positive outcomes for the business, community and environment.
	3.8 Business sustainability plan is prepared using standard organisational procedures and approved by appropriate senior staff.
4. Plan for implementation.	4.1 ***Performance indicators*** relevant to the monitoring of plan performance are identified.
	4.2 Team members involved in implementation of plan are briefed and ongoing communication channels are established.
	4.3 Timelines and resources to support plan implementation are identified and sourced.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- organisational skills to undertake business and project planning
- change-management skills to respond to new opportunities and implement sustainable business solutions
- decision-making skills to:
  - determine costing and their impact
  - establish performance indicators

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REQUIRED SKILLS AND KNOWLEDGE

- select suitable strategies
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - compare benchmarks
  - consult with work group
  - read and interpret documentation, including:
    - environment and energy efficiency requirements

resource use

  - request information
  - report against identified performance indicators
  - seek and receive feedback
  - source, organise and record information
  - use costing strategies
- lateral and creative thinking to:
  - identify new sustainable business opportunities
  - strategically analyse information
- technology skills to use computer applications

Required knowledge

- concepts and models of sustainability, corporate citizenship, and strategic and business planning
- ethics regarding the impact of business activity on the community and environment
- techniques for financial planning and modelling
- governance and accountability models and processes
- legislation, regulations, codes of practice and industry advisory standards that apply to environmental sustainability
- overarching organisational strategy, policy and procedures
- strategies for:
  - continuous improvement
  - effecting outcomes
  - maximising opportunities
  - minimising impacts

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

This unit of competency could be assessed by observing at least two instances of the implementation and monitoring of integrated economic, social and environmental sustainability policies and procedures in an organisation.

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

A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

In particular the person should demonstrate the ability to:

- research and identify opportunities for improved sustainability within the business
- plan for economic, social and environmental business operations
- establish and monitor performance indicators for sustainable business operations.

Context of and specific resources for assessment

Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include access to:

- relevant legislation, standards and guidelines
- workplace documentation and personnel
- reports from other parties involved in the process of identifying and implementing improvements.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Property Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

This unit could be assessed on its own or in combination with other units relevant to the job function.

Guidance information for assessment

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could

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include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Research data may be sourced from:

- 'think tanks' and research houses
- industry associations
- primary research, such as surveys and focus groups
- publicly available data, such as Australian Bureau of Statistics (ABS)
- regional economic development plans
- secondary research, such as national and international literature searches.

Sustainability is broadly defined as having three separate but inter-related components with characteristics including:

- economic sustainability, demonstrated by:
  - cost-effective use of resources
  - ensuring costs of 'green' solutions are properly accounted for and recovered
  - growing market share by appealing to socially aware customers
  - purchasing locally to reduce transport costs
  - seeking to participate in government schemes that reward or fund sustainable operations
- social sustainability, demonstrated by:
  - building community involvement
  - communicating benefits of sustainable products and services to customers
  - purchasing locally and using local and community-based products and services

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- using 'fair trade' products
- environmental sustainability, demonstrated by:
  - efficient use of resources
  - eliminating hazardous and toxic materials
  - identifying strategies to offset or mitigate environmental impacts, such as purchasing carbon credits
  - making more efficient use of energy
  - maximising opportunities to re-use and recycle materials
  - preventing and minimising risks and maximising opportunities, such as use of solar or other alternative forms of energy where appropriate
  - purchasing renewable energy
  - reducing emissions of greenhouse gases
  - reducing use of non-renewable resources
  - waste reduction.

Compliance includes:

- meeting relevant federal, state or territory, and local government laws, by-laws, regulations and codes of practice
- addressing voluntary industry benchmarking and certification processes.

Triple bottom line refers to:

- methods of planning, monitoring and reporting business operations that measure:
  - financial performance
  - social impact and performance
  - ecological or environmental impact and performance.

Performance indicators may include:

- benchmarks achieved against external certification process requirements
- costs measured against performance targets
- level of:
  - recycling achieved
  - reduction of waste
  - response to marketing and communication strategies
- sales achieved measured against performance targets.

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Unit Sector(s)

Unit sector Common

Competency field

Competency field

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CPPCMN8001A Lead the strategic planning process for an enterprise

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to lead the development of high-level strategic plans for an enterprise or professional practice.

Strategic planning covers analysis of the environment, identification of risks and opportunities, and specification of strategic directions that serve the vision and mission of the organisation. Establishing financial and non-financial performance indicators, and monitoring them, are critical to success. The unit also addresses planning staffing requirements and succession planning.

Application of the Unit

This unit of competency supports senior managers and business owners who provide the strategic direction and planning for the organisation.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Initiate the strategic planning process	1.1	Business owners and senior staff are extensively consulted to determine the parameters that will be used for the planning process, including timeframes and budget.
		1.2	Current strategic planning documents are analysed to determine a methodology that is in keeping with the organisation's needs and past practice.
		1.3	**Stakeholders** who will contribute to the plan's development are identified.
		1.4	Planning methodology is developed and a project plan including resource allocation is documented.
2	Conduct an environmental and organisational scan	2.1	Extensive research is conducted of local and international ***best practice and trends*** in the organisation's field of operation.
		2.2	Demographic and trend data is identified, collected and analysed to provide profiling information about the organisation's market.
		2.3	***Industry intelligence*** relating to competitors is collected and analysed.
		2.4	Key strengths, weaknesses, opportunities and threats (SWOT) to the organisation are identified.
		2.5	Major ***risk factors*** are identified that could constrain the achievement of organisational goals in the short, medium and long term.
		2.6	Stakeholders are consulted to identify issues and expectations affecting the organisation's operations.

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3	Lead the establishment of organisational key directions and goals	3.1	Processes to engage staff and relevant stakeholders in establishing the major goals of the organisation are developed and implemented during the predetermined ***planning period***.
		3.2	Leadership is provided to establish the vision, mission and key goals of the organisation for the planning period.
		3.3	Leadership to establish the organisation's key result areas for the period of the plan is provided.
4	Lead the development of the plan's key activities and performance indicators	4.1	Processes and delegations are put in place and managed to develop detailed activities to achieve the organisation's goals.
		4.2	Processes and delegations are put in place and managed to develop specific performance indicators to enable the measurement of success.
		4.3	***Resourcing levels*** to enable the plan to be enacted are costed and budgeted.
		4.4	Appropriate methods are used to gain commitment to the process and the plan.
		4.5	Sign-off and commitment to the finalised strategic plan are obtained from relevant stakeholders and participants.
5	Manage the implementation process	5.1	Development of necessary tactical or operational annual plans is lead and managed across the organisation to facilitate implementation of longer-term strategic plan.
		5.2	Prioritising and resourcing (human, financial and capital) of programs or operational tactics are planned and conducted.
		5.3	Changed processes or practices to support implementation are analysed and planned.
		5.4	Succession planning and other human resource development strategies are enacted to ensure long-term business viability.
		5.5	Strategies to skill the workforce in order to enact the

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			plan are put in place.
		5.6	Communication processes are put in place to inform and support staff and stakeholders during required change and implementation process.
6	Manage the evaluation process	6.1	Processes to monitor performance against agreed benchmarks and performance indicators are put in place and enacted.
		6.2	Outcomes of the strategic and operational plans are monitored in line with agreed processes.
		6.3	Review or refinement of activities is undertaken in light of changing conditions to ensure the attainment of the strategic plan goals.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
  - identify appropriate external expertise and subcontractors
  - research compliance requirements
- interpersonal skills to:
  - interact with clients
  - network with relevant professionals to identify and build business relationships
- language, literacy and numeracy skills to:
  - communicate at a project management level with clients, colleagues and contacts, including writing reports
  - interpret and apply complex information, including contracts, legislation, regulations, and codes and standards
  - manage budgets and financial plans
- negotiation skills to conclude contracts
- planning skills to:

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  - analyse the operational environment
  - develop business goals
  - develop operational plans
  - establish a vision and mission
  - set strategic directions
- technology skills to use information technology and relevant software

Required knowledge

- contractual requirements and implications for the business
- financial management requirements and processes of the business
- industry trends, including changes to technology
- organisational resource requirements to undertake projects
- processes and procedures for goal setting and activity setting
- regulatory and licensing arrangement and potential changes
- risk management processes
- strategic and operational planning processes, including:
  - environmental analysis
  - SWOT
  - establishing a vision and mission
  - establishing key performance indicators and performance measures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to:
	• consult and coordinate to initiate and implement an organisational strategic planning process
	• identify and analyse a body of research to identify industry trends and organisational requirements, including:
	  • examples of industry best practice
	  • industry intelligence
	  • demographic trends and other market profiling
	  • stakeholder interests and needs
	• use communication and management skills to design and drive a strategic planning process

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	• develop a strategic plan that reflects organisational needs and positions the organisation for success, which is underpinned by sound financial and other analysis • harness resources and staff commitment to ensure implementation of the detailed tactics required for business success.

Context of and specific resources for assessment	Assessment of this unit:
	• must be in the context of the work environment
	• may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
	• must meet relevant compliance requirements.
	Resource implications for assessment include:
	• access to:
	  • suitable assessment venue and equipment
	  • suitable simulated or real opportunities and resources to demonstrate competence
	• assessment instruments.

Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Best practice and trends may include:	• emerging or changed use of technologies
	• company structures, including trends towards:
	  • changed ownerships
	  • merged or diversified organisations
	  • multi-service organisations
	• new or changing levels and ranges of services.

Industry intelligence may include:	• data available from industry associations • information gained through industry networks • market research • published reports on industry composition • search of publicly available annual reports for listed companies • search of publicly available business records.
Risk factors may include:	• access to skilled workforce • change to regulatory or licensing environment • changing client requirements • cyclical changes within the industry or region • difficulties associated with the nature or complexity of the project itself • difficulties inherent to the site • difficulty in accessing funds • emergence of new technologies • ill health of principal or key staff • legal proceedings • OHS • reliance on gaining input from external professionals in a timely manner • requirement to operate within a complex and rigid regulatory and compliance system

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	• strength of existing or new competitors • tightened economic environment • time delays due to the planning process.
Planning period may be:	• annually for an operational plan • typically three or five year horizons for a strategic plan.
Resourcing levels may include:	• consultant costs • funding of business expansion • human resources • infrastructure • new marketing effort and costs.

Unit Sector(s)

Common

Custom Content Section

Not applicable.

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CPPCMN8002A Identify and develop business opportunities

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to identify and develop business opportunities. This involves developing a marketing strategy, which includes the identification of the market segment in which the business operates; developing strategies for branding the enterprise; selling professional services; and managing clients.

The capacity to respond to tenders and win business is also addressed.

Application of the Unit

This unit of competency supports senior managers and business owners who market the organisation and build business opportunities.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse the business environment in which organisation operates	1.1	***Research*** is conducted to determine and analyse the competitive business environment in which organisation operates.
		1.2	Data on industry trends is accessed and analysed to provide relevant knowledge about future opportunities and directions for the business.
		1.3	***Risks and opportunities*** from within the internal and external environments are identified.
2	Identify and scope development opportunities	2.1	***Position*** of the organisation within its market is analysed and specified.
		2.2	Gaps in the market that will provide opportunities for growth are analysed and identified.
		2.3	Demographic and trend data is identified, collected and analysed to provide profiling information about the organisation’s market.
		2.4	Industry intelligence relating to competitors is collected and analysed.
		2.5	Key strengths, weaknesses, opportunities and threats (SWOT) that affect new business opportunities are identified.
3	Prepare a marketing plan	3.1	Marketing goals and objectives for the organisation are developed in consultation with relevant stakeholders.
		3.2	Market segments to be addressed are analysed, quantified and developed.
		3.3	Products and services to be offered to market are analysed and specified.

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		3.4	Marketing options are analysed and ***marketing strategy*** is developed in consultation with relevant stakeholders.
		3.5	Resourcing and budgeting to implement the plan are determined.
4	Win new business	4.1	Business relationships that may assist in identifying and winning new business are identified and cultivated.
		4.2	Opportunities to respond to tenders are identified.
		4.3	External expertise is sought as required to prepare tenders and business proposals.
		4.4	Tenders and business proposals are developed and submitted that meet prospective client requirements.
		4.5	Presentations and pitches are made that communicate the strengths and benefits of the proposal and organisation.
		4.6	Contracts are negotiated with client to finalise the successful tender or business proposal process.

Required Skills and Knowledge

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

Required skills

- administration and management skills to:
  - manage documents
  - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
  - identify market gaps and opportunities
  - determine internal strengths and weakness
  - identify appropriate external expertise and subcontractors
- budgeting and financial management skills
- interpersonal skills to:
  - interact with clients and relevant professionals
  - network to identify and build business and client relationships
- language, literacy and numeracy skills to:

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  - communicate at a project management level with clients, colleagues and contacts, including:
    - making presentations
    - writing reports
  - interpret and apply complex information, including contracts, legislation, regulations, and codes and standards
- marketing skills to cultivate new business relationships and support new business proposals
- negotiation skills to conclude contracts
- technology skills to use information technology and relevant software

Required knowledge

- business operating requirements, including:
  - financial
  - legal
  - licensing
- contractual requirements and implications for the business
- key components of and process for business costings
- organisational resource requirements to build a business
- marketing planning processes, including:
  - 4Ps: product, price, place and promotion
  - 6Ps: people, product, price, place, promotion and performance
- processes relevant to developing business opportunities
- risk management processes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to:
	• analyse the market and its users, products and services
	• identify a strategically sound position for the organisation following in-depth analysis of:
	  • competitors
	  • strengths, weaknesses, opportunities and threats within the market and organisation

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	• demographic and other trends within the marketplace • niche opportunities • develop a marketing strategy • identify and secure new business requiring: • communication and personal skills to develop effective business relationships • tender preparation • sophisticated presentation skills to secure business • contract negotiation and finalisation.
Context of and specific resources for assessment	Assessment of this unit: • must be in the context of the work environment • may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills • must meet relevant compliance requirements. Resource implications for assessment include: • access to: • suitable assessment venue and equipment • suitable simulated or real opportunities and resources to demonstrate competence • assessment instruments.
Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • written and/or oral assessment of the candidates required knowledge for the unit • observed, documented and/or firsthand testimonial evidence of the candidates • implementation of appropriate procedures and techniques for the safe, effective and efficient achievement of the required outcomes • identification of the relevant information and scope of the work required to meet the required outcomes • identification of viable options and the selection of options that best meet the required outcomes • consistently achieving the required outcomes.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Where applicable, physical resources should include equipment

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	modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Research* may include:**	• commissioned market research • data available from industry associations • information gained through industry networks • desk-based research, such as internet search • published reports on industry composition • search of publicly available annual reports for listed companies • search of publicly available business records.
• ***Risks and opportunities* may include:**	• changes to technology within the industry • cyclical economic changes • funding constraints • increased buying power of clients • increased internal costs • labour shortages • long-term economic changes within the market • new and emerging markets • new competition • skill shortages • strong competition.
• ***Position* within the market may include:**	• 'full service' operator • aggressive cost competitor • geographic coverage • high service and higher cost competitor • niche or boutique operator.
•	• 4Ps:

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Marketing strategy **may include development of:**	• product • price • place (channel) • promotion (communications, advertising and selling) • budget and resourcing • environmental analysis • competitor analysis.

Unit Sector(s)

Common

Custom Content Section

Not applicable.

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CPPDSM3001A Assist in listing properties for lease

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assist with listing all forms of properties for lease as part of an agency property management team. It includes assisting in the preparation and delivery of the property listing presentation and assisting in providing follow-up service to clients.

The unit may form part of the licensing requirements for persons engaged in real estate in those States and Territories where these activities are regulated.

Application of the Unit

Application of the unit

This unit of competency supports the work of real estate representatives and agency support staff involved in assisting with listing properties for lease as part of an agency property management team. The work is performed under the supervision of the licensee in charge or principal.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assist with preparing listing presentation.	1.1 ***Client requirements*** are clarified with licensee in charge or principal using appropriate ***interpersonal communication techniques***.
	1.2 ***Assistance is given to licensee in charge or principal and other members of property management team to prepare property listing presentation*** in line with agent instructions and agency practice.
	1.3 ***Information on comparable properties and market conditions*** is accessed to enhance the listing presentation.
	1.4 Assistance is given to licensee in charge or principal and other members of property management team to prepare ***promotional material and property management information kit*** to highlight benefits of agent and agency and address client requirements in line with agency practice, ethical standards and legislative requirements.
	1.5 Communication with agency sales department is maintained to identify potential new listings and provide sales staff with information on managed properties.
2 Assist in delivery of property management	2.1 Appointment details for property management appraisal are confirmed.

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ELEMENT	PERFORMANCE CRITERIA
appraisal.	2.2 ***Assistance is given to licensee in charge or principal and other members of property management team in conducting property management appraisal*** in line with agency practice and ***legislative requirements***. 2.3 ***Appropriate rapport*** is established with client. 2.4 Client questions are answered fully and honestly or referred to ***appropriate person***. 2.5 Effective interpersonal communication and presentation skills are used in representing the agency and responding to client questions and concerns. 2.6 Contribution is made to property management team review of marketing activities in line with agency practice.
3 Assist in providing follow-up service to clients.	3.1 ***Information*** is researched and prepared for licensee in charge or principal and other members of property management team to facilitate provision of effective follow-up service to client in line with agency practice. 3.2 ***Support*** is provided to licensee in charge or principal to facilitate finalisation of listing.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities on matters associated with the listing of property for lease
- analytical skills to interpret documentation such as agency and statutory listing documents
- application of risk management strategies associated with listing property for lease
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements associated with listing property for lease
- literacy skills to access and interpret a variety of texts, including legislation,

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REQUIRED SKILLS AND KNOWLEDGE

regulations and codes of conduct; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete standard and statutory forms

- numeracy skills to interpret statistical information on property market conditions and comparable property rents and rental returns
- planning, organising and scheduling skills to confirm appointments associated with the listing of properties for lease
- research skills to identify and locate documents and information relating to the listing of properties for lease
- team skills to identify roles and responsibilities in an agency property management team.

Required knowledge and understanding:

- leases and tenancy agreements
- listings of properties for lease, including:
  - agency and statutory listing documentation
  - agency fees and conditions
  - agency practices in relation to obtaining listings
  - communication with sales department
  - consumer protection principles that affect the listing of properties for lease
  - ethical standards associated with listing property for lease
  - legislation and regulations affecting listing property for lease
  - prospecting for listings
  - property listing presentation and follow-up
  - reasons for listing
  - sources of listings
  - target groups for obtaining listings
  - techniques for identifying needs and motivation of clients
- marketing activities
- presentation techniques
- property management information kit, including:
  - content
  - format
  - purpose
- property management team, including:
  - accountabilities
  - communication
  - functions
  - roles
  - responsibilities

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REQUIRED SKILLS AND KNOWLEDGE

- team work
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - OHS
  - privacy
  - property management
- risks and risk management strategies.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of assisting in preparing and presenting a listing presentation for a property for lease as part of the property management team. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • assisting in a real or simulated environment with preparing property listing presentations in line with client requirements, agent instructions and agency practice • assisting in a real or simulated environment with preparing promotional material and a property

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management information kit to highlight benefits of agent and agency and address client requirements in line with agency practice, ethical standards and legislative requirements
- assisting in a real or simulated environment with the delivery of listing presentations in line with agency practice and legislative requirements
- assisting in a real or simulated environment with the provision of follow-up services to clients in order to finalise listing of properties for lease
- knowledge of agency practice, ethical standards and legislative requirements affecting the listing of properties for lease
- knowledge of consumer protection principles that impact on the listing of properties for lease.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be

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current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:
- corporations
- groups
- individuals
- private or public enterprises.

Client requirements may include:
- conditions of lease
- purpose of listing property for lease, including:
  - business reasons
  - deceased estate
  - investment
  - relocation
  - replacing or upgrading existing property
- rent expectations
- timeframe.

Interpersonal communication techniques may include:
- active listening
- providing an opportunity for clients to clarify their understanding of the leasing process
- soft questioning and seeking feedback from clients to confirm own understanding of their needs and expectations

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- summarising and paraphrasing to check understanding of client message
- using appropriate body language.

Assistance given to licensee in charge or principal and other members of property management team to prepare property listing presentation may include:

- assemble property management information kit
- confirm contact details of client
- make and confirm appointment with client
- prepare agent and agency profile
- prepare and assemble promotional materials
- research market conditions and rents for comparable properties.

Information on comparable properties and market conditions may include:

- comparable properties, such as:
  - description
  - location
  - period of lease
  - photographs
  - rent and rental returns
- property market trends, such as:
  - lease or tenancy agreement terminations and renewals
  - occupancy levels
  - rents
  - time taken to place tenant.

Promotional material and property management information kit may include:

- agency and statutory documentation
- agency marketing plans
- agency web page and online service information, such as web log, podcast, virtual tours and online directory
- agent and agency profile
- list of services provided by agency
- listing documentation
- similar properties
- testimonials.

Assistance given to licensee in charge or principal and other members of property management team in conducting property management appraisal may include:

- addressing concerns of key decision makers
- arranging to gather requested information for client
- identifying potential property improvements
- identifying key features of property
- providing information on market conditions
- providing information on marketing activities
- providing information on rent and rental returns
- responding to client questions
- taking notes of client questions and requests for information

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	• visual inspection of property.

Legislative requirements may include:	• relevant federal, and state or territory legislation and local government regulations relating to:
	  • anti-discrimination and equal employment opportunity
	  • consumer protection, fair trading and trade practices
	  • employment and industrial relations
	  • financial services
	  • OHS
	  • privacy
	  • property management.

Appropriate rapport relates to use of techniques that:	• establish and build confidence and trust in the agency and its representatives • make the client feel valued • promote and maintain an effective relationship with client.
Appropriate person may include:	• agency principal • licensed real estate agent • other members of property management team.
Information may include:	• agency services • data on managed properties • legislative requirements • listing documentation • marketing activities and costs • process for screening and placing tenants • property inspections.
Support may include:	• administrative tasks • client contact • completion of listing documentation • research tasks.

Unit Sector(s)

Unit sector	Property development, sales and management

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Competency field

Competency field Real estate

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CPPDSM3002A Assist in listing properties for sale

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assist with the listing of all forms of properties for sale by private treaty or auction as part of an agency sales team. It includes assisting with the preparation and delivery of the property listing presentation and assisting in providing follow-up service to clients.

The unit may form part of the licensing requirements for persons engaged in property operations and development in those States and Territories where these activities are regulated.

Application of the Unit

Application of the unit

This unit of competency supports the work of real estate representatives and agency support staff involved in assisting with listing properties for sale by private treaty or auction as part of an agency sales team. The work is performed under the supervision of the licensee in charge or principal.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assist with preparing listing presentation.	1.1 ***Client requirements*** are clarified with licensee in charge or principal using appropriate ***interpersonal communication techniques***.
	1.2 ***Assistance is given to licensee in charge or principal and other members of sales team to prepare property listing presentation*** in line with agent instructions, agency practice and legislative requirements.
	1.3 ***Information on comparable properties and market conditions*** is accessed to enhance the listing presentation.
	1.4 Assistance is given to licensee in charge or principal and other members of the sales team to prepare ***promotional material and listing kit*** to highlight benefits of agent and agency and address client requirements in line with agency practice, ethical standards and legislative requirements.
2 Assist in delivery of property listing presentation.	2.1 Appointment details for property listing presentation are confirmed.
	2.2 ***Assistance is given to licensee in charge or principal and other members of sales team in delivering listing presentation*** in line with agency practice and ***legislative requirements***.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 ***Appropriate rapport*** is established with client. 2.4 Client questions are answered fully and honestly or referred to ***appropriate person***. 2.5 Effective interpersonal communication and presentation skills are used in representing the agency and responding to client questions and concerns. 2.6 Contribution is made to sales team review of list presentation in line with agency practice.
3 Assist in providing follow-up service to clients.	3.1 ***Information*** is researched and prepared for licensee in charge or principal and other members of sales team to facilitate provision of effective follow-up service to client in line with agency practice. 3.2 ***Support*** is provided to licensee in charge or principal to facilitate finalisation of listing.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities on matters associated with the listing of property for sale
- analytical skills to interpret documentation such as agency and statutory listing documents
- application of risk management strategies associated with listing property for sale
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements associated with listing property for sale
- literacy skills to access and interpret a variety of texts, including legislation, regulations and codes of conduct; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete standard and statutory forms
- numeracy skills to interpret statistical information on property market conditions and comparable property prices
- planning, organising and scheduling skills to confirm appointments associated

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REQUIRED SKILLS AND KNOWLEDGE

with the listing of properties for sale
- research skills to identify and locate documents and information relating to the listing of properties for sale
- team skills to identify roles and responsibilities in an agency property sales team.

Required knowledge and understanding:

- listings for sale of property, including:
  - agency and statutory listing documentation
  - agency fees and conditions
  - agency practices in relation to obtaining listings
  - consumer protection principles that affect the listing of properties for sale
  - ethical standards associated with listing of property for sale
  - farming area for prospecting for listings
  - legislation and regulations affecting listing property for sale
  - reasons for listing
  - sales property listing presentation and follow-up
  - sources of listings
  - target groups for obtaining listings
  - techniques for identifying needs and motivation of clients
- listing presentation kit, including content, format and purpose
- marketing activities
- methods of sale
- presentation techniques
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - OHS
  - privacy
  - property sales
- risks and risk management strategies
- sales team, including:
  - accountabilities
  - communication
  - functions
  - roles
  - responsibilities

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REQUIRED SKILLS AND KNOWLEDGE

- team work.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through case studies and practical demonstration of assisting in preparing and presenting a listing presentation for a property for sale by private treaty or auction as part of the sales team. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • assisting in a real or simulated environment in preparing a property listing presentation in line with client requirements, agent instructions and agency practice. • assisting in a real or simulated environment in preparing promotional material and a listing kit that highlight the benefits of agent and agency and address client requirements in line with agency practice, ethical standards and legislative requirements • assisting in a real or simulated environment in the delivery of a listing presentation in line with agency practice and legislative requirements • assisting in a real or simulated environment in providing follow-up service to clients in order to finalise listing of properties for sale • knowledge of agency practice, ethical standards and legislative requirements affecting the listing of

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properties for sale by private treaty and auction
- knowledge of consumer protection principles that impact on the listing of properties for sale.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that

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may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:	• corporations • groups • individuals • private or public enterprises.

Client requirements may include:	• method of sale
	• price expectations
	• purpose of listing property for sale, including:
	  • business reasons
	  • deceased estate
	  • investment
	  • relocation
	  • replacing or upgrading existing property
	• settlement period
	• timeframe for sale.

Interpersonal communication techniques may include:	• active listening • providing an opportunity for clients to clarify their understanding of the sales process • soft questioning and seeking feedback from clients to confirm own understanding of their needs and expectations • summarising and paraphrasing to check understanding of client message • using appropriate body language.
Assistance given to licensee in charge or principal and other	• assemble listing kit • confirm contact details of client • make and confirm appointment with client

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members of sales team to prepare property listing presentation may include:	• prepare agent and agency profile • prepare and assemble promotional materials • research market conditions and sales results for comparable properties.

Information on comparable properties and market conditions may include:	• comparable properties, such as:
	  • date of sale
	  • description
	  • location
	  • photographs
	  • sale prices
	• property market trends, such as:
	  • auction sales compared with private sales
	  • median sale price
	  • percentage of properties sold
	  • volume of sales.

Promotional material and listing kit may include:	• agency and statutory documentation • agency marketing plans • agency web page and online service information, such as web log, podcast, virtual tours and online directory • agent and agency profile • list of services provided by agency • listing documentation • recent sales of similar properties • testimonials.
Assistance given to licensee in charge or principal and other members of sales team in delivering listing presentation may include:	• addressing concerns of key decision makers • arranging to gather requested information for client • identifying potential property improvements • identifying selling features of property • providing comparable sales information • providing information on market conditions • providing information on methods of sales and marketing activities • responding to client questions • taking notes of client questions and requests for information • visual inspection of property.
Legislative requirements may include:	• relevant federal, and state or territory legislation and local government regulations relating to: • anti-discrimination and equal employment

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	opportunity • consumer protection, fair trading and trade practices • employment and industrial relations • financial services • OHS • privacy • property sales.
Appropriate rapport relates to use of techniques that:	• establish and build confidence and trust in the agency and its representatives • make the client feel valued • promote and maintain an effective relationship with client.
Appropriate person may include:	• agency principal • licensed real estate agent • other members of sales team.
Information may include:	• agency services • auction process • legislative requirements • listing documentation • marketing activities and costs • property inspections • sales data and process.
Support may include:	• administrative tasks • client contact • completion of listing documentation • research tasks.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM3003A Assist in marketing properties for lease

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assist with the marketing of all forms of property for lease as part of a property management team. It includes assisting with preparing marketing materials, implementing marketing activities and assisting in providing follow-up service to clients.

The unit may form part of the licensing requirements for persons engaged in real estate activities associated with the lease of property in those States and Territories where these activities are regulated.

Application of the Unit

Application of the unit

This unit of competency supports the work of real estate representatives and agency support staff involved in assisting with marketing properties for lease as part of a property management team. The work is performed under the supervision of the licensee in charge or principal.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assist with preparing marketing materials.	1.1 ***Client requirements with regard to marketing materials*** are clarified with appropriate property management staff using relevant ***interpersonal communication techniques***.
	1.2 ***Assistance is given to appropriate property management staff to prepare marketing materials*** in line with client instructions and agency practice.
2 Assist in delivery of property marketing activities.	2.1 Own role and responsibilities and those of other agency staff in delivery of property marketing activities are understood.
	2.2 ***Assistance is given to relevant property management staff in implementing marketing activities*** in line with agency practice and ***legislative requirements***.
	2.3 ***Appropriate rapport*** is established with potential tenants.
	2.4 Questions from potential tenants are answered fully and honestly or referred to ***appropriate person***.
	2.5 Effective interpersonal communication and presentation skills are used in representing the agency and responding to questions and concerns of potential tenants.
	2.6 Contribution is made to reviews of marketing

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ELEMENT	PERFORMANCE CRITERIA
	activities in line with agency practice.
3 Assist in providing follow-up service to clients.	3.1 ***Information*** is gathered and prepared for relevant property management staff to facilitate provision of effective follow-up service to potential tenants in line with agency practice.
	3.2 ***Support*** is provided to relevant property management staff in reviewing and reporting to landlord on effectiveness of marketing activities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities on matters associated with the marketing of property for lease
- analytical skills to interpret documentation such as agency marketing documents
- application of risk management strategies associated with marketing property for lease
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements associated with marketing property for lease
- literacy skills to access and comprehend a variety of texts, including legislation, regulations and codes of conduct; prepare general information and papers; prepare formal and informal letters, reports and applications; prepare marketing materials; and complete standard and statutory forms
- numeracy skills to interpret statistical information on property market conditions and comparable rents
- planning, organising and scheduling skills to confirm appointments associated with the marketing of properties for lease
- research skills to identify and locate documents and information relating to the marketing of properties for lease
- team skills to identify roles and responsibilities in an agency property management team.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- ethical standards associated with marketing properties for lease
- factors considered in review of effectiveness of marketing activities and materials
- leases and tenancy agreements
- marketing activities and materials, including:
  - advertising, including print and electronic media
  - agency property guide
  - brochures
  - business-to-business marketing
  - direct marketing
  - inspections
  - mail-outs
  - networking
  - seminars
  - signboards
  - targeting markets by service type
  - internet and online advertising, such as web pages, virtual tours and online directories
- marketing activities for different types of properties, including:
  - businesses
  - commercial properties
  - development properties, including subdivision and multi-unit sites
  - industrial properties
  - residential properties
  - retail properties
  - rural properties
  - specialised properties
- principles underpinning effective marketing materials
- presentation techniques
- property management staff, including:
  - accountabilities
  - communication
  - functions
  - roles
  - responsibilities
  - team work
- relevant federal, and state or territory legislation and local government regulations relating to:

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REQUIRED SKILLS AND KNOWLEDGE

- anti-discrimination and equal employment opportunity
- consumer protection, fair trading and trade practices
- employment and industrial relations
- financial services
- leases and tenancy agreements
- OHS
- privacy
- property management
- risks and risk management strategies.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of assisting with the marketing of properties for lease as part of a property management team. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • assisting relevant property management staff to prepare marketing materials in line with client requirements, agent instructions and agency practice • assisting relevant property management staff to implement marketing activities for properties for lease in line with agency practice, ethical standards and legislative requirements • assisting relevant property management staff to

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provide follow-up service to clients in relation to marketing of property for lease
- knowledge of agency practice, ethical standards and legislative requirements affecting the marketing of properties for lease
- knowledge of consumer protection principles that impact on the marketing of properties for lease.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based elements in this unit.

In all cases where practical assessment is used it will be

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combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:	• corporations • groups • individuals • landlords • private or public enterprises.
Client requirements with regard to marketing materials may include:	• budget • description of property • distribution arrangements • print run • quality and type of marketing materials • type of media • use of online marketing materials, such as web page and virtual tour.
Interpersonal communication techniques may include:	• active listening • providing an opportunity for clients to clarify their understanding of the lease process • seeking feedback from clients to confirm own understanding of their needs and expectations • summarising and paraphrasing to check understanding of client message • using appropriate body language.
Assistance given to relevant property management staff	• agency information • checking marketing materials for compliance with

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to prepare marketing materials may include:	agency practice, ethical standards and legislative requirements • coordinating professional services relating to production of marketing materials • design of marketing materials • document production • graphics • monitoring cost of marketing materials • obtaining quotes for marketing materials • preparing online marketing materials • preparing property descriptions • preparing and assembling marketing materials • printing and distribution • proofreading, editing and checking marketing materials for accuracy • quality assurance • researching content of marketing materials • researching market conditions and rents for comparable properties • text.
Assistance given to relevant property management staff in implementing marketing activities may include:	• assisting with property inspections • distributing promotional materials on agency and property • gathering feedback from prospective tenants • making appointments with prospective tenants to view property • monitoring and collecting information on enquiries from prospective tenants • monitoring costs of marketing activities • monitoring websites for hits relating to property for lease • organising web-based and online marketing of property • placing advertisements in print and electronic media • quality assurance • supporting others members of property management team in marketing activities • taking and responding to enquiries for prospective tenants • telephone promotions.
Legislative requirements may include:	• relevant federal, and state or territory legislation and local government regulations relating to: • anti-discrimination and equal employment

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	opportunity • consumer protection, fair trading and trade practices • employment and industrial relations • financial services • leases and tenancy agreements • OHS • privacy • property management.
Appropriate rapport relates to use of techniques that:	• establish and build confidence and trust in the agency and its representatives • make potential tenants and landlord feel valued • promote and maintain an effective relationship with potential tenants and landlord.
Appropriate person may include:	• agency principal • licensed real estate agent • other members of property management team.
Information may include:	• agency services • lease or tenancy agreement documentation • leasing process • legislative requirements • marketing documentation • property inspections • property plans and specifications.
Support may include:	• administrative tasks • client contact • collating and analysing feedback on marketing activities • details on prospective tenants • report preparation • research tasks.

Unit Sector(s)

Unit sector	Property development, sales and management

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Competency field

Competency field Real estate

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CPPDSM3004A Assist in marketing properties for sale

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assist with the marketing of all forms of properties for sale by private treaty or auction as part of an agency sales team. It includes assisting with preparing marketing materials, implementing marketing activities and assisting in providing follow-up service to clients.

The unit may form part of the licensing requirements for persons engaged in real estate activities associated with the sale of property in those States and Territories where these activities are regulated.

Application of the Unit

Application of the unit

This unit of competency supports the work of real estate representatives and agency support staff involved in assisting with marketing properties for sale by private treaty or auction as part of an agency sales team. The work is performed under the supervision of the licensee in charge or principal.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assist with preparing marketing materials.	1.1 ***Client requirements with regard to marketing materials*** are clarified with relevant property sales staff using appropriate ***interpersonal communication techniques***. 1.2 ***Assistance is given to relevant property sales staff to prepare marketing materials*** in line with client instructions and agency practice.
2 Assist in delivery of property marketing activities.	2.1 Own role and responsibilities and those of other relevant staff members in delivery of property marketing activities are understood. 2.2 ***Assistance is given to relevant property sales staff in planning and conducting marketing activities*** in line with agency practice and ***legislative requirements***. 2.3 ***Appropriate rapport*** is established with potential buyers. 2.4 Questions from potential buyers are answered fully and honestly or referred to ***appropriate person***. 2.5 Effective interpersonal communication and presentation skills are used in representing the agency and responding to questions and concerns of potential buyers. 2.6 Contribution is made to review of marketing activities

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ELEMENT	PERFORMANCE CRITERIA
	in line with agency practice.
3 Assist in providing follow-up service to clients.	3.1 ***Information*** is gathered and prepared for relevant property sales staff to facilitate provision of effective follow-up service to potential buyers in line with agency practice.
	3.2 ***Support*** is provided to relevant property sales staff in reviewing and reporting to seller on effectiveness of marketing activities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities on matters associated with the marketing of property for sale
- analytical skills to interpret documentation, such as agency marketing documents
- application of risk management strategies associated with marketing property for sale
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements associated with marketing properties for sale
- literacy skills to access and interpret a variety of texts, including legislation, regulations and codes of conduct; prepare general information and papers; prepare formal and informal letters, reports and applications; prepare marketing materials; and complete standard and statutory forms
- numeracy skills to interpret statistical information on property market conditions and comparable property prices
- planning, organising and scheduling skills to confirm appointments associated with the marketing of properties for sale
- research skills to identify and locate documents and information relating to the marketing of properties for sale
- team skills to identify roles and responsibilities in an agency property sales team.

Required knowledge and understanding:

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REQUIRED SKILLS AND KNOWLEDGE

- ethical standards associated with marketing properties for sale
- factors considered in review of effectiveness of marketing activities and materials
- marketing activities and materials, including:
  - advertising, including print and electronic media
  - agency property guide
  - brochures
  - business-to-business marketing
  - direct marketing
  - inspections
  - internet advertising, including web pages, virtual tours and online directories
  - mail-outs
  - networking
  - open house
  - seminars
  - signboards
  - targeting markets by service type
- marketing activities for different types of properties, including:
  - businesses
  - commercial properties
  - development properties, including subdivision and multi-unit sites
  - industrial properties
  - residential properties
  - retail properties
  - rural properties
  - specialised properties
- methods of sale
- principles underpinning effective marketing materials
- presentation techniques
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - OHS
  - privacy
  - property sales
- risks and risk management strategies

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REQUIRED SKILLS AND KNOWLEDGE

- sales team, including:
  - accountabilities
  - communication
  - functions
  - roles
  - responsibilities
  - team work.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of assisting with the marketing of properties for sale by private treaty or auction as part of a sales team. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • assisting relevant property sales staff to prepare marketing materials in line with client requirements, agent instructions and agency practice • assisting relevant property sales staff to implement marketing activities for properties for sale in line with agency practice, ethical standards and legislative requirements • assisting relevant property sales staff to provide follow-up service to clients in relation to marketing of property for sale • knowledge of agency practice, ethical standards and

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legislative requirements affecting the marketing of properties for sale by private treaty and auction
- knowledge of consumer protection principles that impact on the marketing of properties for sale.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy

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levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- individuals
- groups
- corporations
- private or public enterprises.

Client requirements with regard to marketing materials may include:

- budget
- description of property
- distribution arrangements
- print run
- quality and type of marketing materials
- type of media
- use of online marketing materials, such as web page and virtual tour.

Interpersonal communication techniques may include:

- active listening
- providing an opportunity for clients to clarify their understanding of the sales process
- seeking feedback from clients to confirm own understanding of their needs and expectations
- summarising and paraphrasing to check understanding of client message
- using appropriate body language.

Assistance given to relevant property sales staff to prepare marketing materials may include:

- agency information
- checking marketing materials for compliance with agency practice, ethical standards and legislative requirements
- coordinating professional services relating to production of marketing materials

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- design of marketing materials
- document production
- graphics
- monitoring cost of marketing materials
- obtaining quotes for marketing materials
- preparing online marketing materials
- preparing property descriptions
- preparing and assembling marketing materials
- printing and distribution
- proofreading, editing and checking marketing materials for accuracy
- quality assurance
- researching content of marketing materials
- researching market conditions and sales results for comparable properties
- text.

Assistance given to relevant property sales staff in planning and conducting marketing activities may include:

- arranging placement of feature articles on property in local media
- assisting with open days and property inspections
- distributing promotional materials on agency and property
- gathering feedback from prospective buyers
- making appointments with prospective buyers to view property
- monitoring and collecting information on enquiries from prospective buyers
- monitoring costs of marketing activities
- organising web-based and online marketing of property
- placing advertisements in print and electronic media
- quality assurance
- supporting other agency staff in marketing activities
- taking and responding to enquiries from prospective buyers
- telephone promotions.

Legislative requirements may include:

- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - OHS

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	• privacy • property sales.
Appropriate rapport relates to use of techniques that:	• establish and build confidence and trust in the agency and its representatives • make the potential buyers and seller feel valued • promote and maintain an effective relationship with potential buyers and seller.
Appropriate person may include:	• agency principal • licensed real estate agent • other members of sales team.
Information may include:	• agency services • auction process • legislative requirements • marketing documentation • property inspections • property plans and specifications • sale documentation • sales process.
Support may include:	• administrative tasks • client contact • collating and analysing feedback on marketing activities • details on prospective buyers • report preparation • research tasks.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM3005A Assist with the sale of properties

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assist with the sale of all forms of property by private treaty or auction as part of a sales team. It includes assisting with property inspections, sales presentations and preparing for auctions.

The unit may form part of the licensing requirements for persons engaged in property operations and development in those States and Territories where these activities are regulated.

Application of the Unit

Application of the unit

This unit of competency supports the work of real estate representatives and agency support staff involved in assisting with the sale of property by private treaty or auction as part of an agency sales team. The work is performed under the supervision of the licensee in charge or principal.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assist with property inspections.	1.1 Details of property inspections are confirmed with appropriate persons.
	1.2 ***Assistance is given to licensee in charge or principal and other members of sales team in planning***, ***preparing and conducting property inspections*** in line with agency practice and legislative requirements.
	1.3 ***Appropriate rapport*** is established with prospective buyers.
	1.4 Prospective buyers' questions are answered fully and honestly or referred to ***appropriate person***.
	1.5 ***Effective interpersonal communication and presentation skills*** are used in representing the agency and responding to prospective buyers' questions and concerns.
	1.6 Contribution is made to sales team review of property inspection in line with agency practice.
2 Assist in delivery of property sales presentation.	2.1 ***Buyer requirements*** are clarified with licensee in charge or principal and other members of agency sales team using appropriate interpersonal communication techniques.
	2.2 Assistance is given to the licensee in charge or principal and other members of sales team to prepare

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ELEMENT	PERFORMANCE CRITERIA
	for sale in line with sales methods, agent instructions, legislative requirements and agency practice. 2.3 Appointment details for sales presentation are confirmed. 2.4 ***Assistance is given to licensee in charge or principal and other members of sales team in delivering sales presentation*** in line with agency practice and legislative requirements. 2.5 Appropriate rapport is established with buyer. 2.6 Buyer questions are answered fully and honestly or referred to appropriate person. 2.7 Effective interpersonal communication and presentation skills are used in representing the agency and responding to buyer questions and concerns. 2.8 Contribution is made to sales team review of sales presentation in line with agency practice.
3 Assist in providing follow-up service to buyers.	3.1 ***Information*** is researched and prepared for licensee in charge or principal and other members of sales team to facilitate provision of effective follow-up service to sellers and buyers in line with agency practice. 3.2 ***Support*** is provided to licensee in charge or principal and other members of agency sales team to facilitate finalisation of sale of property.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities on matters associated with the sale of property
- analytical skills to interpret documents such as contracts, legislation and regulations
- application of risk management strategies associated with the sale of property
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make

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REQUIRED SKILLS AND KNOWLEDGE

decisions consistent with legislative and ethical requirements associated with the sale of property

- literacy skills to access and interpret a variety of texts, including legislation, regulations and contracts; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete standard and statutory forms
- numeracy skills to perform calculations associated with property sales
- planning, organising and scheduling skills to make appointments with sellers and buyers in the process of selling property
- research skills to identify and locate documents and information relating to sale of property
- team skills to identify roles and responsibilities in an agency property sales team.

Required knowledge and understanding:

- consumer protection principles that impact on the sale of property, including:
  - cooling off provisions
  - false representations and misleading conduct in relation to the sale of land
  - impact of consumer protection legislation on contracts
  - insurance provisions
  - penalties and remedies for breaches
  - protection offered for consumers
  - rights and obligations of estate agents
  - secret commissions
- ethical and conduct standards
- general legal principles that impact on property law relating to the sale of property, including:
  - adverse possession
  - contracts
  - easements
  - fee simple and life estates
  - general law system and the Torrens system of title
  - mortgages
  - real and personal property
  - restrictive covenants
  - types of interest in land
- marketing aids
- methods of sale, including:
  - auction
  - off the plan
  - private treaty

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REQUIRED SKILLS AND KNOWLEDGE

- reverse auction
- set sale
- specialised properties
- tender
- property inspections
- property sales, including:
  - after-sales procedures
  - agency and statutory documentation
  - sales presentation techniques
- qualifying buyers
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - OHS
  - privacy
  - property sales
- risks and risk management strategies
- sales team, including:
  - accountabilities
  - communication
  - functions
  - roles
  - responsibilities
  - team work
- techniques for identifying needs and motivation of buyers.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment This unit of competency could be assessed through case

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studies and practical demonstration of assisting with the sale of property by private treaty or auction as part of a sales team. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence.

The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- assisting in a real or simulated environment to provide follow-up service to clients in order to finalise sale of properties
- assisting in a real or simulated environment in planning, preparing and conducting property inspections in line with agency practice, ethical standards and legislative requirements
- assisting in a real or simulated environment in delivering sales presentations in line with agency practice, ethical standards and legislative requirements
- knowledge of agency practice, ethical standards and legislative requirements associated with the sale of property
- knowledge of consumer protection principles that impact on the sale of property.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy

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capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assistance given to licensee

- arranging to gather requested information for

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	prospective buyers
in charge or principal and other members of sales team in planning, preparing and conducting property inspections may include:	• arranging and conducting open days • arranging agency promotional materials • collecting contact details of prospective buyers • compiling reports • ensuring security of property for sale during inspection • following up request for information • greeting prospective buyers • identifying selling features of property • planning inspections • providing information on market conditions • responding to questions from prospective buyers • taking notes of questions and requests for information.
Appropriate rapport relates to use of techniques that:	• establish and build confidence and trust in the agency and its representatives • make the buyer feel valued • promote and maintain an effective relationship with the buyer.
Appropriate person may include:	• licensee in charge or principal • other members of sales team.
Effective interpersonal communication and presentation skills may include:	• active listening • providing an opportunity for the seller or buyer to clarify their understanding of the sales process • soft questioning and seeking feedback from the seller or buyer to confirm own understanding of their needs and expectations • summarising and paraphrasing to check understanding of seller and buyer message • using appropriate body language.

Buyer requirements may include:	• access to transport and facilities
	• finance
	• location
	• price
	• purpose of purchase, including:
	  • business
	  • holiday
	  • investment
	  • private residence
	• settlement period
	• size of property
	• style of property.

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Assistance given to licensee in charge or principal and other members of sales team in delivering sales presentation may include:	• addressing concerns of key decision makers • arranging sales documentation • arranging to gather requested information for buyer • displaying selling features of property • providing agency promotional material • providing comparable sales information • providing information on market conditions • responding to client questions • taking notes of buyer questions and requests for information.
Information may include:	• agency services • auction process • legislative requirements • marketing activities and costs • property inspections • sales data • sales documentation • sales process.
Support may include:	• administrative tasks • client contact • completion of sales documentation • research tasks.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM3006B Collect and process property information

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to gather and organise property information in a format that is suitable for decision making. It requires the ability to review information requirements and obtain information from a variety of sources.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in gathering and organising property information in a format suitable for decision making.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify and collect property information.	1.1 Required ***property information*** is specified and collected in consultation with ***relevant people*** according to ***organisational requirements***.
	1.2 ***Sources of property information*** are identified and accessed according to applicable ***legislative requirements***.
	1.3 Property information is collected in an efficient and reliable manner, making efficient use of ***business equipment and technology*** and available time and resources.
	1.4 Appropriate ***interpersonal techniques*** are used to collect property information according to organisational policies and procedures.
2 Organise information.	2.1 Information is organised in a ***suitable format*** to allow analysis and decision making according to organisational requirements.
	2.2 Information is assessed for relevance and accuracy and is consistent with organisational reporting requirements.
	2.3 Appropriate business equipment and technology are selected and used to organise and store information according to organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Property information is securely maintained with due regard to client confidentiality and according to legislative and organisational requirements.
3 Review information needs.	3.1 Property information is reviewed in consultation with relevant people to confirm sufficiency of information.
	3.2 Gaps in data collection are identified and additional information is sourced where necessary.
	3.3 Property information database is maintained according to own role and responsibility.
	3.4 ***Feedback on future information needs*** is obtained and incorporated into existing information collection and reporting processes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to liaise with relevant people to obtain property information and relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to access and understand a variety of information, prepare and present information in a suitable format and check for accuracy of information
- organisational skills to maintain records and databases and use organisational filing systems
- planning skills to prioritise information requests
- problem solving skills to solve routine database problems and source additional information
- technology skills to use software packages to gather and organise information and to select and use technology appropriate to the task.

Required knowledge and understanding:

- internal and external sources of property information
- OHS issues and requirements
- organisational policies and procedures, including customer service procedures
- organisational record keeping and filing systems

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REQUIRED SKILLS AND KNOWLEDGE

- procedures for using office equipment and technology
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchises and business structures
  - industrial relations
  - OHS
  - property sales, leasing and management
- security procedures and safe record keeping practices
- software applications used to access, store and maintain data
- types of property information management systems.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of gathering and organising property information in a format that is suitable for decision making. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • accurately determining information requirements and providing property information to meet identified and

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defined purposes
- identifying and addressing gaps in collected data
- knowledge of agency practices, ethical standards and legislative requirements associated with gathering and organising property information in a format that is suitable for decision making
- sourcing, organising and using information in compliance with applicable industry and legal requirements
- using consultative processes to review, maintain and improve existing information collection and reporting processes.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based

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activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Property information may include information relating to:

- company services
- construction costs
- current and planned property or site developments
- depreciation schedules
- leasing rates
- management policy and procedures
- marketing services
- occupancy rates
- operating costs
- property characteristics including:
  - availability of alternative energy sources, including:
    - solar hot water and heating
    - wind generation
  - accessibility for people with disabilities
  - energy efficiency achieved by processes and products, such as:
    - building orientation
    - energy efficient planting
    - insulation

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- low energy building techniques
- energy ratings, such as 5 or 6 star
- water saving devices
- sales information.

Relevant people may include:

- clients
- colleagues
- legal representatives
- members of industry associations
- supervisors.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Sources of property information may include:

- internet and intranet
- local, state and federal government documents and registers
- newspapers and journals
- policy statements
- property reports
- qualitative and quantitative data
- television and radio.

Legislative requirements may be outlined and reflected in:

- Australian standards
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- consumer protection
- environmental and zoning laws affecting:
  - access security
  - access and property use
  - energy efficiency
- freedom of information
- home building requirements
- local regulations and by-laws
- privacy laws applying to owners, contractors and

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	tenants
	• public health
	• quality assurance and certification requirements
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications.
Interpersonal techniques may include:	• active listening • consultation methods • interpreting non-verbal and verbal messages • questioning to clarify and confirm understanding • seeking feedback • using language and concepts appropriate to cultural differences.
Suitable format may relate to:	• incorporating graphics and pictures • using a particular software application • using standardised forms • using tables and charts.
Feedback on future information needs may be obtained from:	• clients and colleagues • documentation and reports • quality assurance data • questionnaires • regular meetings.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM3007B Identify risks and opportunities in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to identify risks and opportunities in the property industry to maintain effective use of assets. It requires the ability to identify key systems and assets, and an understanding of risk management processes.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of all people in the property industry and focuses on identifying risks and opportunities to maintain effective use of assets.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify risks and opportunities.	1.1 Appropriate ***interpersonal techniques*** are used to specify and access ***information*** on potential ***risks*** and ***opportunities*** from individuals and groups.
	1.2 Relevant ***legislative requirements***, insurance, codes and standards applicable to ***asset*** use are identified and examined to establish risk and opportunity parameters.
	1.3 Potential risks to and opportunities for ***clients*** and organisation are identified and confirmed with ***relevant people*** according to ***organisational requirements***.
	1.4 ***Limitations*** in identifying risks and opportunities are identified and ***specialist advice*** is sought as required according to organisational requirements.
	1.5 Gaps or breaches in established risk management processes are identified and reported according to organisational policies and procedures.
2 Document and report identified risks and opportunities.	2.1 Identified risks and opportunities are documented in a suitable format according to organisational and legislative requirements.
	2.2 Risk and opportunity findings are documented in a clear and concise manner and are supported by verifiable evidence.
	2.3 ***Feedback*** is actively sought to ensure sufficiency and

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ELEMENT	PERFORMANCE CRITERIA
	relevance of information in meeting client and organisational requirements.
	2.4 ***Business equipment and technology*** are used to maintain information according to applicable OHS and organisational requirements.
	2.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to use interviewing and questioning techniques to obtain information
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- observation skills to identify accurately gaps in information, existing or potential risks and opportunities, and gather necessary information from alternative sources
- organisational skills to plan time lines and reporting mechanisms, and record and file information
- problem solving skills to apply reasoning and logical analysis to make decisions and evaluate information against risk and opportunity assessment strategies
- technical skills to complete OHS reports.

Required knowledge and understanding:

- client and organisational confidentiality requirements
- insurance policies, codes and operations
- limitations of work role, responsibility and professional abilities
- mechanisms to obtain and analyse feedback
- methods to identify and prioritise a range of risks and opportunities
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination and equal employment opportunity (EEO)

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REQUIRED SKILLS AND KNOWLEDGE

- consumer protection, fair trading and trade practices
- environment and sustainability
- employment and industrial relations
- financial services
- leases and tenancy agreements
- OHS
- privacy
- property management

- risk management concepts and practices within the property industry.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of identifying, documenting and reporting risks and opportunities in the workplace. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • establishing risk and opportunity parameters and identifying a range of potential risks and opportunities in key systems and assets • knowledge of agency practices, ethical standards and legislative requirements with regard to OHS • obtaining information from a wide range of sources to ensure an accurate understanding of risk and opportunity management processes

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- preparing risk and opportunity findings in a format suitable for presentation and review, using standardised styles and formats.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being

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performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Interpersonal techniques may include:

- active listening
- clear presentations of options
- consultation methods
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding
- seeking feedback
- two-way interaction
- using language and concepts appropriate to cultural differences
- verbal or non-verbal language.

Information may be collected from:

- colleagues and clients
- documentation, reports and risk management plans
- group workshops and brainstorming
- incident reporting systems
- interviews
- media, including newspaper, radio, television and industry magazines
- observation checklists
- property inspections
- organisational or industry-based surveys and questionnaires.

Risks may relate to:

- industry special risks
- loss of profits
- machinery malfunction
- OHS
- public liability
- trade practices issues.

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Opportunities may relate to:

- adding value
- aggregating assets
- altering existing property or facility
- change in use, ownership, appearance and perception of property or facility
- changing style of investment
- creating something new
- using bankers and financiers.

Legislative requirements may be outlined and reflected in:

- Australian standards
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common
- home building requirements
- privacy requirements
- quality assurance and certification requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Assets may include:

- buildings
- business and marketing contracts
- equipment
- furniture
- goodwill
- land
- property
- vehicles.

Clients may include:

- brokers
- company management
- fund managers
- fund providers
- institutions
- insurers
- internal and external property groups
- legal advisers

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	• owner-occupiers • private investors • risk assessors.
Relevant people may include:	• clients • colleagues • legal representatives • members of industry associations • supervisors.
Organisational requirements may be outlined and reflected in:	• business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Limitations may relate to:	• industry requirements • job role and responsibilities • legal responsibilities • own competency level • own understanding of risk and opportunity identification processes • quality processes.
Specialist advice may be sought from:	• architects • builders • emergency personnel • facilities and asset managers • government officials • members of industry associations • OHS representatives • planners • real estate agents • solicitors • subcontractors • technical experts.
Feedback may be sought from:	• supervisors and colleagues • formal and informal performance appraisals • personal and reflective behaviour strategies • workplace assessment.
Business equipment and	• computers

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technology may include:

- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM3008A Maintain and protect condition of managed properties

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to inspect managed properties, prepare inspection reports and implement required repairs and maintenance. It requires the ability to communicate effectively with those involved in the inspection process and to have a clear understanding of methods for carrying out and reporting the results of a property inspection, implementing repairs to managed properties and providing landlords with information on options for protecting the value of property.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents, real estate representatives and support staff involved in inspecting managed properties, preparing inspection reports, implementing required repairs and maintenance, and providing landlords with information on options for protecting the value of property.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify property inspection requirements.	1.1 Purpose and ***type of property inspection*** are established in line with ***client*** requirements and agency practice.
	1.2 Inspection procedure and time line are negotiated and agreed with ***relevant people*** in line with agency practice and legislative requirements.
	1.3 ***Property documentation*** and ***legislative requirements*** are reviewed to identify critical aspects requiring inspection.
	1.4 Access arrangements are coordinated with relevant people in line with agency practice and legislative requirements.
2 Inspect property.	2.1 Property is inspected according to agency practice ensuring all relevant aspects of the property are sighted and noted.

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Inspection processes are conducted efficiently and in line with agency practice.
	2.3 Appropriate ***interpersonal techniques*** are used to gain information on property from relevant people.
	2.4 Property condition is analysed against market expectations of normal wear and tear and legislative requirements for the maintenance of leased property.
	2.5 Situations requiring ***specialist advice*** are identified and assistance is sought as required in line with agency practice.
3 Record and report inspection findings.	3.1 Inspection findings are organised in a format suitable for analysis and dissemination in line with client and agency requirements.
	3.2 Inspection conclusions are supported by ***verifiable evidence***.
	3.3 Inspection report is distributed promptly to relevant people according to client and agency requirements.
	3.4 Negotiations are conducted with relevant people regarding actioning of required repairs and maintenance as identified in inspection report.
4 Implement repairs to managed properties.	4.1 Database of ***appropriately qualified and insured tradespeople and other service providers*** is established and maintained so that reliable repair and maintenance work can be completed without delay.
	4.2 Repairs and maintenance are implemented in line with agreed requirements for repairs or replacements, client instructions and legislative requirements.
	4.3 Report on repair and maintenance work is supplied to client to indicate completion of work.
5 Inform landlord of options for protecting asset value of property.	5.1 Landlord is advised of expected maintenance requirements and expenditure.
	5.2 Benefits of systematic, planned preventative maintenance programs are discussed with landlord.
	5.3 Accurate records of property maintenance are established and maintained.
	5.4 Regular reports are provided to landlord on property condition and options for protecting asset value of property.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations and licensing requirements
- application of risk management strategies associated with planning and conducting property inspections
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation and regulations; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete standard forms
- negotiation skills to action required repairs and maintenance identified in inspection reports
- numeracy skills to calculate and interpret data, such as cost of repairs and maintenance
- planning, organising and scheduling skills to plan implementation of property repairs and maintenance
- research skills to identify and locate documents and information relating to real estate operations.

Required knowledge and understanding:

- common building styles and faults
- features of property included in a property inspection, such as:
  - aesthetic features
  - defects
  - structural features
- insurance needs of tradespeople and service providers
- preventative maintenance programs
- property documentation, including:
  - agreements
  - building codes
  - checklists
  - contracts
  - licences

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REQUIRED SKILLS AND KNOWLEDGE

  - permits
  - plans
  - previous inspection reports
  - specifications
- property inspection, including:
  - conduct
  - planning
  - process
  - reasons for and scheduling of property inspections
  - reports
  - timing
  - types
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - leases
  - OHS
  - privacy
  - property management
- risks and risk management strategies associated with planning and conducting property inspections
- sources of specialist advice, including:
  - builders
  - colleagues
  - government officials
  - industry professionals and members of industry associations
  - managers and supervisors
  - planners
  - subcontractors
  - technical experts
  - valuers
- types of property repairs and maintenance.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of conducting and reporting on the inspection of a managed property. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- accessing suitably qualified tradespeople and service providers to undertake property repairs and maintenance
- applying effective communication and coordination techniques to access property and organise inspection
- arranging for implementation of property repairs and maintenance identified in property inspection reports
- complying with established inspection processes, noting any variations in approved property requirements, and preparing findings in a report suitable for analysis and dissemination
- conducting and completing property inspections within agreed timeframes and in compliance with all applicable industry, legal and organisational requirements
- knowledge of agency practice, legislation and ethical standards affecting inspection of managed properties
- providing landlords with information on options for protecting asset value of property.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include

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equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Type of property inspection ***may be***:	• at change of tenancy • irregular • periodic • planned • relating to a complaint • relating to illegal works or usage • statutory.
Clients ***may include***:	• agents • government and legal instruments or agencies • landlords • property agents • tenants.
Relevant people ***may include***:	• landlords and managing agents • tenants.
Property documentation ***may include***:	• agreements • building codes • checklists • contracts • licences • permits • plans • previous inspection reports • specifications.

Legislative requirements ***may be outlined and reflected in***:	• relevant federal, and state or territory legislation and local government regulations relating to:
	  • anti-discrimination and equal employment opportunity
	  • consumer protection, fair trading and trade practices
	  • employment and industrial relations
	  • financial services
	  • leases
	  • OHS
	  • privacy
	  • property management.

Interpersonal techniques	• active listening • clear and concrete presentations of options

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may relate to:	• constructive feedback • culturally inclusive and sensitive engagement techniques • questioning to clarify and confirm understanding • two-way interaction • use of language and concepts appropriate to cultural differences • verbal or non-verbal language.
Specialist advice ***may be sought from***:	• builders • colleagues • government officials • industry professionals and members of industry associations • managers and supervisors • planners • subcontractors • technical experts • valuers.
Verifiable evidence ***may include***:	• inspection checklists, records and notes • qualitative and quantitative data • visual assessment of the physical aspects of the property.
Appropriately qualified and insured tradespeople and other service providers ***may include***:	• licensing and registration requirements • membership of professional and industry associations • public liability insurance.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM3009A Maintain workplace safety in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to follow defined OHS policies and procedures to ensure own safety and that of others in the property industry workplace. It requires the ability to identify and control workplace risks and hazards, apply appropriate responses to emergency situations, and communicate workplace safety requirements.

The unit has been contextualised and is based on Generic Competency 'A' in the National Guidelines for Integrating OHS Competencies into National Industry Competency Standards.

This unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of all those involved in the property operations and development industry.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assist implementation of safety policy and procedures in the workplace.	1.1 Workplace safety requirements relevant to own role and responsibilities are identified and complied with according to ***legislative and organisational requirements***.
	1.2 Organisational information outlining ***OHS policies and procedures*** is identified and accessed.
	1.3 Information identifying and controlling workplace ***risks and*** hazards is reviewed according to organisational procedures.
	1.4 Work is conducted using safe workplace practices and according to OHS policies and procedures and organisational requirements.
2 Follow workplace procedures for hazard identification and risk	2.1 Hazards in work area are recognised and reported to ***relevant people*** according to organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
control.	2.2 Workplace instructions and ***procedures for controlling risks and hazards*** are followed accurately. 2.3 Emergency procedures are followed according to OHS and organisational requirements. 2.4 Workplace procedures for dealing with emergency situations are followed within scope of own role, responsibilities and competencies.
3 Contribute to participative arrangements for management of OHS.	3.1 OHS issues are raised with relevant people according to legislative and organisational requirements, including applicable OHS policies and procedures. 3.2 Colleague contributions to ***participative arrangements*** for OHS management in the workplace are encouraged.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- application skills to comply with ergonomic and environmental protection requirements and follow safe operating practices and procedures when using tools and equipment
- communication skills to accurately follow written and verbal instructions, record and report details of incidents in the work area, and clearly explain information on OHS issues
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- evaluation skills to identify potential or existing risks and hazards in the workplace and interpret and comply with OHS safety signs and symbols
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities.

Required knowledge and understanding:

- organisational communication channels and procedures
- range and meaning of OHS safety signs and symbols
- range of workplace hazards, risks and control measures
- relevant federal and state or territory legislation and local government regulations related to:

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REQUIRED SKILLS AND KNOWLEDGE

- anti-discrimination
- consumer protection
- environmental issues
- equal employment opportunity (EEO)
- financial probity
- franchise and business structures
- industrial relations
- OHS
- property sales, leasing and management
- rights and responsibilities of employers and employees with regard to OHS legislation
- techniques to control risks, such as the hierarchy of control
- types and purposes of personal protective clothing and equipment
- workplace OHS management processes and designated personnel.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of following defined OHS policies and procedures to ensure own safety and that of others in the workplace. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • identifying potential or existing risks, hazards and incidents in the workplace • carrying out work activities in a safe manner using safe

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operating practices and procedures
- contributing to and participating in workplace OHS arrangements
- following appropriate OHS risk and hazard response procedures within scope of own role and responsibilities.
- knowledge of agency practices, ethical standards and legislative requirements associated with following designated OHS standards in the workplace.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislative requirements may be outlined and reflected in:

- Australian standards, and quality assurance and certification requirements
- award and enterprise agreements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice
- trade practices.

Organisational requirements may be outlined and reflected in:

- business and performance plans
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- OHS policies, procedures and programs
- policies and procedures relating to own role and responsibility
- quality assurance and procedure manuals
- records and information systems and processes.

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OHS policies and procedures may relate to:

- consultative arrangements for employees
- emergency and evacuation procedures
- equipment maintenance and use
- first aid
- hazard and risk identification and reporting
- hazard, incident and accident investigation
- OHS audits and safety inspections
- on-site contractors, visitors and members of public
- risk assessment and control measures
- safe operating procedures and instructions
- transport, use and storage of dangerous goods and hazardous substances
- use and maintenance of personal protective clothing and equipment.

Risks and hazards:

- may be:
  - environmental
  - ergonomic
  - hazardous materials
  - loose objects and fixtures
  - mechanical and electrical
  - obstructions
- may be identified through:
  - continuous monitoring of equipment operation and work areas prior to and during work activities
  - ongoing training
  - regular housekeeping activities
  - regular formal and informal consultation and meetings with colleagues
  - regular inspections of equipment and work areas
  - review of health and safety records, such as:

hazard reports

dangerous goods registers.

Relevant people may include:

- clients
- colleagues
- designated OHS representatives
- emergency personnel
- supervisors.

Procedures for controlling risks and hazards may include:

- compliance with environmental requirements
- compliance with ergonomic requirements, including safe lifting and manual handling procedures
- correct selection, use, storage and maintenance

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	procedures for personal protective clothing and equipment • emergency, fire and accident procedures • following safe operating procedures • hazard, accident and incident reporting procedures • regular OHS consultations.
Participative arrangements may relate to:	• formal and informal meetings to discuss OHS matters • mechanism for conveying employee suggestions, requests and concerns to management • OHS committees, such as consultative, planning and purchasing committees.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM3010B Meet customer needs and expectations in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to clarify and meet customer needs and expectations in the property industry in a single encounter or multiple encounters, on a one-to-one basis with a customer.

The unit has been contextualised and is based on unit GCSO04A Meet customer needs and expectations, from the Customer Service Generic Guideline units of competency.

This unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those in the property industry involved in clarifying and meeting customer needs and expectations

The unit may be expected to apply to situations involving direct relationship with internal or external customers. It applies to the need to clarify customers' needs and expectations, explore alternative ways of satisfying those needs and expectations, and select appropriate products or services that meet them.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify customer needs and expectations.	1.1 ***Customer preferences***, ***needs and expectations*** are identified and clarified according to ***organisational and legislative requirements***.
	1.2 Special requirements of customers are identified and appropriate advice is provided on relevant products and services.
	1.3 ***Communication techniques*** appropriate to relationship and purpose of interaction are used.
	1.4 ***Limitations*** in responding to customer needs are identified and advice is sought from ***relevant people***.

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ELEMENT	PERFORMANCE CRITERIA
2 Respond to identified customer needs and expectations.	2.1 ***Knowledge*** of specified products and services is applied to provide assistance to customers. 2.2 Client is provided with options and alternatives where appropriate. 2.3 Features and benefits of relevant products and services are explained to customers. 2.4 Special promotions for products and services are suggested to customer according to ***organisational policies and procedures***. 2.5 ***Feedback*** is sought from customer whether needs and, where practical, expectations have been satisfied.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- application skills to apply relevant agreements, codes of practice or other legislative requirements to work processes
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- language skills to communicate adequately with the customer
- literacy skills to process complaints
- numeracy skills to interpret customer requirements and meet their needs
- problem solving skills to identify and solve problems when establishing and maintaining customer relationships
- skills to identify and correctly use processes and procedures relevant to customer relationships.

Required knowledge and understanding:

- detailed product knowledge and sufficient authority to make choices between the different products and services based on identified customer needs and expectations
- importance of good communication when establishing and maintaining customer relationships
- OHS procedures and guidelines relevant to workplace operations

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REQUIRED SKILLS AND KNOWLEDGE

- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - property sales, leasing and management
- requirements of customer service systems, operations and relevant equipment.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of the candidate receiving and responding to a customer inquiry. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • accurately identifying the needs of customers • delivering a service to customers in appropriate timeframes • knowledge of agency practices, ethical standards and legislative requirements associated with meeting

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customer needs and expectations
- locating, interpreting and applying relevant information
- recommending acceptable alternatives to customers, or explaining to customers why their needs cannot be met
- using appropriate communication strategies.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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

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underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Customers may include:

- those with routine or special requests
- internal or external customers
- people from a range of social, cultural or ethnic backgrounds
- people with varying physical and mental abilities
- regular and new customers.

Customer preferences, ***needs and expectations*** may relate to:

- company information on services
- contract administration
- current and planned property developments
- information about leases and leasing
- property characteristics, including:
  - availability of alternative energy sources
  - accessibility for people with disabilities
  - energy efficiency
  - energy ratings
  - water saving devices
- property operations and policy or management procedures
- sales and marketing services.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- emergency and evacuation procedures

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- employer and employee rights and responsibilities
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- policies and procedures relating to own role and responsibility
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals
- records and information systems and processes.

Legislative requirements may be outlined and reflected in:

- Australian standards
- codes of practice, which may cover areas including market sector, industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- consumer protection
- environmental and zoning laws affecting:
  - access security
  - access and property use
  - energy efficiency
- freedom of information
- home building requirements
- local regulations and by-laws
- privacy laws applying to owners, contractors and tenants
- public health
- quality assurance and certification requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Communication techniques may include:

- active listening
- clear, legible writing

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	• giving customers full attention • maintaining eye contact • non-verbal communication, such as body language and personal presentation • speaking clearly and concisely • using appropriate language and tone of voice • using open and closed questions.
Limitations may relate to:	• job role and responsibilities • knowledge of services • legal responsibilities • organisational, industry and national training requirements • own competency level.
Relevant people may include:	• customers • colleagues • legal representatives • members of industry associations • supervisors.
Knowledge may include:	• features and benefits of products and services • promotional pamphlets • range of products and services • supplier information • written communications on products and services.
Organisational policies and procedures may be outlined and reflected in:	• business and performance plans • complaint and dispute resolution procedures • legal and ethical requirements and codes of practice • marketing guidelines • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards.
Feedback may be sought from:	• customers and legal representatives • supervisors and colleagues • formal and informal performance appraisals • workplace assessment.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM3011B Monitor building facilities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to monitor building facilities to ensure maintenance and service problems are identified and resolved, or reported where necessary. It requires the ability to identify and arrange necessary maintenance and service work and to check the results against work orders.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in monitoring building facilities to ensure maintenance and service problems are identified and resolved, or reported where necessary.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify maintenance and service requirements.	1.1 ***Maintenance and service requirements*** of building facilities are specified and confirmed against ***work order*** according to organisational requirements. 1.2 Work practices and time lines are discussed and agreed with relevant people according to ***organisational requirements***. 1.3 ***Site access and specific site requirements*** are verified and appropriate arrangements are made as required according to ***client***, organisational and ***legislative requirements***. 1.4 ***Communication channels*** and processes are established and agreed with relevant people according to organisational requirements.
2 Monitor building facilities.	2.1 Building facilities are monitored against work order to ensure completion of designated tasks occurs within required timeframes. 2.2 Maintenance and service requirements are identified and noted according to applicable OHS and organisational requirements. 2.3 Breaches of ***building controls*** are recognised and reported to relevant people for action according to organisational procedures.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Appropriate ***interpersonal techniques*** are used to discuss issues or concerns with relevant people according to organisational requirements.
	2.5 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
3 Arrange for routine maintenance and service.	3.1 Routine maintenance and service to building facilities are arranged according to client, organisational and legislative requirements.
	3.2 Notification of completed maintenance and service is received and confirmed according to organisational procedures.
	3.3 Inspection is arranged to confirm maintenance or service has been effectively carried out according to work order, and client and organisational requirements.
	3.4 ***Business equipment and technology*** are used to maintain relevant documentation according to applicable OHS, legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to complete documentation and report findings, discuss client requirements and access arrangements, and interpret written and oral information
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- observation skills to assess operational condition of building facilities
- organisational skills to arrange maintenance and service work and to schedule and carry out tasks within time lines
- problem solving skills to manage maintenance or repair problems.

Required knowledge and understanding:

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REQUIRED SKILLS AND KNOWLEDGE

- basic knowledge of property contracts and administrative requirements
- basic requirements for building function checks
- Building Code of Australia (BCA) requirements
- common hazards to public and personal safety associated with particular types of maintenance work in buildings
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures, ethical practices and business standards
- points of contact with emergency service agencies
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of monitoring building facilities to ensure maintenance and service problems are identified and resolved. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may

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be carried out in a simulated or workplace environment.

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

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

- ensuring effective communication flow during monitoring of building facilities and identifying required maintenance and service work
- inspecting completed maintenance and service work against work order and using business equipment and technology to maintain associated documentation
- knowledge of agency practices, ethical standards and legislative requirements associated with monitoring building facilities
- verifying maintenance and service requirements against work order and consulting with relevant people to arrange access to building facilities.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition

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(RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time

- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Maintenance and service requirements include:

- backups
- changing user codes
- confirmation of operational effectiveness
- identification and replacement of worn parts
- inspections, lubrication, cleaning and adjustments
- regular services, such as waste removal, cleaning and grounds maintenance
- repairs, maintenance or service under warranty
- routine repairs, maintenance or service.

Work order information may relate to:

- authorised contractors
- authorised maintenance and service personnel
- completion dates
- maintenance, service and repair requirements and tasks
- warranties and service information
- work authorisations

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- work schedules.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- environmental performance, including:
  - energy savings
  - efficiencies achieved by waste management, including recycling, re-use and use minimisation
  - water use minimisation
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Site access and specific site requirements may relate to:

- access and egress points
- access codes
- building codes and regulations
- heritage listings
- keys, passes and security clearance
- noise control
- OHS requirements
- time of access
- union requirements.

Clients may include:

- building facility agents
- building facility owners
- building supervisors
- government and legal instruments and agencies
- managers
- project managers
- tenants.

Legislative requirements may be outlined and reflected in:

- Australian standards, and quality assurance and certification requirements
- award and enterprise agreements
- consumer protection
- environmental and zoning laws affecting access security, access and property use
- freedom of information
- home building requirements
- local regulations and by-laws

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- privacy requirements
- public health
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - environmental issues
  - EEO
  - industrial relations
  - OHS
  - anti-discrimination and diversity
- relevant industry codes of practice
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Communication channels may include:

- direct line and lateral supervision paths
- organisational communication protocols and procedures
- organisational networks.

Building controls may relate to:

- access procedures
- alarms
- exit procedures
- fire equipment.

Interpersonal techniques may include:

- active listening
- clear presentation of options
- consultation methods
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding
- seeking feedback
- two-way interaction
- using language and concepts appropriate to cultural differences
- verbal and non-verbal language.

Specialist advice may be sought from:

- architects
- builders
- colleagues
- emergency personnel
- government officials
- members of industry associations
- OHS representatives
- planners
- solicitors
- subcontractors

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- supervisors
- technical experts
- valuers.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM3013A Perform and record property management activities and transactions

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to process applications from tenants for the lease of all forms of property. It includes completing managing agent documentation, receiving applications from tenants, selecting tenants, completing leasing documentation, placing tenants in the property and processing receipt of security deposits and rent.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives, and support staff engaged in processing applications from tenants for the lease of all forms of property. The work is performed under supervision in line with agency practice and relevant legislative requirements.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Complete managing agent documentation.	1.1 Authority to manage property is confirmed with landlord in line with agency practice and ***legislative requirements***.
	1.2 Required agency and statutory documentation is explained to landlord.
	1.3 Required agency and statutory documentation is produced in line with agency practice and legislative requirements.
	1.4 Relevant information obtained from landlord is verified in line with agency practice and legislative requirements.
	1.5 Required agency and statutory documentation is accurately completed, signed and securely stored in line with agency practice.
2 Select tenant.	2.1 Applications to ***lease*** property are received from prospective tenants in line with agency practice and legislative requirements.
	2.2 Agency procedures for ***screening prospective tenants*** are implemented in line with agency practice and

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ELEMENT	PERFORMANCE CRITERIA
	legislative requirements. 2.3 Agency procedures for reviewing applications from prospective tenants, referring applications to landlord and selecting tenants are implemented in line with agency practice and legislative requirements.
3 Complete leasing documentation.	3.1 Leasing documentation is explained to prospective tenant. 3.2 Leasing documentation is produced in line with agency practice and legislative requirements. 3.3 Relevant information obtained from prospective tenant is verified in line with agency practice and legislative requirements. 3.4 Leasing documentation is accurately completed, signed and securely stored in line with agency practice, legislative requirements and landlord instructions.
4 Process receipt of security deposits (bonds) and rent.	4.1 Moneys are received and accurately recorded in line with agency practice and legislative requirements. 4.2 Security deposits are secured and forwarded to statutory authorities within specified timeframe. 4.3 Incident reports are followed up with ***appropriate personnel*** where necessary.
5 Place new tenant in property.	5.1 ***New tenants are placed in rental property*** in line with agency practice and legislative requirements. 5.2 Pre and post-tenancy reports are accurately produced according to agency practice and legislative requirements.
6 Record tenant and landlord transactions on agency database.	6.1 Verified transactions are accurately recorded on agency database in line with agency practice. 6.2 Records of tenant and landlord information are regularly updated to ensure reliable records are kept in line with agency practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

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REQUIRED SKILLS AND KNOWLEDGE

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as agency and statutory forms
- application of risk management strategies associated with advising clients on property sales and property management options
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including agency and statutory forms; complete standard forms; and prepare general information, papers and formal and informal letters
- numeracy skills to calculate and interpret data, such as rents and security deposits
- planning, organising and scheduling skills to place new tenants in rented properties
- research skills to identify and locate documents and information relating to leasing of rented properties.

Required knowledge and understanding:

- bonds and security deposits
- condition reports and disclosure statements
- ethical practices associated with leasing of property
- leases, including:
  - commercial and industrial
  - holiday
  - residential
  - retail
- placing new tenant in rental property, including:
  - government fees and duties
  - keys
  - rights and obligations
  - security deposits
  - tenancy documentation
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services

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REQUIRED SKILLS AND KNOWLEDGE

- OHS
- privacy
- property management
- rent
- residential tenancy agreements
- rights and duties of tenants and landlords
- risks and risk management strategies
- screening tenants, including:
  - capacity to pay
  - financial limits
  - match suitable properties to tenant's needs
  - motives
  - needs
  - preferences
- statutory and other forms of agreement and lease
- tenancy application processes, including:
  - criteria for selecting tenants
  - interviewing tenants
  - notifying selected tenant
  - obtaining tenancy applications
  - recording tenancy arrangements
  - reviewing references
  - reviewing tenancy applications
  - tenancy application forms.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of processing applications from tenants for the lease of all forms of property. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of

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competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- completion of leasing documentation
- completion of managing agent documentation
- knowledge and application of agency and legislative requirements associated with the handling of moneys, including rents and security deposits
- knowledge of ethical practices associated with leasing of property
- knowledge of legislative and regulatory requirements relating to the processing of applications for the leasing of property
- knowledge of statutory and standard forms associated with leasing of property
- knowledge of the rights and duties of landlords and tenants
- receiving applications from prospective tenants in line with agency practice and legislative requirements
- selecting and approving tenants in line with agency practice and legislative requirements.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical

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requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislative requirements may include:

- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices

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	• employment and industrial relations • financial services • leases and tenancy agreements • OHS • privacy • property management.
Lease may include:	• commercial and industrial • holiday • residential • retail.
Screening prospective tenants may include:	• capacity to pay • financial limits • motives • needs and preferences • tenancy databases.
Appropriate personnel may include:	• agency principal • licensed real estate agent • landlord.
Placing new tenant in rental property may refer to:	• government fees and duties • keys • rights and obligations • security deposits • tenancy documentation.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM3014A Undertake property inspection

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to inspect various types of property for conditions and compliance with approved requirements. It requires the ability to communicate effectively with those involved in the inspection process, and to have a clear understanding of industry and organisational inspection criteria and methods for carrying out and reporting the results of a property inspection.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in inspecting property.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify inspection requirements.	1.1 Purpose and ***type of inspection*** are established from property records according to ***client*** and ***organisational requirements***.
	1.2 ***Inspection processes*** and time lines are negotiated and agreed with ***relevant people*** according to organisational requirements.
	1.3 ***Property documentation*** and ***legislative requirements*** are specified, gathered and reviewed to identify critical aspects requiring inspection.
	1.4 Access arrangements are coordinated with relevant people according to organisational requirements.
2 Inspect property.	2.1 Property is inspected according to industry and organisational requirements, ensuring all relevant aspects of the property are sighted and noted.
	2.2 Inspections are conducted in a reliable manner according to organisational requirements and efficient use of available time and resources.
	2.3 Appropriate ***interpersonal techniques*** are used to access relevant information from ***inspection site*** personnel.
	2.4 Variations in compliance with approved requirements are recognised and noted according to organisational

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ELEMENT	PERFORMANCE CRITERIA
	and legislative requirements.
	2.5 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
3 Record and report inspection findings.	3.1 Inspection findings are organised in a format suitable for analysis and dissemination according to client and organisational requirements.
	3.2 Inspection conclusions are supported by ***verifiable evidence*** and are consistent with relevant legislative and organisational requirements.
	3.3 ***Business equipment and technology*** are used to maintain relevant documentation according to applicable OHS, legislative and organisational requirements.
	3.4 Inspection report is distributed to relevant people according to client and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to complete documentation, report findings, interpret written and oral information, and negotiate client requirements and access arrangements
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- observation skills to assess condition of property
- organisational skills to plan and arrange a property inspection and schedule and meet time lines
- technical skills to interpret such things as maps, plans and diagrams.

Required knowledge and understanding:

- basic knowledge of property contracts and administrative requirements
- Building Code of Australia (BCA) requirements
- inspection methods for different property types
- limitations of work role, responsibility and professional abilities

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REQUIRED SKILLS AND KNOWLEDGE

- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - property sales, leasing and management
- types of property classes and characteristics.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of inspecting a property. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • conducting and completing a property inspection within agreed timeframes and in compliance with all applicable industry, legal and organisational

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requirements
- applying effective communication and coordination techniques required to access property and organise inspection
- knowledge of agency practices, ethical standards and legislative requirements associated with property inspections
- complying with established inspection processes, noting variations in approved property requirements, and preparing findings in a report suitable for analysis and dissemination.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of

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the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Type of inspection may be:

- at change of use
- at development stage
- irregular
- periodic
- planned
- related to a complaint
- related to illegal works or usage
- statutory.

Client may include:

- agent
- building supervisor
- government and legal instrument and agency
- project manager
- property agent
- property owner
- tenant.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs

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- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Inspection processes may relate to:

- statutory limitations
- complexity of construction
- timeframes
- type of construction
- type of job.

Relevant people may include:

- clients
- colleagues
- legal representatives
- members of industry associations
- site personnel
- supervisors.

Property documentation may include:

- agreements
- building codes
- checklists
- contracts
- licences
- permits
- plans
- previous inspection reports
- specifications.

Legislative requirements may be outlined and reflected in:

- Australian standards, and quality assurance and certification requirements
- award and enterprise agreements
- codes of practice, which may cover areas including market sector, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- strata, community and company titles

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- tenancy agreements
- trade practices.

Interpersonal techniques may relate to:

- active listening
- clear presentation of options
- constructive feedback
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding
- two-way interaction
- use of language and concepts appropriate to cultural differences
- verbal or non-verbal language.

Inspection site may include:

- alterations
- dangerous structures
- environmental conditions
- existing buildings
- land or structures
- multiple locations
- new buildings
- ruinous structures.

Specialist advice may be sought from:

- builders
- colleagues
- government officials
- managers and supervisors
- members of industry associations
- planners
- subcontractors
- technical experts
- valuers.

Verifiable evidence may include:

- inspection checklists, records and notes
- qualitative and quantitative data
- visual assessment of physical and aesthetic aspects of property.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers and scanners
- software applications, such as databases and word applications.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM3015B Use and maintain property and client information databases

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to use safely and maintain accurately property and client information databases in the context of real estate agency operations. It includes accessing property and client information databases, retrieving property and client information and producing reports, gathering and entering property and client information, maintaining the secure storage of property and client information and contributing to the monitoring and improvement of agency information databases.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents, real estate representatives and support staff who use and maintain property and client information databases to support real estate agency operations.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Access appropriate databases.	1.1 ***Information*** requirements are determined. 1.2 Appropriate property or ***client database*** is identified and accessed in line with ***agency policy and procedures***. 1.3 Property and client databases are administered in line with agency procedures, ***ethical standards***, ***legislative requirements and privacy guidelines***.
2 Retrieve relevant property and client information and produce reports.	2.1 Property or client database is interrogated using appropriate ***search techniques***. 2.2 ***Database functions*** are used to access required property or client information. 2.3 Accessed property or client information is checked to ensure that it meets requirements. 2.4 Property or client information is downloaded and

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ELEMENT	PERFORMANCE CRITERIA
	printed as required according to system procedures.
	2.5 Property or client information is organised and presented in a ***format*** that conforms to requirements and agency style guide.
	2.6 Reports are reviewed and ***checked*** for accuracy.
3 Enter property or client information.	3.1 Information is gathered, analysed and prepared for entry in property or client database in line with agency procedures, legislative requirements and privacy guidelines.
	3.2 Information is checked for clarity, accuracy, currency and relevance in line with agency procedures, legislative requirements and privacy guidelines.
	3.3 Information is accurately entered into property or client database in line with agency procedures, legislative requirements and privacy guidelines.
4 Maintain secure storage of information.	4.1 Database files are ***stored*** in a secure location according to agency procedures, legislative requirements and privacy guidelines.
	4.2 Access to database files is restricted to authorised personnel in line with agency risk management policy and procedures, legislative requirements and privacy guidelines.
5 Contribute to monitoring and enhancing property information databases.	5.1 Requirements of property or client information databases are analysed and suggestions for improvements are provided to ***relevant personnel***.
	5.2 Feedback about the clarity, accuracy, currency and relevance of output from property or client information databases is provided to relevant personnel.
6 Use databases to enhance customer relations.	6.1 Regular clients are accurately identified and followed up according to agency practice.
	6.2 Client records are accurately used to advise clients on agency services of possible interest.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

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REQUIRED SKILLS AND KNOWLEDGE

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to identify and interpret property information for use in the preparation of reports
- application of risk management strategies associated with the use and maintenance of property or client information databases
- computing skills to access and interrogate property or client information databases
- decision making and problem solving skills to analyse situations and make decisions regarding the selection of property or client information, the identification of appropriate information databases and the use and maintenance of database information
- literacy skills to access and interpret a variety of texts, including sales results; prepare reports; interpret graphical material such as maps, charts and graphs; and complete standard forms
- numeracy skills to calculate and interpret data, such as scales and distances on maps
- research skills to identify and locate documents and information relating to real estate operations using property and client information databases.

Required knowledge and understanding:

- agency procedures for property and client database management, including:
  - ethical standards regarding property and client information and databases
  - confidentiality regarding property and client information and databases
  - privacy
- procedures for using office computing equipment
- property and client information databases, including:
  - data entry and retrieval techniques
  - file storage
  - functions
  - reports
  - search techniques
  - security
  - types of databases relevant for property sales and management
- database information, including:
  - client information
  - demographic information
  - market information
  - site information
  - spatial information

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REQUIRED SKILLS AND KNOWLEDGE

- tenant information
- database reports, including:
  - format
  - function
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - environment and sustainability
  - financial services
  - leases
  - OHS
  - privacy
  - property sales
  - property management
- risks and risk management strategies
- sources of property and client information, including:
  - local, state and commonwealth government documents and registers
  - publications and journals
  - computer data files
  - statutes
  - statistical summaries
  - policy statements
  - media reports.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of accessing, using and maintaining information in a property or client database in an agency context. Targeted written (including alternative formats where necessary) or verbal questioning to assess the

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candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- contributing to the monitoring and enhancement of property and client information databases in an agency context
- gathering, analysing, preparing and inputting information into property and client information databases
- identifying and accessing appropriate property and client information databases to assist with specific tasks in line with agency and system procedures
- maintaining the secure storage of property and client database files
- producing different forms of reports using information retrieved from relevant property and client information databases
- retrieving relevant property information from property and client information databases to assist with specific tasks in line with agency and system procedures.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical

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requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information may include:
- client information, including:
  - contact details
  - name
  - nature of enquiry or requirement
  - request for follow-up and promotional information

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- demographic information, including:
  - ethnicity
  - income
  - labour force
  - population age, density and size
  - population trends
- market information, including:
  - construction costs
  - depreciation schedules
  - energy rating
  - housing prices
  - occupancy rates
  - operating costs
  - ownership of properties
  - rental and leasing rates
  - residential and business telephone, email and facsimile contact details
  - sales data
  - statutes
- site information, including:
  - contaminated sites
  - flood-prone sites
  - heritage sites
  - information on affectations, such as easements and transmission lines
  - main road developments
  - native title developments
- spatial information, including:
  - aerial photographs
  - maps
  - plans
  - satellite imagery
  - statistics
- tenant information.

Clients may include:

- buyer's agent
- buyers
- landlords
- people from a range of social, cultural or ethnic backgrounds and with varying physical and mental abilities

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- property developer
- regular and new customers
- sellers
- tenant's agent
- tenants.

Client database may be:

- computer-based
- manual.

Agency policy and procedures may include:

- access
- authorisations
- author instructions
- backup
- log-on procedures
- password protection
- privacy
- security
- standard formats
- storage and location of data
- use of templates.

Ethical standards, ***legislative requirements and privacy guidelines*** may include:

- authorised access
- confidentiality
- privacy.

Search techniques may include:

- Boolean operators
- keywords
- limiting by date or format
- truncation
- use of different access points.

Database functions may include:

- adding, deleting, moving and re-labelling fields
- altering field widths
- calculating and applying formulas
- data protection
- field definitions and attributes
- formatting fields and text
- headers and footers
- inserting and deleting blank lines and spaces
- repeating, if available
- table, form and report wizards.

Format may include:

- alignment on page
- columns
- enhancements to format borders, patterns and colours
- enhancements to text

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	• headers and footers • tables • use of logos.
Checking may include:	• accuracy of data and formulas • ensuring instructions with regard to content and format have been followed • outcome of sorting and filtering • proofreading • spelling.
Storage may include:	• authorised access • filing locations • organisation policy for backing up files • organisation policy for filing hard copies of databases • privacy • security • storage in electronic folders and sub-folders • storage on hard or floppy disk drives, CD ROM and tape backup.
Relevant personnel may include:	• agency principal • database manager • licensed real estate agent • officer manager • support staff.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM3016A Work in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to apply foundation knowledge to work effectively and efficiently in the property industry. It covers the basic entry-level functions to enable compliance with legislative, financial and procedural requirements. It requires the ability to identify potential risks associated with a range of activities within the property industry, and opportunities for improving own professional development.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in applying foundation knowledge to work effectively and efficiently in the property industry.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Interpret and comply with legislative, financial and procedural requirements.	1.1 ***Legislative, financial and procedural requirements*** relevant to agency ***services*** are identified and interpreted according to ***client needs*** and ***organisational requirements***. 1.2 Key principles relating to consumer protection and trade practices are identified and interpreted according to legislative and industry requirements. 1.3 Own interpretation and application of legislative, financial and procedural requirements are confirmed with ***relevant people*** to ensure consistent and accurate understanding. 1.4 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational procedures.
2 Interpret and comply with ethical practices and rules of conduct.	2.1 ***Regulatory and industry standards, codes of ethics and conduct*** are identified and interpreted according to organisational requirements. 2.2 Key principles relating to agency ethical values are

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ELEMENT	PERFORMANCE CRITERIA
	identified and interpreted according to legislative and industry requirements.
	2.3 Own interpretation and application of ethical and conduct requirements are confirmed with relevant people to ensure consistent and accurate understanding.
	2.4 Situations requiring specialist advice are identified and assistance is sought as required according to organisational procedures.
3 Interpret work role and responsibilities.	3.1 Own role and responsibilities are identified and confirmed with relevant people according to organisational requirements.
	3.2 Work tasks are identified, scheduled and completed within designated timeframes according to client and organisational requirements.
	3.3 Work reflects an understanding and respect of individual differences, and ***work practices*** are adapted as appropriate to meet the ***specific needs*** of relevant people.
	3.4 ***Feedback*** from clients and colleagues is sought and used to determine professional competency and quality of performance, and to identify key areas for improvement.
	3.5 Information regarding learning and professional development is recorded and maintained according to organisational requirements.
4 Identify risks.	4.1 Potential and existing ***risks*** are identified and reported to relevant people according to organisational procedures.
	4.2 Recommendations on appropriate strategies to minimise risks and complaints are discussed with relevant people.
	4.3 ***Limitations*** in identifying risks are identified and assistance is sought from relevant people according to organisational requirements.
	4.4 Appropriate ***information collection techniques*** are used to access information on potential and existing risks from individuals and groups.
5 Complete standard contractual documentation.	5.1 ***Standard documentation*** for property operations is completed according to legislative and procedural requirements.
	5.2 ***Business equipment and technology*** are used as required to complete documentation according to

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ELEMENT	PERFORMANCE CRITERIA
	applicable OHS, organisational and industry requirements.
	5.3 Written information meets organisational standards of language, accuracy and relevance and is used in an ethically and legally appropriate manner.
	5.4 Property documentation and information systems are securely maintained according to confidentiality, legislative and organisational requirements.
6 Develop understanding of industry employment requirements.	6.1 Industry employment and ***professional development*** requirements are accessed and interpreted to ensure own continuous professional development.
	6.2 Employee and employer rights and responsibilities, including remuneration and awards, are accessed and interpreted.
	6.3 Key industry and statutory organisations able to assist own professional development are identified and assistance is sought as required.
	6.4 Industry ***competency standards and other relevant benchmarks*** are identified and reviewed to establish future professional development needs and priorities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to follow financial requirements, such as trust account procedures; identify and complete appropriate documentation; interpret and understand legal, financial and procedural requirements; and access and understand a variety of information
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities and to respect individual differences
- organisational skills to create a personal professional development plan and

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REQUIRED SKILLS AND KNOWLEDGE

prioritise personal professional development needs
- reflection skills to differentiate between professional and personal values
- self-evaluation skills to evaluate own work practices in order to identify ways to improve performance or understanding.

Required knowledge and understanding:

- foundation knowledge of handling trust monies and office processes
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures
- social and ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - property sales, leasing and management
- risk factors relating to a variety of transactions.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through demonstrating the completion of daily work activities associated with the property industry in line with legal and procedural requirements. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide supporting evidence of competence. The demonstration and questioning would

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include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- interpreting and complying with relevant legislative, financial and procedural requirements and confirming own understanding and application with relevant people
- interpreting and complying with ethical practices and codes of conduct and checking own understanding and application with relevant people
- identifying a range of potential and existing risks using appropriate information collection techniques, and discussing recommendations on strategies to minimise risks with relevant people
- completing standard contractual documentation ensuring adherence to legislative and procedural requirements, and securely maintaining property information
- interpreting and using industry employment and professional development guidelines and benchmarks, and seeking assistance from key industry and statutory organisations to ensure own continuous professional development
- interpreting and verifying own role and responsibilities and demonstrating an understanding and respect of individual differences in carrying out work tasks.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- competency standards
- assessment materials and tools
- suitable assessment venue and equipment
- workplace documentation
- candidate special requirements
- cost and time considerations.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislative, ***financial and procedural requirements*** may be outlined and reflected in:

- Australian Securities and Investments Commission, Australian Competition and Consumer Commission, and Foreign Investment Review Board requirements
- Australian standards
- federal and state taxation requirements
- consumer protection laws and guidelines
- court and tribunal precedents
- environmental and zoning laws affecting access security, access and property use
- freedom of information
- home building requirements
- licensing requirements
- privacy and confidentiality requirements and laws applying to owners, contractors and tenants
- public health
- quality assurance and certification requirements
- relevant common law
- relevant federal, and state or territory legislation and regulations affecting organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice, which may cover areas including market sector, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- relevant local government policies and regulations
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Services may relate to:

- business broking
- buyer's advocacy or agent
- marketing, sale and leasing of a range of property types

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- on-site residential property management
- property management for a range of property types
- residential and commercial real estate
- rural agency practice
- strata and community title management.

Clients may include:

- agents or third parties for purchasers and vendors
- in-house staff and office contractors
- other agency staff
- owner corporations and community title groups
- potential vendors
- prospective and existing landlords
- prospective and existing tenants
- prospective purchasers
- purchasers
- vendors.

Client needs may relate to:

- beliefs and values
- conventions of gender and sexuality
- cultural practices and observations
- cultural stereotypes
- disposable income and financial constraints
- environmental considerations
- language
- physical and mental disabilities
- religious and spiritual observances
- social conventions
- verbal and non-verbal communication.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- agency policies and guidelines
- business and performance plans
- complaint and dispute resolution procedures
- ethical standards and codes of practice, such as:
  - acting in principal's best interests
  - misrepresentation
  - over-servicing
  - fixed charges rather than fee for service
  - declaration of beneficial interest
  - clear communication of services offered and fee for services
  - clear negotiation of fees
- goals, objectives, plans, systems and processes
- legal policies and guidelines

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	• mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals • sales, marketing and leasing or management procedure manuals.
Relevant people may include:	• clients • colleagues • consumers • legal representatives • members of industry associations • supervisors.
Specialist advice may be sought from:	• architects • bankers and financiers • builders • emergency personnel • government officials • industry professionals and members of industry associations • investment consultants • OHS representatives • planners • real estate agents • solicitors • subcontractors • supervisors and colleagues • technical experts • valuers.
Regulatory and industry standards may include:	• industry standards • legislative and statutory requirements outlined in relevant legislation, such as licensing, property, tenancy, tribunal and court • OHS • rules of conduct and ethical practices.
Codes of ethics and conduct may relate to:	• acting in principal's best interests • clear communication of services offered and fee for services • clear negotiation of fees • declaration of beneficial interest • declaration of conflict of interest

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- duty of care
- individual behaviour
- maintaining confidentiality
- misrepresentation
- non-discriminatory practices
- over-servicing
- fixed charges rather than fee for service
- use of organisational property.

Work practices may relate to:

- appraising for sale or lease
- canvassing for relevant business
- listing for sale or lease
- managing property
- negotiating and executing lease arrangements
- negotiating and executing sales
- preparing for sale by auction
- promoting and marketing property
- promoting, advertising and undertaking administrative duties
- providing support within an agency
- receiving and handling monies
- undertaking routine functions within the organisation.

Specific needs may relate to:

- beliefs and values
- conventions of gender and sexuality
- cultural stereotypes
- dress
- food and diet
- religious and spiritual observances
- social conventions
- traditional practices and observations
- verbal and non-verbal language.

Feedback may include:

- formal and informal discussions, reviews and evaluations with:
  - existing and previous clients
  - peers, colleagues and managers
- information provided by others involved in a professional capacity, both internal and external to the organisation.

Risks:

- may relate to:
  - changes to regulations and legislation
  - client and staff satisfaction
  - competition

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- emergencies and disasters
- fire and security
- health and safety
- market influences
- physical, financial or human resources
- project control and cash flow
- suppliers and contractors
- time constraints

- may be identified through:
  - audits and review of audit reports
  - checking work area and equipment before and during work
  - ongoing training
  - regular housekeeping activities
  - regular formal and informal consultation and meetings with colleagues
  - review of OHS records, including registers of hazardous substances and dangerous goods
  - workplace inspections in area of responsibility.

Limitations may relate to:

- industry requirements
- job role and responsibilities
- legal responsibilities
- own competency level
- own interpretation of legislation, regulations and procedures
- own understanding of risk identification processes
- quality processes.

Information collection techniques may include:

- discussions with colleagues and clients
- documentation, reports and risk management plans
- group workshops and brainstorming
- incident reporting systems
- interviews and questionnaires
- media, including newspaper, radio, television and industry magazines
- observation checklists
- organisational or industry-based surveys.

Standard documentation may include:

- building codes
- licences
- maps
- organisational, industry and other contracts
- permits

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- plans
- property marketing, sale and lease agreements or contracts
- specifications
- tenancy agreements.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Professional development strategies may include:

- coaching, mentoring and supervision
- formal and informal learning programs
- identifying and establishing new career paths
- involvement in community and industry activities
- updating and maintaining knowledge base on current issues for work and professional practice
- using existing strengths to focus future career development
- work rotation to facilitate changing work priorities.

Competency standards and other relevant benchmarks may relate to:

- benchmarks such as:
  - industry code of conduct and code of ethics
  - statutory and legislative requirements related to working in the property sector
- personal and technical knowledge, skills and attitudinal aspects required to undertake day-to-day tasks and duties of the work function effectively and efficiently; specifically:
  - competency standards for the property industry
  - other relevant industry, cross-industry and enterprise competency standards.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM3017A Work in the strata/community management sector

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to apply foundation knowledge to work effectively and efficiently in the strata/community management sector. It covers the basic entry-level functions to enable compliance with legislative, ethical and procedural requirements. It requires the ability to identify potential risks associated with a range of activities within the sector and opportunities for improving own professional development.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in applying foundation knowledge to work effectively and efficiently in the strata/community management sector.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Interpret and comply with legislative, ethical and procedural requirements.	1.1 ***Legislative, ethical and procedural requirements*** relevant to strata/community management ***services*** are identified and accessed according to ***client needs*** and ***organisational requirements***. 1.2 Key principles relating to agency legislative, ethical and procedural values are identified and interpreted. 1.3 Own interpretation and application of legislative, ethical and procedural requirements are confirmed with ***relevant people*** to ensure consistency. 1.4 Breaches of organisational ***codes of ethics and conduct*** are recognised and reported according to organisational requirements. 1.5 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational procedures.

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ELEMENT	PERFORMANCE CRITERIA
2 Implement effective work practices.	2.1 Strata/community management ***work practices*** are implemented according to client instructions and organisational requirements. 2.2 Work tasks are identified, scheduled and completed within designated timeframes according to industry, legislative and organisational requirements. 2.3 ***Factors*** affecting achievement of work tasks are identified and reported to relevant people according to organisational procedures. 2.4 Commitment to compliance with applicable legislative, ethical and procedural requirements is demonstrated in own work practices.
3 Complete standard contractual documentation.	3.1 ***Standard documentation*** for strata/community management operations is completed according to legislative and procedural requirements. 3.2 ***Business equipment and technology*** are used as required to complete documentation according to applicable OHS and organisational requirements. 3.3 Text used in contractual documentation complies with organisational requirements and is used in a legally appropriate manner. 3.4 Own professional obligations and responsibilities in completing industry documentation are recognised and applied. 3.5 Documentation is securely maintained with due regard to confidentiality, legislative and organisational requirements.
4 Identify risks.	4.1 Potential ***risks*** are identified and reported to relevant people according to organisational procedures. 4.2 Recommendations on appropriate strategies to minimise risks and complaints are discussed with relevant people. 4.3 Appropriate practices for receiving and handling monies are identified and applied according to organisational and legislative requirements. 4.4 Appropriate security arrangements for the management of property and facilities are identified and applied according to organisational and legislative requirements. 4.5 ***Limitations*** in identifying risk are identified and assistance is sought from relevant people according to organisational requirements.
5 Develop and maintain	5.1 Own ***professional development*** is maintained in

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ELEMENT	PERFORMANCE CRITERIA
professional competence.	consultation with relevant people according to organisational requirements. 5.2 ***Feedback*** from clients and colleagues is used to determine professional competency and quality of performance, and to identify key areas for improvement. 5.3 Personal knowledge and skills in providing strata/community management services are reviewed against ***competency standards and other relevant benchmarks*** to establish professional development needs and priorities. 5.4 Strategies to maintain currency of professional competency in providing effective strata/community management services are identified, scheduled and implemented. 5.5 Information regarding learning and professional development is recorded and securely maintained according to organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to follow financial requirements, such as trust account procedures; identify and complete appropriate documentation; interpret and understand client needs; interpret and understand legal, ethical and procedural requirements; and access and understand a variety of information relating to strata/community management services
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities and to respect individual differences
- organisational skills to create a personal professional development plan, prioritise personal professional development needs, and schedule and manage meetings
- reflection skills to differentiate between professional and personal values
- self-evaluation skills to evaluate own work practices systematically in order to

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REQUIRED SKILLS AND KNOWLEDGE

identify ways to improve performance or understanding.

Required knowledge and understanding:

- foundation knowledge of office processes and handling trust monies
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - strata/community management title
- risk factors relating to workplace practices
- social and ethical practices and business standards.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of applying foundation knowledge to perform work tasks in the strata/community management sector. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence.

The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This

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assessment may be carried out in a simulated or workplace environment.

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

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

- knowing, interpreting and complying with relevant legislative, ethical and procedural requirements and confirming own understanding and application with relevant people, including:
  - determining and clarifying expectations of owner corporations
  - acting in principal's best interests
  - adequate disclosure of relevant information, including management fees and declaration of beneficial interests
  - ethical representation of organisation and clients
  - fair and honest provision of property services
  - identifying and disclosing conflicts of interest
  - maintaining confidentiality
  - non-discriminatory practices
  - over-servicing
  - fixed charges rather than fee for service
- completing standard documentation using business equipment and technology and ensuring adherence to legislative and procedural requirements, and securely storing the documentation
- identifying, scheduling and carrying out work tasks in a way that demonstrates compliance with legislative, ethical and procedural requirements, and identifying and reporting factors that impede the achievement of scheduled tasks
- identifying a range of potential risks through consultation with relevant people, and demonstrating appropriate practices for handling monies and securing property and facilities
- using feedback and industry competency standards and benchmarks to identify accurately and implement opportunities for developing and maintaining own professional development.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book

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- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislative, ethical and procedural requirements may be outlined and reflected in:

- Australian Securities and Investments Commission, Australian Competition and Consumer Commission, and Foreign Investment Review Board requirements
- Australian standards
- federal and state taxation requirements
- consumer protection laws and guidelines
- court and tribunal precedents
- environmental and zoning laws affecting access security, access and property use
- freedom of information
- home building requirements
- licensing requirements
- privacy and confidentiality requirements and laws applying to owners, contractors and tenants
- public health
- quality assurance and certification requirements
- relevant common law
- relevant federal, and state or territory legislation and regulations affecting organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice, which may cover areas including market sector, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- relevant local government policies and regulations
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

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Services may relate to:

- property and facilities management for a range of property types
- residential, commercial and industrial property.

Clients may include:

- agents or third parties for owners
- in-house staff and office contractors
- owner corporations, body corporate and community title groups
- potential and existing owners
- prospective and existing tenants
- strata companies.

Client needs may relate to:

- beliefs and values
- conventions of gender and sexuality
- cultural practices and observations
- cultural stereotypes
- disposable income and financial constraints
- environmental considerations
- language
- physical and mental disabilities
- religious and spiritual observances
- social conventions
- verbal and non-verbal communication.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- agency policies and guidelines
- business and performance plans
- complaint and dispute resolution procedures
- ethical standards and codes of practice, such as:
  - acting in principal's best interests
  - clear communication of services offered and fee for services
  - clear negotiation of fees
  - declaration of beneficial interest
  - misrepresentation
  - over-servicing
  - fixed charges rather than fee for service
- goals, objectives, plans, systems and processes
- legal policies and guidelines
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards

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- quality assurance and procedure manuals
- sales, marketing and leasing management procedure manuals.

Relevant people may include:

- clients
- colleagues
- consumers
- legal representatives
- members of industry associations
- supervisors.

Codes of ethics and conduct may relate to:

- accurate determination and clarification of owner corporation's expectations
- acting in principal's best interests
- clear communication of services offered and fee for services
- clear negotiation of fees
- declaration of beneficial interest
- declaration of conflict of interest
- disclosure of relevant information, including management fees
- fair and honest provision of property services
- individual behaviour
- maintaining confidentiality
- misrepresentation
- non-discriminatory practices
- over-servicing
- fixed charges rather than fee for service
- representation of organisation and clients
- use of organisational property.

Specialist advice may be sought from:

- architects
- bankers and financiers
- builders
- government officials
- investment consultants
- members of industry associations
- planners
- real estate agents
- solicitors
- subcontractors
- supervisors and colleagues
- technical experts
- valuers.

Work practices may relate

- contractor management

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to:	• dealing with owners' corporations and tenants • engaging clients • managing property and other facilities • negotiating and executing management agreements • obtaining prospects for listing • planning and managing meetings • promoting, advertising and undertaking administrative duties of the agency • providing support within the agency • receiving and handling monies • records management • undertaking routine functions within the agency.
Factors may relate to:	• changes to procedures • competing work demands • environmental factors, such as time and weather • health and safety issues • resource issues • technology and equipment breakdown.
Standard documentation may include:	• building codes • licences • maps • organisational, industry and other contracts • permits • plans • property marketing, sale and lease agreements or contracts • specifications • tenancy agreements • titles.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers and scanners • software applications, such as databases and word applications.

Risks:	• may relate to:
	  • changes to regulations and legislation
	  • client and staff satisfaction

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- competition
- emergencies and disasters
- fire and security
- health and safety
- market influences
- physical, financial or human resources
- project control and cash flow
- suppliers and contractors
- time constraints

- may be identified through:
  - audits and review of audit reports
  - checking work area and equipment before and during work
  - ongoing training
  - regular housekeeping activities
  - regular formal and informal consultation and meetings with colleagues
  - review of OHS records, including registers of hazardous substances and dangerous goods
  - workplace inspections in area of responsibility.

Limitations may relate to:

- industry requirements
- job role and responsibilities
- legal responsibilities
- own competency level
- own interpretation of legislation, regulations and procedures
- own understanding of risk identification processes
- quality processes.

Professional development strategies may include:

- coaching, mentoring and supervision
- formal and informal learning programs
- identifying and establishing new career paths
- involvement in community and industry activities
- updating and maintaining knowledge base on current issues for work and professional practice
- using existing strengths to focus future career development
- work rotation to facilitate changing work priorities.

Feedback may include:

- formal and informal discussions, reviews and evaluations with:
  - existing and previous clients
  - peers, colleagues and managers

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- information provided by others involved in a professional capacity, both internal and external to the organisation.

Competency standards and other relevant benchmarks may relate to:

- other benchmarks, such as:
  - industry code of conduct and code of ethics
  - statutory and legislative requirements in terms of working in the property sector
- personal and technical knowledge, skills and attitudinal aspects required to undertake the day-to-day tasks and duties of the work function effectively and efficiently, specifically:
  - competency standards for the property industry
  - other relevant industry, cross-industry and enterprise competency standards.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM3018B Identify risks to agency operations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to identify risks to agency operations. It includes identifying potential risks, identifying the causes and potential impact of risks, and implementing agency procedures for responding to risks.

The unit may form part of the licensing requirements for persons engaged in property development and management activities, including those working in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of all staff involved in identifying and responding to risks in an agency environment.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine risks to agency operations.	1.1 ***Types of risks*** to ***agency, clients and other stakeholders*** are identified. 1.2 Agency procedures for identification of risks are identified.
2 Identify causes and potential impact of risks on agency.	2.1 ***Causes of risks*** are identified in line with agency practice. 2.2 ***Potential impact of risks*** on agency and clients is determined.
3 Implement agency procedures for responding to risks.	3.1 ***Agency procedures for responding to risks*** are identified and implemented within scope of responsibility. 3.2 Personal skills in identifying and responding to risks are reviewed, and where appropriate, strategies are implemented for improving this aspect of professional practice.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- application of risk identification skills
- computing skills to access agency information on procedures for identifying and responding to risks
- decision making and problem solving skills to identify risks and make decisions consistent with agency, legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations and rules of ethics; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete standard and statutory forms
- organisational skills to undertake work-related tasks associated with identifying and responding to risks
- research skills to identify documents and information relating to identifying and responding to risks.

Required knowledge and understanding:

- agency risk-related policies and procedures
- Australian and New Zealand risk management standards
- causes of risks
- complaint-handling procedures
- consumer risks
- impact of risks on agency, clients and other stakeholders
- procedures and systems for identifying and responding to risks
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - anti-money laundering
  - auctions
  - consumer protection, fair trading and trade practices
  - environment and sustainability
  - employment and industrial relations
  - financial services
  - leasing
  - OHS
  - privacy

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REQUIRED SKILLS AND KNOWLEDGE

- property sales and management
- sources of information on risk
- sources of risks
- techniques and tools for identifying risks
- types of risks.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through case studies and practical demonstration of identifying and responding to risks in an agency environment. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • identifying risks in an agency environment • identifying causes and potential impact of risks on agency, clients and other stakeholders • responding to risks in an agency environment in line with scope of personal responsibilities as well as agency and legislative requirements • assessing personal skills in identifying and responding to agency risk.
Context of and specific resources for assessment	Resource implications for assessment include: • access to suitable simulated or real opportunities and resources to demonstrate competence • assessment instruments that may include personal

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planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Types of risks may relate to:

- administrative and business systems, policies and practices
- commercial and legal relationships between the agency, consumers and other organisations
- consumer risk
- economic and financial circumstances
- individual actions, such as discrimination and ineffective communication
- management activities and controls
- natural events
- non-compliance with legislative and regulatory requirements, including:
  - consumer protection
  - OHS
  - trade practices
- non-compliance with quality system
- physical and personal security
- political circumstances, such as legislative change
- property ownership, including intellectual property
- technological and technical issues, both internal and external to the agency, such as loss of data.

Agency, ***clients and other stakeholders*** may include:

- consumers and clients
- co-owners
- financial institutions that have an interest in the agency
- principals
- staff and others to whom a duty of care is owed.

Causes of risks may include:

- commercial and legal relationships
- economic circumstances and scenarios
- human behaviour
- inaccurate information provided by clients
- individual activities
- management activities and controls
- natural events
- political circumstances

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	• technological issues.
Potential impact of risks may include:	• capital reserves • cash flow viability and resulting liquidity • goodwill value • nett worth of the business • return on investment.
Agency procedures for responding to risks may include:	• discussion with supervisor and colleagues • documentation of risks • reporting risk to immediate supervisor.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM3019B Communicate with clients as part of agency operations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to interact and build relationships with clients as part of agency operations. It includes developing rapport with clients, handling initial client enquiries, establishing and maintaining a client database and dealing with client complaints and problems.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents, real estate representatives and support staff in interacting and building effective relationships with clients as part of agency operations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish rapport with clients.	1.1 Rapport with ***client*** is established and an interest in ***client needs***, ***preferences and requirements*** is expressed to enhance client commitment and trust and credibility of agency, and build return client base.
	1.2 ***Professional ethics are maintained with the client*** to promote agency image and credibility.
	1.3 ***Effective communication strategies*** are employed to assist in establishing rapport with client.
2 Handle initial client enquiries.	2.1 ***Client needs***, ***preferences and requirements are accurately clarified*** to maximise opportunities to promote ***agency services***.
	2.2 Client is given space and time to evaluate agency services, while time is used to maximum advantage for client and agency.
	2.3 Client is provided with accurate, initial information on agency services in line with client needs, agency practice and legal requirements.
	2.4 Features and benefits of agency services are explained to client.
	2.5 Interview appointment time is arranged where necessary and interview preparations are completed.
	2.6 Formal and informal information is gathered and

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ELEMENT	PERFORMANCE CRITERIA
	appropriate notes are taken for file.
3 Maintain and use client database.	3.1 Client confidentiality is maintained as required by agency practice and legal requirements. 3.2 ***Client database*** is accurately developed, regularly maintained and securely stored according to agency policies and procedures. 3.3 Regular clients are accurately identified and followed up according to agency practice. 3.4 ***Client records*** are accurately used to advise clients on agency services of possible interest.
4 Deal with client complaints and problems.	4.1 ***Client complaints and problems*** are acknowledged and client is supported reassuringly to produce positive outcome. 4.2 Client is encouraged to verbalise issues and active listening is used to minimise client frustration. 4.3 Client's confidence in agency is developed to promote long-term commitment and trust. 4.4 Mutually acceptable resolution of complaint or problem is achieved through implementing agency policy and procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to identify and clarify client needs, preferences and requirements
- application of risk management strategies associated with handling initial enquiries from clients
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to apply ethical standards and deal with client complaints and problems
- literacy skills to access and interpret a variety of texts, including agency policy and procedures; record appointment details; take notes for files; and complete

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REQUIRED SKILLS AND KNOWLEDGE

standard forms
- numeracy skills to perform basic calculations associated with the scheduling of appointments and meetings
- planning, organising and scheduling skills to make appointments for clients
- research skills to identify and locate information on agency database and printed information held by industry and community groups
- use of telephone systems.

Required knowledge and understanding:

- agency record keeping requirements
- agency client service goals and objectives
- agency services, including:
  - features and benefits
  - types
- client complaints and problems, including:
  - strategies for resolving conflicts
  - types
- client database
- client needs, preferences and requirements
- diary systems
- effective communication, including principles of and barriers to effective communication
- ethical standards, including:
  - confidentiality
  - honesty
  - privacy
- file notes
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection
  - environmental issues
  - financial probity
  - franchises and business structure
  - industrial relations
  - OHS
  - property sales, leasing and management
- risks and risk management strategies
- software applications, including:
  - database

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REQUIRED SKILLS AND KNOWLEDGE

- email
- internet
- word processing
- types of clients
- work organisation techniques, including:
  - prioritising workload to deal effectively with clients and enquiries
  - preparing information
  - timing and scheduling of appointments.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed through practical demonstration of establishing rapport with a client, handling an initial client enquiry, establishing and maintaining a client database and dealing with client complaints and problems in the context of agency operations. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- applying agency policies and procedures, and relevant legislative requirements in regard to dealing with clients
- applying knowledge of agency services to enhance client support
- developing client commitment to agency and building return custom by establishing rapport and a relationship with client, maintaining professional ethics, and

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accurately discerning client needs, requirements and preferences
- establishing and maintaining client records and details, maintaining client confidentiality, ensuring secure storage of client records and using client records to maximise client interest in agency services
- resolving client complaints by acknowledging problems and supporting client in arriving at positive outcomes and obtaining mutually acceptable complaint resolution
- using effective questioning, listening and observation skills to determine client requirements accurately.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of

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the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- buyer's agent
- buyers
- landlords
- people from a range of social, cultural or ethnic backgrounds and with varying physical and mental abilities
- property developers
- regular and new customers
- sellers
- tenant's agent
- tenants.

Client needs, ***preferences and requirements*** may include:

- contract administration
- current and planned real estate developments
- information about agency services in relation to specific property
- lease enquiries
- physical needs
- property characteristics, including:
  - availability of alternative energy sources
  - accessibility for people with disabilities
  - energy efficiency
  - energy ratings

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- water saving devices
- property management
- property sales.

Professional ethics maintained with the client may include:

- confidentiality
- honesty
- positive statements
- privacy.

Effective communication strategies may include:

- active listening
- being non-judgemental
- exploring problems
- expressing an individual perspective
- providing sufficient time for questions and responses
- providing summarising and reflective responses in conflict situations
- using appropriate words, behaviour and posture
- using clarifying and summarising questions
- using clear and concise language
- using culturally appropriate communication
- using plain English
- using verbal and non-verbal communication.

Client needs, preferences and requirements are accurately clarified through using:

- active listening
- appropriate questioning
- empathy
- observation
- reassurance and confirmation.

Agency services may include:

- property management
- property sales.

Client database may be:

- computer-based
- manual.

Client records may include:

- contact details
- name
- nature of enquiry or requirement
- request for follow-up and promotional information.

Client complaints and problems may relate to:

- agency service
- client behaviour, including:
  - aggressive behaviour
  - arrogant behaviour
  - assertive behaviour
  - demanding behaviour
  - exasperated behaviour

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- fussy behaviour
- passive behaviour
- rude behaviour
- property sales
- property management.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Real estate

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CPPDSM4001A Act as a buyer's agent

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to act as a buyer's agent and represent buyers in the purchase of properties. It includes establishing buyer requirements, confirming buyer engagement of the agency, sourcing properties that meet buyer requirements, negotiating the purchase of property on behalf of the buyer, monitoring settlement of the sale and maintaining communication with sellers and buyers.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives who act as buyer's agents and represent buyers in the purchase of properties.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish buyer requirements.	1.1 ***Enquiries*** from prospective buyers are handled promptly to enable high quality service delivery according to agency requirements. 1.2 ***Appropriate rapport*** is established with prospective buyer. 1.3 ***Buyer requirements*** are clarified and accurately assessed using ***appropriate interpersonal communication techniques*** and data collection techniques.
2 Confirm engagement of agency by buyer.	2.1 ***Agency services*** and ***fee structure*** are discussed with buyer in line with agency practice. 2.2 Buyer engagement of agency, including agreed services and fees, is confirmed in writing in line with agency practice and legislative requirements.
3 Source properties that meet buyer requirements.	3.1 ***Information on properties that meet buyer requirements*** is gathered and organised in a format suitable for analysis and interpretation in line with agency practice. 3.2 ***Reliable methods*** are used to collect information on properties in line with agency practice. 3.3 ***Relevant people*** are consulted to gather additional data using appropriate communication techniques.

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ELEMENT	PERFORMANCE CRITERIA
	3.4 Information is analysed using reliable and valid methods in line with agency practice.
	3.5 Assumptions and conclusions are supported by ***verifiable evidence*** in line with agency practice.
	3.6 Situations requiring ***specialist advice*** are identified and assistance is sought as required in line with agency practice.
	3.7 ***Report*** on properties that meet buyer requirements is prepared and discussed with client in line with agency practice.
4 Negotiate purchase of property on behalf of buyer.	4.1 ***Buyer instructions on purchase of property*** are actioned in line with legislative requirements and agency practice.
	4.2 Purchase process is managed in a professional manner in line with buyer's instructions, ***method of sale***, agency practice, ethical standards and legislative requirements.
	4.3 Negotiations are conducted on behalf of buyer in line with buyer instructions, legislative requirements, ethical standards and agency practice.
	4.4 Negotiations are conducted in a professional manner, including showing respect for seller and buyer in line with agency practice, ethical standards and legislative requirements.
	4.5 ***Effective negotiation techniques*** are used to persuade and reach agreement with seller.
	4.6 ***Effective techniques are used for dealing with conflict and breaking deadlocks*** where required.
	4.7 ***Effective techniques are used for closing the purchase***.
	4.8 Mutually agreed price and conditions of sale are established and confirmed with seller and referred to buyer.
	4.9 Statutory sales documentation is checked for accuracy prior to signing by buyer in line with agency practice.
5 Monitor settlement of sale.	5.1 Settlement process is monitored to ensure compliance with contract details and legislative requirements.
	5.2 Payments to be made by buyer as part of the settlement process are checked for compliance with contract details and legislative requirements.
6 Maintain communication with	6.1 Buyer confidence in agency activities is maintained through ongoing contact and correspondence.

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ELEMENT	PERFORMANCE CRITERIA
relevant parties.	6.2 Opportunities to promote ***agency services*** are implemented in line with agency practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations, sale authorities, reports from professional service providers and contracts
- application of risk management strategies associated with advising buyers on selection of properties
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations and rules of ethics; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete standard forms
- negotiation skills to reach agreement with sellers and real estate agents acting on behalf of sellers, on the price and conditions of sale of property
- numeracy skills to calculate and interpret data, such as agency fees for the provision of services to buyers
- planning, organising and scheduling skills to undertake work-related tasks, such as inspecting properties
- research skills to identify and locate documents and information relating to property sales.

Required knowledge and understanding:

- consumer protection principles that impact on the sale of property, including:
  - cooling off provisions
  - false representations and misleading conduct in relation to the sale of land
  - impact of consumer protection legislation on contracts
  - insurance provisions
  - penalties and remedies for breaches

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REQUIRED SKILLS AND KNOWLEDGE

- protection offered for consumers
- rights and obligations of estate agents
- secret commissions
- ethical and conduct standards
- general legal principles that impact on property law relating to the sale of property, including:
  - adverse possession
  - contracts
  - easements
  - fee simple and life estates
  - general law system and the Torrens system of title
  - mortgages
  - real and personal property
  - restrictive covenants
  - types of interest in land
- insurance
- methods of sale, including:
  - auction
  - off the plan
  - private treaty
  - reverse auction
  - set sale
  - specialised properties
  - tender
- negotiation techniques
- property inspections
- property sales, including:
  - after-sales procedures
  - agency and statutory documentation
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - environmental issues
  - financial services
  - franchises and business structure
  - OHS
  - privacy

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REQUIRED SKILLS AND KNOWLEDGE

- property sales
- risks and risk management strategies
- role and responsibilities of buyer's agents, including:
  - act in client's best interests
  - client authority
  - confidentiality
  - conflict of interest
  - fair trading
  - fiduciary obligations
  - inducements
  - knowledge of legislation
  - licensing
  - obtain best possible purchase price
  - privacy
  - referral of buyer to service providers
  - rights and duties.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of acting as a buyer's agent and representing buyers in the purchase of properties. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate	A person who demonstrates competency in this unit must be able to provide evidence of:

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competency in this unit

- confirming buyer engagement of the agency in line with agency practice, ethical standards and legislative requirements
- establishing buyer requirements in line with agency practice, ethical standards and legislative requirements
- knowledge of agency practice, ethical standards and legislative requirements affecting the sale or purchase of properties
- maintaining communication with sellers and buyers
- monitoring settlement of the sale in line with agency practice, ethical standards and legislative requirements
- negotiating the purchase of property on behalf of the buyer in line with agency practice, ethical standards and legislative requirements
- sourcing properties that meet buyer requirements in line with agency practice, ethical standards and legislative requirements.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct,

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indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Enquiries from buyers may be received through:
- email
- inspections
- office
- open houses
- referral
- telephone
- website.

Appropriate rapport relates to use of techniques that:
- establish and build confidence and trust in the agency and its representatives
- make the buyer feel valued
- promote and maintain an effective relationship with the buyer.

Buyer requirements may include:
- access to transport and facilities
- finance
- location
- price

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- purpose of purchase, including:
  - business
  - holiday
  - investment
  - private residence
- settlement period
- size of property
- style of property.

Appropriate interpersonal communication techniques may include:

- active listening
- providing an opportunity for sellers or buyers to clarify their understanding of the sales process
- soft questioning and seeking feedback from sellers or buyers to confirm own understanding of their needs and expectations
- summarising and paraphrasing to check understanding of seller or buyer message
- using appropriate body language.

Agency services may include:

- auction bidding
- identifying client requirements
- monitoring settlement
- negotiating purchase
- property search and selection.

Fee structure may include:

- engagement fee
- standard fee for particular services, such as bidding at auction
- variable fee, such as percentage of purchase price.

Information on properties that meet buyer requirements may be obtained from:

- advertisements
- business brokers
- licensed real estate agents
- property developers
- private listings
- professional and business networks
- property websites
- stock and station agents.

Reliable methods may include:

- checklists
- cost data analysis
- expert and peer review
- interviews
- observation
- property inspection
- questionnaires

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	• reports • review of quality assurance data • search of local government records.
Relevant people may include:	• architects • building consultants • clients • colleagues • consumers • government officials • industry professionals and members of industry associations • legal representatives • licensed real estate agents • planners • professional service providers • property developers • supervisors • tradespeople.
Verifiable evidence may include:	• guarantees for work performed • inspection checklists, records and notes • plans and specifications • property reports • qualitative and quantitative data • sales figures • visual assessment of the physical and aesthetic aspects of the property.
Specialist advice may include:	• architects • bankers and financiers • builders • government officials • industry professionals and members of industry associations • investment consultants • planners • real estate agents • solicitors • subcontractors • supervisors and colleagues • technical experts • valuers.
Reports may be:	• verbal • written.

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Buyer instructions on purchase of property may include:	• contracts • deposits • fixtures and fittings • price range • property characteristics • settlement period • special conditions • statutory documentation.
Method of sale may include:	• auction • off the plan • private treaty • reverse auction • set sale • specialised properties • tender.
Effective negotiation techniques may include:	• analytical skills • listening techniques • non-verbal communication skills • personal attributes • presentation techniques • questioning techniques • speaking skills.
Effective techniques for dealing with conflict and breaking deadlocks may include:	• calling in a third party • clarifying the positions of both parties • deferring the decision • preparing a compromise • restating the position • summarising the progress to date.
Effective techniques for closing the purchase may include:	• alternate option close • assumption close • competition close • customer close • deal or concession close • direct close • indirect close • summary-of-benefits close • time-driven close.
Agency services may include:	• property development • property management • property sales.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Real estate

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CPPDSM4002A Apply knowledge of state or territory legislative and regulatory framework to complete agency work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to apply knowledge of state or territory legislative and regulatory framework to real estate agency operations. The unit is directed at licensed real estate agents, real estate representatives and agency support staff members who move between States and Territories and need to be aware of the legislative and regulatory frameworks that apply to real estate operations in different jurisdictions. It includes sourcing and applying information on the real estate industry and the relevant legislation and regulations affecting agency operations in one or more States or Territories.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the agency work of licensed real estate agents, real estate representatives and agency support staff. It is particularly relevant for licensed real estate agents, real estate representatives and agency support staff who seek to relocate and resume practice in a different State or Territory of Australia.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Source and apply information on real estate industry in relevant State or Territory.	1.1 ***Sources of information*** on the real estate industry in relevant State or Territory are identified and accessed. 1.2 ***Information*** is obtained to assist effective work performance within the industry. 1.3 Information on ***related industries*** is sourced. 1.4 Knowledge of the real estate industry is applied in the correct context to enhance ***quality of work performance***. 1.5 Current ***issues of concern*** to the industry are monitored. 1.6 Updated knowledge is shared with clients and colleagues as appropriate and incorporated into day-to-day work activities.
2 Source and apply	2.1 Sources of information on state or territory legislation

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ELEMENT	PERFORMANCE CRITERIA
relevant state or territory legislation and regulations affecting agency operations.	and regulations affecting agency operations are identified and accessed. 2.2 Relevant state and territory ***legislation and regulations*** are obtained to assist effective work performance. 2.3 Day-to-day ***real estate industry activities*** are conducted according to relevant legislative and regulatory requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations and codes of conduct
- application of risk management strategies associated with applying legislation, regulations and codes of practice relevant to real estate operations
- computing skills to access agency databases, compose electronic documents and complete standard and statutory forms online
- decision making and problem solving skills to analyse situations and make decisions consistent with state or territory legislative and regulatory requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations and codes of practice; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete standard and statutory forms
- planning, organising and scheduling skills to access and maintain copies of legislation, regulations and codes of conduct
- research skills to identify and locate state and territory legislation, regulations and codes of conduct relevant to real estate operations.

Required knowledge and understanding:

- ethical standards
- real estate codes of conduct
- relevant federal, and state or territory legislation and local government regulations relating to:

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REQUIRED SKILLS AND KNOWLEDGE

- anti-discrimination and equal employment opportunity
- consumer protection, fair trading and trade practices
- employment and industrial relations
- environmental issues
- financial services
- franchises and business structure
- OHS
- privacy
- property sales and management
- real estate licensing
- risks and risk management strategies
- sources of information on state or territory legislation and regulations affecting real estate operations
- sources of information on the real estate industry at state or territory level
- statutory records
- written communication, such as letters and emails.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through case studies and practical demonstration of knowledge and application of legislative and regulatory requirements relevant to real estate operations in relevant State or Territory. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence	A person who demonstrates competency in this unit must be able to provide evidence of:

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required to demonstrate competency in this unit

- knowledge of legislative and regulatory framework applying to real estate agency operations in relevant State or Territory
- knowledge of real estate industry required to work effectively in relevant State or Territory
- sourcing and applying information on the real estate industry in relevant State or Territory
- sourcing and applying legislation and regulations affecting agency operations, particularly property sales and management, in relevant State or Territory.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Sources of information may include:

- agency principals
- colleagues, supervisors and managers
- government agencies
- industry and government websites
- industry and professional organisations and associations
- industry conferences and seminars
- industry consultants, contacts, mentors and advisers
- industry journals
- information services
- libraries
- licensed real estate agents
- media
- personal observation and experience
- reference books
- training programs
- training providers
- written correspondence, such as letters and emails.

Information may include:

- career opportunities within the industry
- environmental issues and requirements
- industrial relations issues and major organisations
- industry expectations of staff
- industry working conditions
- new products, technology, techniques and services

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- organisation of the real estate industry
- quality assurance
- relationships between the real estate industry and other industries
- work ethic required to work in the industry.

Related industries may include:

- banking
- business
- construction
- finance
- retail
- rural
- sales.

Quality of work performance may include:

- client service
- compliance with codes of conduct
- compliance with legislative and regulatory requirements
- ethical standards
- knowledge of property sales and management environment.

Issues of concern may include:

- emerging markets
- employment issues
- environmental and social issues
- government initiatives
- industry expansion or retraction
- new services and products.

Legislation and regulations may include:

- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - environmental issues
  - financial services
  - franchises and business structure
  - OHS
  - privacy
  - property sales and management
  - real estate licensing.

Real estate industry activities may include:

- business broking
- property development
- property management
- property sales.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Real estate

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CPPDSM4003A Appraise property

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to appraise the sale price range or rental value of all forms of property for listing purposes in line with client instructions, agency practice and legislative requirements. It includes researching the property, selecting appropriate methods to appraise the sale price range or rental value of property and preparing reports on the property appraisal. It does not address the formal valuation of property.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives involved in appraising the sale price range or rental value of all forms of property for listing purposes.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research property.	1.1 ***Purpose of property appraisal*** is established with client in line with agency practice and ***legislative requirements***.
	1.2 Methods for gathering information are selected that are reliable and make efficient use of time and resources in line with agency practice.
	1.3 Information on property is gathered and organised in a format suitable for analysis and interpretation in line with agency practice.
	1.4 Appropriate ***interpersonal communication techniques*** are used to access additional information from ***relevant people***.
	1.5 ***Source documents*** are obtained and analysed to determine status and ownership of property in line with agency practice and legislative requirements.
2 Appraise sale price range or rental value of property for listing purposes.	2.1 Appropriate ***method for appraising the sale price range or rental value of property*** is selected in line with agency practice and legislative requirements.
	2.2 Sale price range or rental value of property is appraised for listing purposes in line with client instructions, agency practice and legislative requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Appraisal of sale price range or rental value of property is clear, justified and based on assessment of all factors in line with agency practice.
	2.4 Limitations in appraising property are recognised and ***specialist advice*** is sought as required in line with agency practice.
3 Present information.	3.1 Information on sale price range or rental value of property is presented to client within specified time, budget and quality constraints and in line with client requirements and agency practice.
	3.2 Information is prepared and presented in required format, style and structure using relevant ***business equipment and technology*** in line with legislative and agency requirements.
	3.3 ***Feedback*** on suitability and sufficiency of appraisal is obtained and where appropriate incorporated into advice.
	3.4 Agency property records are securely maintained with due regard to client confidentiality in line with agency and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations and property reports
- application of risk management strategies associated with appraising the sale price range or rental value of all forms of property for listing purposes
- computing skills to access the internet and web pages, prepare and complete online forms and search online databases
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations and property reports; prepare property appraisal reports; prepare formal

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REQUIRED SKILLS AND KNOWLEDGE

and informal letters and reports; and complete standard and statutory forms
- numeracy skills to calculate and interpret data, such as trends in property sale prices and rents
- research skills to gather information from a variety of sources on different forms of property, rents and sale price trends, and sale prices and rents of comparable properties.

Required knowledge and understanding:

- agency property records, including:
  - key features of a records management system
  - reasons for maintaining property records
  - types of property records
- determination of sale price range or rental price of properties, including:
  - appraisal methods
  - local market factors
- factors that affect return on property, including:
  - economic
  - political
  - social
- key indicators of market conditions
- market conditions, including:
  - leasing market conditions
  - sales market conditions
- property appraisal, including:
  - content and format of appraisal report
  - difference between appraisal and valuation
  - factors that influence whether properties are comparable for appraisal purposes
  - information required for appraisals
  - key sources of information required for appraisals
  - property appraisal methods
  - purpose of property appraisals
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - OHS
  - privacy

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REQUIRED SKILLS AND KNOWLEDGE

- property sales and management
- return on property investment
- role of the agent in providing property appraisal
- risks and risk management strategies associated with property appraisal
- sources of information on market conditions.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of appraising property for listing purposes for sale or lease. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • appraising the sale price range or rental value of property for listing purposes • gathering and researching information on property for use in conducting appraisals • identifying the limitations of property appraisals and sourcing specialist advice as required in line with agency practice • knowledge of agency practice, ethical standards and legislative requirements associated with appraising the sale price range or rental value of property for listing purposes • knowledge of different property appraisal methods • maintaining agency property records with due regard to client confidentiality in line with agency practice and

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legislative requirements
- presenting information on sale price range or rental value of property to clients within specified time, budget and quality constraints and in line with client requirements and agency practice
- using appropriate methods for appraising the sale price range or rental value of property.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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

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underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Purpose of property appraisal may include:

- establishing most likely selling price range or leasing price in the current market
- establishing property's highest and best use
- meeting client need for information relating to potential income or capital gain from rent, sale or development.

Legislative requirements may include:

- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - OHS
  - privacy
  - property sales and management.

Interpersonal communication techniques may include:

- active listening
- providing an opportunity for clients to clarify their understanding of the appraisal process
- soft questioning and seeking feedback from clients to confirm own understanding of their needs and expectations
- summarising and paraphrasing to check understanding of client message
- using appropriate body language.

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Relevant people may include:	• accountants • auctioneers • clients • colleagues • estate agents • industry professionals and members of industry associations • legal representatives • supervisors • taxation specialists • valuers.
Source documents may include:	• agency records • auction results • company asset documents and registers • comparative market data • depreciation schedules • financial documents • local government reports • property sales reports • property valuation statements • qualitative and quantitative data • rent reviews • reports and inventories • taxation records • titles.
Method for appraising the sale price range or rental value of property may include:	• capitalisation • comparative sales • hypothetical development • replacement cost • summation.
Specialist advice may include:	• accountants • bankers and financiers • business consultants • government officials • industry professionals and members of industry associations • investment consultants • real estate agents • solicitors • subcontractors • taxation specialists • technical experts

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	• valuers.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications.
Feedback may include:	• comments from clients and colleagues • documentation and reports • quality assurance data • questionnaires • regular meetings.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM4004A Conduct auction

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to conduct an auction. It includes conducting the auction in line with agency practice, ethical standards and legislative requirements. The outcomes required to prepare for the auction and complete follow-up procedures after the auction sale are addressed in CPPDSM4019A Prepare for auction and complete sale.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents, real estate representatives and auctioneers engaged in conducting auctions. It addresses the work associated with conducting the auction and completing the auction sale in line with agency practice and legislative requirements.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Conduct auction.	1.1 Implementation of ***auction day procedures*** is confirmed to ensure that auction is conducted in a manner that is consistent with agency practice, ethical standards and ***legislative requirements***.
	1.2 Auction arrangements are confirmed in briefing with selling agent in line with agency practice.
	1.3 ***Auction process*** is professionally conducted to establish the optimum price possible for the property from the buyers in attendance.
	1.4 Appropriate ***communication and presentation skills*** are used in conducting the auction.
	1.5 Price movements are monitored during the auction process.
	1.6 Questions from bidders and others engaged in the auction are answered honestly in line with agency practice, ethical standards and legislative requirements.
	1.7 Auction is conducted in a manner consistent with agency practice, ethical standards and legislative requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations, contracts of sale and auction rules
- application of risk management strategies associated with the conduct of an auction
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions that are consistent with legislative and ethical requirements
- group communication and presentation skills to conduct an auction
- literacy skills to access and interpret a variety of texts, including legislation and regulations; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete standard forms
- negotiation skills to conduct an auction
- numeracy skills to monitor price movements in the auction process
- planning, organising and scheduling skills to conduct an auction
- research skills to identify and locate documents and information relating to the sale of property by auction.

Required knowledge and understanding:

- auction day procedures
- auction documentation, including:
  - authorities' documentation
  - contracts
  - display
  - statutory and agency documentation
- auction equipment, including:
  - audiovisual equipment
  - bell
  - display boards
  - flags
  - gavel
  - lectern

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REQUIRED SKILLS AND KNOWLEDGE

- signs
- stickers
- auction marketing plan
- auction process, including:
  - describing property benefits
  - identifying salient features of contract
  - audibly stating the rules and conditions of auction, including vendor bidding
  - calling for bids
  - using vendor bidding as appropriate in line with relevant legislation
  - confirming or renegotiating reserve with seller as appropriate
  - knocking down or passing in property as appropriate
- auction rules, including:
  - advertising auction results
  - auctioneer requirement to identify bidders
  - bidders
  - cooling off
  - disruption of an auction
  - dummy bids
  - estimated selling price
  - follow-up procedures if property is sold or passed in
  - oral information to be provided by auctioneer
  - post-auction information
  - public inspection of auction rules and conditions
  - questioning of auctioneer
  - rebates
  - rules and conditions of auctions
  - vendor bids
- communication and presentation skills
- ethical standards for auctioneers, including:
  - legislative requirements
  - non-legislative codes of ethics
- negotiation techniques
- penalties for breach of auction legislation and regulations
- preparation of auction area
- risks and risk management strategies
- relevant federal, and state or territory legislation and local government regulations relating to:
  - auctions

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REQUIRED SKILLS AND KNOWLEDGE

- anti-discrimination and equal employment opportunity
- anti-money laundering
- consumer protection, fair trading and trade practices
- employment and industrial relations
- financial services
- OHS
- privacy
- property sales

- reserve price, including:
  - definition
  - purpose
  - setting
- roles and responsibilities of auctioneer.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency must be assessed through practical demonstration of conducting an auction. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • conducting auctions in line with agency practice, ethical standards and legislative requirements • knowledge of ethical standards, legislative and regulatory requirements and agency practices associated with the conduct of auctions

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- knowledge of the auction process
- using effective communication and presentation techniques in conducting auctions.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being

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performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Auction day procedures may include:

- advertising and marketing materials
- auction documentation
- channels of communication
- managing the auction process
- property inspection arrangements
- roles and responsibilities of agency staff
- security arrangements.

Legislative requirements may include:

- relevant federal, and state or territory legislation and local government regulations relating to:
  - auctions
  - anti-discrimination and equal employment opportunity
  - anti-money laundering
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - OHS
  - privacy
  - property sales.

Auction process involves:

- audibly stating rules and conditions of auction, including vendor bidding
- calling for bids
- confirming or renegotiating reserve with seller as appropriate
- identifying benefits of property
- identifying salient features of contract
- knocking down or passing in property as appropriate
- using vendor bidding as appropriate in line with relevant

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	legislation.

Communication and presentation skills may include:	• body language
	• group communication, including:
	  • authority
	  • engagement
	  • presence
	  • self confidence
	• listening skills
	• personal presentation
	• verbal and non-verbal communication
	• voice, including:
	  • pace
	  • pause
	  • pitch
	  • projection
	  • tone.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM4005A Establish and build client-agency relationships

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to establish, maintain and expand client-agency relationships to support the attainment of key agency business goals. It includes communicating effectively with clients, implementing the agency's approach to client service and client-agency relationship management strategies, implementing personal marketing strategies and building ongoing relationships with clients.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives involved in establishing, maintaining and expanding client-agency relationships to support the attainment of key agency business goals.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Communicate effectively with clients.	1.1 ***Enquiries*** from ***clients*** are handled promptly to enable high quality service delivery according to agency practice. 1.2 ***Effective interactive communication strategies*** are used to establish ***appropriate rapport*** and promote two-way communication with clients. 1.3 Rapport is established with clients and an interest in ***client needs***, ***preferences and requirements*** is expressed to enhance client commitment, trust and credibility of agency and to build return client base. 1.4 Culturally appropriate styles of communication are used for specific cultural groups. 1.5 Opportunities to offer positive feedback to clients are identified and acted upon in line with agency practice. 1.6 ***Professional ethics are maintained with client*** to promote agency image and credibility. 1.7 ***Potential barriers*** to effective communication with clients are identified and addressed.
2 Implement	2.1 Client loyalty objectives are identified to focus on the

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ELEMENT	PERFORMANCE CRITERIA
client-agency relationship management strategies.	development of long-term business relationships. 2.2 ***Client profile*** information is assessed to determine approach. 2.3 ***Client loyalty strategies*** are implemented to attract and retain clients in line with agency practice.
3 Implement agency client care and client service standards.	3.1 Agency ***client care and client service standards*** are identified and consistently implemented across all areas of agency operations. 3.2 Customer service problems are identified and adjustments made to ensure continued service quality. 3.3 Delivery of agency services is coordinated to ensure that service quality is maintained and improved.
4 Implement personal marketing strategies.	4.1 Personal qualities, compliance with ethical and conduct standards, knowledge of property sales and property management environment, customer relations and performance provide a positive role model. 4.2 ***Personal marketing strategies*** are identified, evaluated and implemented in line with ethical standards and agency practice.
5 Build ongoing relationships with clients.	5.1 Strategies are implemented for obtaining ongoing ***feedback*** and ***other forms of data*** from clients to monitor satisfaction levels. 5.2 Feedback and other forms of data are collated and analysed to identify options for improving relationships with clients. 5.3 Feedback and other forms of data are used to develop and implement ways of maintaining and improving relationships with clients.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret feedback from clients

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REQUIRED SKILLS AND KNOWLEDGE

- application of risk management strategies associated with implementation of client care and client service standards
- client service skills to determine client needs; enhance client commitment, trust and credibility of agency; and build return client base
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions aimed at improving client service
- literacy skills to access and interpret a variety of texts, including customer feedback; prepare general information and papers; prepare formal and informal letters; prepare reports and applications; and complete standard and statutory forms
- planning, organising and scheduling skills to collect, collate and process client feedback
- research skills to identify and locate documents and information relating to client care and client service standards.

Required knowledge and understanding:

- barriers to effective communication
- client-agency relationship management strategies
- client care and client service standards
- client loyalty strategies
- communication process, strategies and techniques
- ethical standards
- personal marketing strategies
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - environmental issues
  - financial services
  - industrial relations
  - leases and tenancy agreements
  - OHS
  - privacy
  - property sales and management
  - taxation
- risks and risk management strategies.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of establishing, maintaining and expanding client-agency relationships to support the attainment of key agency business goals. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- building ongoing relationships with clients
- communicating effectively with clients
- implementing agency approach to client service
- implementing client-agency relationship management strategies
- implementing personal marketing strategies
- knowledge of agency practice, ethical standards and legislative requirements relating to maintaining and building client-agency relationships
- knowledge of customer loyalty strategies.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy

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capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Enquiries:	• may be received through:
	  • email
	  • facsimile
	  • inspections
	  • office
	  • open houses
	  • referrals
	  • telephone
	  • website
	• may refer to:
	  • agency services
	  • property development
	  • property investment
	  • property management
	  • property sales.

Clients may include:	• body corporate managers • buyer's agents • buyers • owners • people from a range of social, cultural or ethnic backgrounds and with varying physical and mental abilities • property developers • regular and new customers • sellers • tenant's agent • tenants.
Effective interactive communication strategies may include:	• active listening • being non-judgemental • exploring problems • expressing an individual perspective • providing sufficient time for questions and responses • reflective responses in conflict situations • using appropriate words, behaviour and posture • using clarifying and summarising questions • using clear and concise language • using culturally appropriate communication • using plain English • using verbal and non-verbal communication.
Appropriate rapport relates to use of techniques	• establish and build confidence and trust in the agency and its representatives

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that:	• make the buyer feel valued • promote and maintain an effective relationship with the buyer.
Client needs, preferences and requirements may relate to:	• property development • property investment • property management • property sales.
Professional ethics maintained with client may include:	• confidentiality • honesty • positive statements • privacy.
Potential barriers may include:	• cultural differences • educational differences • non-verbal communication • not listening actively • organisational factors • physical, personal and age differences • stereotypes • voice modulation and articulation • word choice.

Client profile may include:	• expectations of agency
	• personal characteristics, including:
	  • age
	  • gender
	  • sex
	  • social and economic background
	• property development intentions
	• property investment intentions
	• property management intentions
	• property sales intentions.

Client loyalty strategies may refer to:	• costs
	• meeting legal and ethical requirements
	• specific activities, including:
	  • client reward schemes
	  • cross-selling
	  • formal letters of thanks
	  • handwritten notes thanking clients
	  • online
	  • phone calls thanking clients for business
	  • promotional items
	  • up-selling

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- service
- success measures
- targets
- timeframes
- value for money.

Client care and client service standards may include:

- access to professional advice
- agency staff expertise
- client follow-up
- client satisfaction
- communication
- confidentiality
- conflict resolution
- cross-cultural communication
- knowledge of property and property markets
- problem solving
- quality of advice
- quality of service
- time for responding to client enquiries.

Personal marketing strategies may include:

- building profile in local community
- business and professional networks
- customer service
- ethics
- media
- participation in community and service organisations
- personal promotional materials, including:
  - print, such as business cards, flyers and brochures
  - web, such as website, web log and podcast
- personal property knowledge
- personal knowledge of property sales, property management, property development and property investment
- personal skill development
- professional presentation
- target markets
- visibility in local community.

Feedback may be obtained through:

- discussions
- email
- focus groups
- interviews
- letters
- market research
- survey instruments

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	• telephone calls • website.
Other forms of data may include:	• property management statistics • property sales statistics.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM4006A Establish and manage agency trust accounts

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to establish and manage trust accounts in an agency context. It includes reviewing agency accounts for compliance with trust account requirements, establishing and managing trust accounts, maintaining records of trust transactions, and monitoring and reviewing trust accounts.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and agency principals involved in establishing, managing and administering agency trust accounts.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 **Review agency trust accounts for compliance with trust account requirements**.	1.1 ***Agency trust account requirements*** are clearly identified, accurately recorded and continuously updated in line with relevant legislation and regulations.
	1.2 Policies and procedures for accurate trust account keeping are developed which comply with trust account requirements, key principles of accounting and financial management, agency practice and legislative requirements.
	1.3 ***Criteria for evaluating electronic and manual trust accounting systems*** are identified and applied to ensure compliance with all trust account requirements.
2 **Establish and maintain trust accounts**.	2.1 ***Source documents*** for trust transactions are identified and accessed in line with legislative requirements.
	2.2 Documentation of ***trust records*** and transactions are produced to give an accurate record of agency transactions on behalf of clients.
	2.3 Transactions are supported by appropriate authorisation and documentation and are in line with agency practice and legislative requirements.
	2.4 Entries and ***transactions*** are promptly and accurately recorded in line with relevant trust account

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ELEMENT	PERFORMANCE CRITERIA
	requirements and agency requirements, and can be provided on demand.
	2.5 ***Discrepancies*** in entries or documentation are promptly followed up to ensure clarification or resolution and are reported to ***relevant authorities*** where necessary.
	2.6 Audit and ***security arrangements*** are checked to ensure they provide adequate protection for client confidentiality and client funds held in trust.
3 Manage and control trust accounts.	3.1 ***Disbursements*** to and from trust accounts are authorised and managed within agreed agency protocols and legislative requirements.
	3.2 Appropriate arrangements are made with ***third parties and other professionals*** to ensure that agency trust accounts comply with legislative requirements.
	3.3 Agency trust administration policies and procedures are disseminated or made readily available to relevant staff in line with agency practice and legislative requirements.
	3.4 Ongoing training of relevant agency staff is provided to ensure efficient operation of trust accounts and financial and IT systems, and compliance with agency practice and legislative requirements.
	3.5 Procedures for monitoring records and ensuring the security of trust account records are developed and implemented.
4 Monitor and review trust accounts.	4.1 Documentation and other reporting requirements are regularly reviewed for compliance with legislative requirements.
	4.2 Trust account entries and transactions are regularly checked and monitored to ensure compliance with agency practice and legislative requirements.
	4.3 Trust account transactions are monitored to ensure appropriate authorisation is obtained prior to any disbursements.
5 Authorise and verify trust accounts.	5.1 ***Periodic reconciliation*** is verified by licensee in charge, in compliance with legislative requirements.
	5.2 Periodic financial reports are prepared and discussed with clients to ensure their continued accuracy.
	5.3 Records are maintained to enable them to be conveniently and properly audited.
	5.4 Legislative audit requirements are met.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations, trust account records and financial reports
- application of risk management strategies associated with establishing, administering and managing trust accounts
- computing skills to use relevant office technology and software packages
- decision making and problem solving skills to analyse and make decisions about agency trust accounts consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations, trust account records and financial reports; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete standard forms
- numeracy skills to calculate and interpret data contained in trust account records and financial reports
- planning, organising and scheduling skills to monitor and review trust accounts
- research skills to identify and locate documents and information relating to agency trust accounting requirements.

Required knowledge and understanding:

- accounting and bookkeeping for financial control
- agency administrative routines and practices
- agency information technology and management systems
- auditing and reporting requirements
- ethical requirements
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - OHS
  - privacy

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REQUIRED SKILLS AND KNOWLEDGE

- property sales and management
- risks and risk management strategies
- security requirements
- sources of information on agency trust accounting requirements
- taxation and financial fees and charges
- trust accounting, including:
  - audit and security arrangements
  - authorisations
  - documentation of trust records and transactions
  - discrepancies
  - factors that distinguish trust accounts from general agency accounts
  - fiduciary duties and responsibilities for trust account management and associated legal compliance requirements
  - internal control mechanisms in system specifications
  - methods of identifying and reporting discrepancies
  - operating, monitoring, reporting and auditing requirements of trust accounts
  - purpose of trust accounts
  - staff development and training
  - systems design, including fraud control, risk management and supervision of trust account entries and disbursements
  - use of third parties and other professionals to ensure compliance with legislative requirements.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of administering and managing agency trust accounts. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory

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legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- application and knowledge of agency policies and procedures associated with trust accounts
- application of financial management and accounting principles and knowledge
- commitment to client service and maintenance of client confidentiality
- establishing and managing agency trust accounts
- knowledge of agency practice, ethical standards and legislative requirements for the operation of agency trust accounts
- complying with legislative requirements for the operation and auditing of agency trust accounts
- maintaining records of trust transactions
- monitoring and reviewing agency trust accounts
- reviewing agency trust accounts for compliance with legislative requirements.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when

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the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Agency trust account requirements include:

- audit and accounting requirements
- client confidentiality
- client instructions, expectations and needs
- compliance of financial and IT systems and technology with relevant legislation and regulations
- disclosure and reporting requirements
- financial and IT systems and technology
- relevant regulations and legislation regarding:
  - claiming commission
  - advertising reimbursement
  - administration fees
- taxation and financial fees and charges.

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Criteria for evaluating electronic and manual trust accounting systems must take into account the following factors:

- administrative systems
- Australian accounting standards and codes of practice
- disclosure and reporting requirements
- electronic funds management, including transfer, deposit and verification
- ethical requirements
- legislative and regulatory requirements:
  - at a minimum must provide monthly reconciliations
  - backup and off-site storage of hard copy available in English
  - must allow minimum monthly balance
- office routines
- security requirements
- trust account procedures.

Source documents may include:

- cheque butts
- cheque register
- contractor invoices
- deposit slip duplicates
- legal documentation - cooling off notification, early deposit release notification and settlement documentation
- listing authorities
- receipt duplicates
- receipt registers
- securities register
- unclaimed moneys register.

Trust records may include:

- account balance statements
- account sales
- bank reconciliation statements
- rental statements
- rescission statements
- transfer journal
- trust cash payments journal
- trust cash receipts journal
- trust ledger.

Transactions may include:

- electronic, computerised or manual entries or processes
- property management or property sales.

Discrepancies may include:

- details of transactions, including insufficient or incorrect data on source documents
- monetary, including:
  - claiming of entitlements
  - fraud

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- inadvertent bank charges
- unclaimed moneys

- timing, including:
  - audit reports
  - banking
  - claiming of entitlements
  - reconciling.

Relevant authorities may include:

- agency principal
- licensed real estate agent
- office manager
- regulatory authorities.

Security arrangements may include:

- backup
- physical and electronic storage of trust account records.

Disbursements may include:

- account sales statements
- agency entitlements, including:
  - advertising reimbursements
  - commission
  - contractor payments
  - letting fees
  - statement fees
- fund remittances
- rental or landlord statements.

Third parties and other professionals may include:

- auditors
- bookkeepers and accountants
- industry associations
- IT professionals
- solicitors.

Periodic reconciliations may include:

- as required by legislation
- daily or monthly
- quarterly.

Unit Sector(s)

Unit sector Property development, sales and management

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Competency field

Competency field Real estate

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CPPDSM4007A Identify legal and ethical requirements of property management to complete agency work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to meet the core legal and ethical requirements associated with property management. This includes awareness of the legislation dealing with the leasing and management of property, the role and responsibility of agency personnel in property management, the recording of property management transactions and the completion of property management documentation.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives. It addresses the requirements for licensed real estate agents and real estate representatives to be able to identify and explain relevant legislation, roles, responsibilities and documentation.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply knowledge of property management.	1.1 Purpose of property management and relationship with asset management are identified in line with agency practice. 1.2 Roles and responsibilities of ***government agencies*** regulating the lease and management of property are identified in relation to agency practice. 1.3 ***Legislation*** regulating the lease and management of properties is identified in the context of agency practice. 1.4 ***Types of tenancies*** are identified in line with legislation. 1.5 Principles of property management are identified in the context of legislative requirements and agency practice. 1.6 Ethical and conduct standards and key principles of consumer protection, equal employment opportunity and privacy legislation in relation to property management are identified in the context of legislative

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ELEMENT	PERFORMANCE CRITERIA
	requirements and agency practice.
2 Develop knowledge of property management process.	2.1 Need for demonstrating ***effective communication strategies*** in establishing rapport with clients, determining client needs, providing accurate advice, addressing client concerns and dealing with conflict is identified in line with agency practice.
	2.2 ***Listing*** opportunities are identified and assessed in the context of legislative requirements and agency practice.
	2.3 ***Authority documents*** and other agency documents for property management are identified in line with legislative requirements and agency practice.
	2.4 Strategies for marketing property are identified and assessed in the context of legislative requirements and agency practice.
	2.5 ***Property leasing process*** is identified in the context of legislative requirements and agency practice.
	2.6 ***Statutory and agency leasing documents*** are identified, completed and stored in line with legislative requirements and agency practice.
	2.7 Procedures for ***managing leased properties*** are identified and assessed in line with legislative requirements and agency practice.
	2.8 ***Procedures for terminating leases and vacating leased properties*** are identified in line with legislative requirements and agency practice.
	2.9 ***Statutory and agency documents to terminate a tenancy*** are identified, completed and stored in line with legislative requirements and agency practice.
3 Handle moneys.	3.1 Processes for receiving, recording, lodging and releasing bonds or security deposits are identified in line with legislative requirements and agency practice.
	3.2 Processes for receiving, recording, processing and disbursing trust monies are identified in line with legislative requirements and agency practice.
	3.3 Processes for preparing and forwarding financial statements to landlord are identified in the context of legislative requirements and agency practice.
4 Identify roles and responsibilities of agency personnel in property management.	4.1 ***Roles and responsibilities of agents in leasing and managing property*** are identified in line with legislative requirements and agency practice.
	4.2 Agent commission and management fees are identified and calculated in compliance with legislative

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ELEMENT	PERFORMANCE CRITERIA
	requirements and agency practice.
	4.3 ***Strategies for resolving disputes*** between landlord and tenant are identified and evaluated in line with legislative requirements and agency practice.
	4.4 Effective communication strategies for managing conflicts involving clients are identified and evaluated in line with legislative requirements and agency practice.
5 Use key register.	5.1 ***Key register*** system is accessed and maintained in line with agency practice.
	5.2 Security of register and keys is maintained in line with agency practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations, leases and authority forms
- computing skills to access agency and resource databases, use standard software packages, send and receive emails, access the internet and web pages, and complete and lodge standard documents online
- decision making and problem solving skills to analyse situations and make decisions associated with the leasing and management of property
- literacy skills to access and interpret a variety of texts, including leases; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete prescribed forms
- negotiation and conflict resolution skills to resolve disputes with tenants and landlords
- numeracy skills to calculate and interpret data, such as deposits, bonds and fees
- planning, organising and scheduling skills to undertake work-related tasks such as inspecting properties
- research skills to identify and locate documents and information relating to property management
- risk management strategies associated with advising clients on property

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REQUIRED SKILLS AND KNOWLEDGE

management options

- self-management skills to organise own work, deliver quality customer service and effectively manage competing demands
- teamwork skills to work effectively in and promote communication between sales, property management and administrative teams in an agency environment.

Required knowledge and understanding:

- agent fees
- contract law in the real estate industry, including agent liability for breach of contract and negligence
- ethical and conduct standards relevant to licensed real estate agents and real estate representatives
- key principles of consumer protection, equal employment opportunity and privacy legislation
- key register
- process of leasing and managing property, including prospecting, obtaining listings, gaining authorities to lease and manage property, advertising, managing tenancy applications and agreements, preparing property condition reports, conducting inspections, handling terminations and vacations and maintaining property
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection
  - environmental issues
  - OHS
  - privacy
  - property management
  - trade practices
- risks and risk management strategies
- roles and responsibilities of estate agency personnel in relation to property management
- roles and responsibilities of government agencies regulating the lease and management of property
- types of tenancies
- trust funds and legislative controls on trust funds.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through case studies, demonstrations and targeted written (including alternative formats where necessary) or verbal questioning relating to the legal and ethical requirements of property management. The case studies, demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- ability to communicate effectively and accurately with clients
- accurately completing statutory and agency residential tenancy documentation, including authority, leasing and termination documents
- knowledge of ethical and conduct standards and key principles of consumer protection, equal employment opportunity and privacy in relation to the leasing and management of property
- knowledge of the process of leasing and managing property
- knowledge of legislation and the regulatory framework relevant to the leasing and management of property
- knowledge of the role, rights and responsibilities of the agent and tenant
- using and maintaining a key register.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Government agencies may	• federal agencies, such as:

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include:

- Australian Competition and Consumer Commission
- Federal Privacy Commission
- Human Rights and Equal Opportunity Commission
- state and territory agencies, such as:
  - business licensing
  - consumer protection
  - fair trading
  - small business.

Legislation may include:

- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection
  - environmental issues
  - franchises and business structure
  - OHS
  - privacy
  - property management.

Types of tenancies may include:

- commercial lease
- industrial lease
- residential lease
- retail lease.

Effective communication strategies may include:

- active listening
- being non-judgemental
- exploring problems
- expressing an individual perspective
- providing sufficient time for questions and responses
- providing summarising and reflective responses in conflict situations
- using appropriate words, behaviour and posture
- using clarifying and summarising questions
- using clear and concise language
- using culturally appropriate communication
- using plain English
- using verbal and non-verbal communication.

Listings may include:

- acquisition of the rent roll
- advertising
- builders and property developers
- callers to the office
- promoting investment property

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	• recommendations • service.
Authority documents may include:	• exclusive leasing or managing authority • general leasing or managing authority • sole agency leasing or managing authority.
Property leasing process may include:	• assigning or subletting premises • bonds • entry by the landlord or agent • guarantees • looking after the premises • property insurance • rents • repairs • running expenses.
Statutory and agency leasing documents may include:	• bond claim form • bond lodgement form • bond transfer form • condition report • notice of rent increase • rent receipts • tenancy agreement • tenancy application form.
Managing leased properties may include:	• landlord insurance • quiet enjoyment • rent reviews • repairs and maintenance • routine inspections • termination.
Procedures for terminating leases and vacating leased properties may include:	• bonds and security deposits • ending a tenancy agreement early • notice time • process for serving notice • written notice.
Statutory and agency documents to terminate a tenancy may include:	• agency documentation • 'giving notice for breach of duty' form • 'giving notice to the tenant' form • 'giving notice to vacate' form.
Roles and responsibilities of agents in leasing and managing property may include:	• advertising • agreement to let and manage the property • assignment of lease • communicating regularly with the landlord

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- inspections
- listing
- maintenance of property
- preparing the tenancy agreement
- processing tenancy applications
- property condition report
- prospecting for properties
- renewal and termination of lease
- reviewing the tenancy with the landlord.

Strategies for resolving disputes may include:

- conciliation
- mediation
- negotiation
- referral to court
- referral to tribunal.

Key register may refer to:

- access to keys
- coding of keys
- entry of key in register
- non-return of keys
- records
- security and storage procedures.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Real estate

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CPPDSM4008A Identify legal and ethical requirements of property sales to complete agency work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to meet the core legal and ethical requirements associated with property sales. This includes awareness of the legislation relating to property sales, the role and responsibility of agency personnel in property sales, the administration of sales transactions and the completion of sales documentation.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives involved in property sales. It addresses the requirements for licensed real estate agents and real estate representatives to be able to identify and explain relevant legislation, roles, responsibility and documentation.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop knowledge of property sales.	1.1 Types and characteristics of ***land tenure systems*** are identified in line with legislation. 1.2 ***Legislation*** regulating the sale of properties is identified in line with agency practice. 1.3 Information provided on the ***Certificate of Title*** is checked for accuracy against the agency agreement. 1.4 ***Types of property ownership*** are identified in line with legislation. 1.5 Legal requirements relating to the sale of property are identified and interpreted in line with legislation and agency requirements. 1.6 Requirements of ethical and conduct standards and consumer protection and privacy legislation in relation to the sale of property are identified in line with legislative requirements and agency practice.
2 Develop knowledge of sales process.	2.1 Need for demonstrating ***effective communication strategies*** in establishing rapport with clients, determining client needs, providing accurate advice, addressing client concerns and dealing with conflict is identified in line with agency practice.

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ELEMENT	PERFORMANCE CRITERIA
	2.2 ***Listing*** opportunities are identified and assessed in the context of legislative requirements and agency practice.
	2.3 ***Methods of selling property*** are identified and assessed in the context of legislative requirements and agency practice.
	2.4 ***Sale authority agreements*** are identified, completed and stored in line with legislative requirements and agency practice.
	2.5 Strategies for marketing property are identified and assessed in the context of legislative requirements and agency practice.
	2.6 Purpose and terms of ***statutory statements required to be prepared by sellers*** for the sale of property and businesses are identified and interpreted in the context of legislative requirements and agency practice.
	2.7 ***Contractual documents*** relating to the sale of property are identified, interpreted, completed and stored in line with legislative requirements and agency practice.
	2.8 Process for settling the sale of property is identified in the context of legislative requirements and agency practice.
	2.9 Processes for receipt, recording, banking and release of deposit moneys are identified in the context of legislative requirements and agency practice.
3 Identify roles and responsibilities of sales personnel.	3.1 Relationship between salesperson and agency principal is identified in the context of legislative requirements and agency practice.
	3.2 ***Roles and responsibilities of agent in sale of property*** including general disclosure requirements are identified, interpreted and assessed in the context of legislative requirements and agency practice.
	3.3 ***Restrictions on agents purchasing property*** and sanctions for violations of restrictions are identified, interpreted and complied with in line with legislative requirements and agency practice.
	3.4 Controls and sanctions on secret commissions are identified in the context of legislative requirements and agency practice.
	3.5 Entitlements and commissions for agents are identified and calculated in the context of legislative requirements and agency practice.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations, contracts, contract notes, sale authority documents and Certificates of Title
- computing skills to access agency and resource databases, use standard software packages, send and receive emails, access the internet and web pages, and complete and lodge standard documents online
- decision making and problem solving skills to analyse situations and make decisions associated with the sale of property
- literacy skills to access and interpret a variety of texts, including contracts; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete prescribed forms
- negotiation skills required for interacting with sellers and buyers
- numeracy skills to calculate and interpret data, such as deposits, entitlements and commissions
- planning, organising and scheduling skills to undertake work-related tasks, such as preparing correspondence, organising deposits and arranging property inspections
- research skills to identify and locate documents and information relating to the sale of property
- risk management skills to identify risks associated with discussing sale and purchase options with sellers and buyers
- self-management skills to organise own work, deliver quality customer service and effectively manage competing demands
- teamwork skills to work effectively in and promote communication between sales, property management and administrative teams in an agency environment
- verbal communication skills required for face-to-face communication with real estate sellers and buyers.

Required knowledge and understanding:

- agent entitlements and commissions
- contract law in the real estate industry, including agent liability for breach of contract and negligence
- ethical and conduct standards relevant to licensed real estate agents and real estate representatives
- key principles of consumer protection and privacy legislation

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REQUIRED SKILLS AND KNOWLEDGE

- key principles and terminology of property law
- legislative limitations on agency practice
- offences and penalties under legislation
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - OHS
  - privacy
  - property sales
- risk and risk management strategies
- roles and responsibilities of estate agency personnel in relation to the sale of property
- sales process, including ways of obtaining listings, methods of selling property, strategies for marketing property, and the process for settling the sale of property
- trust funds and legislative controls on trust funds.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through case studies, demonstrations, practical exercises and targeted written (including alternative formats where necessary) or verbal questioning relating to the legal and ethical requirements of property sales. The case studies, demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate	A person who demonstrates competency in this unit must be able to provide evidence of: • ability to communicate effectively and accurately with

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competency in this unit	clients • application and knowledge of ethical and conduct standards and key principles of consumer protection and privacy in relation to the sale of property • application and knowledge of the sales process, including ways of obtaining listings, methods of selling property, strategies for marketing property, and the process for settling the sale of property • application and knowledge of accurately completing statutory and agency sales documentation, including authorities and contracts • application and knowledge of the legislation and regulatory framework relevant to the sale of property • application and knowledge of the role and responsibilities of the agent in the sale of property, including the legislative restrictions on agents purchasing property and the controls and sanctions associated with secret commissions.
Context of and specific resources for assessment	Resource implications for assessment include: • access to suitable simulated or real opportunities and resources to demonstrate competence • assessment instruments that may include personal planner and assessment record book • access to a registered provider of assessment services. Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed. Validity and sufficiency of evidence require that: • competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace • where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence • all assessment that is part of a structured learning experience must include a combination of direct, indirect

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and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Land tenure systems may include:	• freehold or fee simple • leasehold.

Legislation may include:	• relevant federal, and state or territory legislation and local government regulations relating to:
	  • anti-discrimination and equal employment opportunity
	  • consumer protection, fair trading and trade practices
	  • employment and industrial relations
	  • financial services
	  • OHS
	  • privacy
	  • property sales.

Certificate of Title may	• a plan of the land

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include:	• details of caveats over the land, such as easements and covenants • lot, plan and subdivision • names of registered proprietors • names of the mortgagees and dates of registration and discharge • volume and folio numbers.
Types of property ownership may include:	• company ownership • joint tenants • sole owner • tenants in common.
Effective communication strategies may include:	• active listening • being non-judgemental • exploring problems • expressing an individual perspective • providing sufficient time for questions and responses • providing summarising and reflective responses in conflict situations • using appropriate words, behaviour and posture • using clarifying and summarising questions • using clear and concise language • using culturally appropriate communication • using plain English • using verbal and non-verbal communication.
Listings may include:	• advertising • after-sales letters • builders and developers • callers to the office • conjunctions and multiple listings • farming • open for inspections • owner boards and seller advertisements • recommendations • telemarketing.
Methods of selling property may include:	• alternative sales methods, such as set sales • auction • conjunctional sales • private sale or treaty • sale by tender • vendor sale.
Sale authority agreements	• auction authority

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may include:	• exclusive sale authority • general sale authority • sole sale authority.
Statutory statements required to be prepared by sellers may include:	• additional vendor's statement • vendor's statement • statement for the sale of a small business.
Contractual documents may include:	• contract note • contract of sale of real estate • finance statement to buyers • prescribed or permitted forms used by agents in property sales • release of deposit moneys.
Roles and responsibilities of agent in sale of property may include:	• agreement to sell • communication • completing contract documents • ethical and conduct standards • general disclosure requirements • legal responsibility • listing • marketing • negotiating sale terms and conditions • office procedures for presenting the property • prospecting • providing information to buyer • sale settlement.
Restrictions on agents purchasing property may include:	• restrictions on licensed real estate agents and real estate representatives • restrictions on support staff • restrictions on the spouse or domestic partner, parent, brother, sister or child of licensed real estate agents or real estate representatives.

Unit Sector(s)

Unit sector	Property development, sales and management

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Competency field

Competency field Real estate

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CPPDSM4009B Interpret legislation to complete agency work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to source and interpret legislation affecting real estate operations. It includes identifying and applying statutory interpretation techniques, identifying and tracking changes to relevant real estate legislation and industry codes of conduct and maintaining appropriate records.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and authorised representatives and the requirements for them to identify, interpret and apply legislation and industry codes of conduct affecting real estate operations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify legal principles and legislative requirements affecting real estate operations.	1.1 ***Legal framework*** in which real estate agencies operate is identified. 1.2 ***Components of statute law*** and their relationships are identified with respect to their application to real estate practice. 1.3 Source documents for ***legislation and regulations*** relevant to the provision of real estate agency services are identified and accessed.
2 Interpret legislative requirements affecting real estate operations.	2.1 ***Structure of real estate legislation and regulations*** and the effect on their interpretation are identified. 2.2 ***Common interpretation problems*** with real estate legislation and regulations are identified. 2.3 ***Rules and techniques for interpreting real estate legislation and regulations*** are identified and applied.
3 Identify changes to legislation and regulations affecting agency operations.	3.1 ***Processes*** that lead to changes in real estate legislation and regulations are identified. 3.2 ***Source documents*** for amendment legislation relevant to the provision of real estate agency services are identified and accessed. 3.3 ***Techniques for tracking amendments*** to real estate

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ELEMENT	PERFORMANCE CRITERIA
	legislation and regulations are identified and applied. 3.4 Implications of changes to legislative and regulatory requirements are identified and addressed in line with agency practice. 3.5 Strategies for identifying amendments to legislation and regulations are implemented. 3.6 Changes to legislative and regulatory requirements are communicated to ***appropriate people*** in line with agency policy.
4 Comply with relevant industry codes.	4.1 ***Industry codes of conduct*** are sourced and accessed. 4.2 Relationship between industry codes of conduct and legislative requirements are identified. 4.3 Key principles and responsibilities of industry codes of conduct are interpreted and applied to own work in line with agency practice. 4.4 Personal ethical behaviour demonstrates a commitment to comply with industry codes of conduct.
5 Maintain records of legislation and industry codes.	5.1 Agency processes and the personnel responsible for monitoring and communicating changes to legislation and industry codes of conduct are identified. 5.2 ***Relevant records*** of legislation and industry codes of conduct are maintained.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documentation such as parliamentary documents, legislation, regulations and codes of conduct
- application of risk management strategies associated with compliance with legislation, regulations and codes of practice
- computing skills to access agency and resource databases, use standard software packages, send and receive emails, access the internet and web pages, and

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REQUIRED SKILLS AND KNOWLEDGE

complete and lodge standard documents online

- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and regulatory requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations and codes of practice; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete standard and statutory forms
- planning, organising and scheduling skills to maintain currency of agent and agency copies of legislation, regulations and codes of conduct
- research skills to identify and locate legislation, regulations and codes of conduct
- self-management skills to organise own work, deliver quality customer service and effectively manage competing demands
- teamwork skills to work effectively in and promote communication between sales, property management and administrative teams in an agency environment.

Required knowledge and understanding:

- codes of conduct
- common problems associated with interpreting legislation
- principles of legislation
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - environment and sustainability
  - financial services
  - leases
  - OHS
  - privacy
  - property sales and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment This unit of competency could be assessed through case studies and practical demonstration of applying legal

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principles, legislative and regulatory requirements and codes of practice to real estate operations. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- applying rules and techniques to interpret appropriately legislative provisions affecting real estate operations
- applying techniques to track amendments to legislation in a timely manner
- applying strategies to communicating legislative requirements and amendments to appropriate people in the agency in a timely manner
- identifying changes to legislation and industry codes of conduct affecting agency operations
- knowledge of general principles of legislation, regulations and industry codes of conduct affecting real estate operations
- maintaining appropriate and up-to-date records of legislation and industry codes of conduct.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period

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of time reflecting the scope of the role and the practical requirements of the workplace

- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legal framework may include:	• common law • contract law • equity law • statute law.
Components of statute law	• principal legislation, such as Acts • subordinate legislation, such as:

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may include:

- approvals
- determinations
- mandatory and non-mandatory administrative guidelines
- orders
- regulations.

Legislation and regulations may include:

- relevant federal, and state or territory legislation and local government regulations relating to:
- anti-discrimination and equal employment opportunity
- consumer protection, fair trading and trade practices
- employment and industrial relations
- environmental and zoning laws affecting:
  - access security
  - access and property use
  - energy efficiency
- financial services
- leases
- OHS
- privacy
- property sales and management.

Structure of real estate legislation and regulations may include:

- endnotes, including:
  - explanatory notes
  - index
  - table of amendments
- section headings, margin notes and clause notes
- parts, sections, subsections, paragraphs, regulations, sub-regulations and clauses
- types of provisions, including:
  - approvals
  - deeming provisions
  - definitions and interpretations
  - general penalties
  - objectives
  - offences
  - prescribed arrangements relating to regulations and orders.

Common interpretation problems may include:

- ambiguous words
- broad phrases
- need for words to be implied

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- printing and drafting errors
- unforeseen developments, such as changes in technology or practice.

Rules and techniques for interpreting real estate legislation and regulations may include:

- aids to the interpretation of legislation, including:
  - external: interpretations of legislation, Acts, Hansard/parliamentary papers, legal dictionaries and judicial interpretations - precedent
  - internal: objectives, legislation to be accessed as a whole, definitions and interpretation sections in legislation, headings, margin notes and punctuation
- language conventions and expressions, including:
  - and, or
  - gender
  - hierarchy
  - includes
  - may, should and must
- reading rules, including:
  - context
  - golden
  - literal
  - mischief
  - purposive
- express mention of one thing to the exclusion of another
- words interpreted through their connection with other words
- words with the same meaning.

Processes may include:

- government agency approval
- governor approval
- minister approval
- parliament.

Source documents may include:

- amendment Acts
- amendment regulations
- Bills
- consolidated or reprinted Acts.

Techniques for tracking amendments may include:

- government and industry newsletters and information sessions
- use of margin notes and tables of amendments.

Appropriate people may include:

- agency principal
- authorised representatives
- bookkeepers, accountants and auditors
- licensed real estate agents

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	• property managers • sales people.
Industry codes of conduct may relate to:	• ethical behaviour • general business operations • property sales and management.
Relevant records may relate to:	• agency administration • property management • property sales.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM4010A Lease property

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to administer the leasing of all types of property. It includes screening tenant enquiries, conducting inspections, obtaining and reviewing tenancy applications, completing tenancy agreements or lease documentation, placing tenants in property and recording tenancy arrangements.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives involved in administering the leasing of all types of property.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Screen tenant enquiries.	1.1 ***Enquiries from potential tenants*** regarding ***lease*** of property are handled promptly to enable high quality service delivery in line with agency requirements.
	1.2 ***Appropriate rapport*** is established with potential tenants.
	1.3 Enquiries from potential ***tenants are screened*** to determine their preferences, needs, financial limits and capacity to pay and care for the property in line with agency practice and ***legislative requirements***.
	1.4 Factors likely to influence the lease of properties are identified and potential tenant intentions clarified.
	1.5 Discussions with potential tenants are undertaken using ***promotional materials*** detailing agency rental arrangements and ***effective interpersonal communication techniques*** to identify and match stated requirements with known listings.
	1.6 Strategies for assisting potential tenants to decide to view properties are implemented in line with agency practice, ethical standards and legislative requirements.
	1.7 Areas of dispute are analysed and evaluated in line with agency practice and market expectations to

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ELEMENT	PERFORMANCE CRITERIA
	enable resolution of dispute.
	1.8 Agency records associated with prospective tenant enquiries are completed in line with agency practice.
2 Undertake property inspection.	2.1 Appointments are made for property inspections in line with agency practice, ethical standards and legislative requirements.
	2.2 Preparations are made for property inspection in line with agency practice.
	2.3 Procedure for property inspections, including key control, orientation of prospective tenant to property and strategies for ensuring security of managed property, is implemented in line with agency practice.
	2.4 ***Effective questioning techniques*** are used to clarify prospective tenant's interest in the property.
	2.5 Agency documentation associated with inspections is completed in line with agency practice and legislative requirements.
3 Obtain and review tenancy applications.	3.1 Tenancy applications are reviewed to ensure that they have been completed in a full and accurate manner, consistent with legislative requirements and agency practice.
	3.2 Applicants' references are checked and results recorded according to legislative requirements, ethical standards and agency practice.
	3.3 Application processes are reviewed to ensure compliance with ethical standards and legislative requirements.
	3.4 Procedures for gaining landlord approval for tenancy are implemented in line with legislative requirements, ethical standards and agency practice.
	3.5 ***Effective negotiation techniques*** are used to persuade and reach agreement between landlord and tenant on terms of tenancy agreement or lease.
	3.6 Selected and unsuccessful applicants are notified and details are recorded in agency systems.
4 Complete tenancy documentation and place tenant in property.	4.1 ***Tenancy agreement or lease documentation*** is produced and completed in line with agency practice, legislative requirements and landlord instructions.
	4.2 Procedures for ***placing new tenant in property*** are implemented in line with legislative requirements, ethical standards and agency practice.
	4.3 Required government fees and duty are paid in line

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ELEMENT	PERFORMANCE CRITERIA
	with legislative requirements.
	4.4 Security deposits are obtained, deposited and recorded as required by agency practice and legislative requirements.
	4.5 Tenancy agreement or lease documentation is served to relevant parties in required timeframes.
5 Record tenancy arrangements.	5.1 Tenancy database is updated to record details of tenancy arrangements in line with agency practice.
	5.2 Trust account transactions are accurately recorded to show moneys taken in and disbursements made in line with agency practice, tenancy agreement or lease documentation, and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents, such as agency and statutory forms associated with the lease of different forms of property
- application of risk management strategies associated with leasing different forms of property
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations associated with leasing different forms of property and making decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation and regulations, prepare general information and papers, prepare formal and informal letters, and complete standard and statutory forms
- negotiation skills to reach agreement with landlords and tenants on tenancy agreement or lease conditions
- numeracy skills to calculate and interpret data, such as rents and security deposits
- planning, organising and scheduling skills to place new tenants in rented properties
- research skills to identify and locate documents and information relating to leasing different types of managed properties.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- consumer protection, including:
  - consumer protection principles relevant to the lease of property
  - effect of consumer protection legislation on contracts
  - penalties and remedies available for breaches of consumer protection legislation
  - protection offered to consumers under consumer protection legislation in relation to the lease of property
  - purpose
  - rights and obligations of real estate agents under consumer protection legislation in relation to the lease of property
- contracts
- ethical practices associated with leasing property
- property inspection, including:
  - agency documentation
  - benefits
  - conducting and following up property inspections
  - key control
  - planning property inspections
  - promotional materials
  - security of managed properties
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - anti-money laundering
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - leasing
  - OHS
  - privacy
- rent
- rights and duties of tenant and landlords
- risks and risk management strategies
- screening tenants, including:
  - capacity to pay and care for property
  - financial limits
  - marketing aids

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REQUIRED SKILLS AND KNOWLEDGE

- matching suitable properties to tenant needs
- motives
- needs
- preferences
- residential tenancy databases
- strategies for assisting potential tenants to view properties

- tasks associated with placing new tenants in rental properties, including:
  - government fees and duties
  - keys
  - rights and obligations
  - security deposits and bonds
  - tenancy documentation
- leases and tenancy agreements, including:
  - condition report and disclosure statements
  - fixed and periodic
  - format of agreements
  - key features of different types of leases and tenancy agreements
  - legal obligations of agent, landlord and tenant
  - limitations associated with rejecting an application from a prospective tenant
  - rents, security deposits and bond moneys
  - statutory and agency documentation
  - types of leases and tenancy agreements, such as residential, retail, holiday, industrial and commercial
- tenancy application processes, including:
  - criteria for selecting tenants
  - interviewing tenants
  - gaining landlord approval
  - notifying selected tenants
  - obtaining and reviewing tenancy applications
  - recording tenancy arrangements
  - reviewing references
  - reviewing tenancy applications
  - tenancy application forms
- trust accounts.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of administering the leasing of different types of property. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- completing tenancy agreement or lease documentation in line with agency practice, ethical standards and legislative requirements
- conducting inspections for prospective tenants in line with agency practice, ethical standards and legislative requirements
- knowledge of agency practice, ethical standards and legislative requirements associated with leasing different forms of property
- knowledge of consumer protection principles and the rights and obligations of licensed real estate agents and real estate representatives in regard to the leasing of property
- obtaining and reviewing tenancy applications in line with agency practice, ethical standards and legislative requirements
- placing tenants in property in line with agency practice, ethical standards and legislative requirements
- recording tenancy arrangements in line with agency practice
- screening tenant enquiries in line with agency practice, ethical standards and legislative requirements.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and

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resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Enquiries from potential tenants may be received through:	• email • inspections • office • open houses • referral • telephone • website.
Lease may include:	• commercial and industrial • fixed and periodic • holiday • residential • retail.
Appropriate rapport relates to use of techniques that:	• establish and build confidence and trust in the agency and its representatives • make the prospective tenant feel valued • promote and maintain an effective relationship with the prospective tenant.
Screening tenants may include:	• capacity to pay • financial limits • matching suitable properties to tenant needs • motives • needs • preferences • residential tenancy databases.

Legislative requirements may include:	• relevant federal, and state or territory legislation and local government regulations relating to:
	  • anti-discrimination and equal employment opportunity
	  • anti-money laundering
	  • consumer protection, fair trading and trade practices
	  • employment and industrial relations
	  • financial services

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- leasing
- OHS
- privacy.

Promotional materials may include:

- agency email and website details
- agent business card
- agent and agency profile
- brochures
- description of property
- list properties for lease or rent
- pamphlets
- testimonials from past tenants.

Effective interpersonal communication techniques may include:

- active listening
- providing an opportunity for tenants to clarify their understanding of the lease process
- soft questioning and seeking feedback from tenants or landlords to confirm own understanding of their needs and expectations
- summarising and paraphrasing to check understanding of tenant message
- using appropriate body language.

Effective questioning techniques may include:

- active listening
- clear questions
- different question types
- reflection
- using silences.

Effective negotiation techniques may include:

- analytical skills
- listening techniques
- non-verbal communication skills
- personal attributes
- presentation techniques
- questioning techniques
- speaking skills.

Tenancy agreement or lease documentation may include:

- residential tenancy agreement
- retail lease
- special and other forms of leases.

Placing new tenant in rental property may refer to:

- keys
- rights and obligations
- security deposits
- statutory fees and duties
- tenancy documentation.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Real estate

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CPPDSM4011A List property for lease

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to list all types of property and businesses for lease. It includes implementing procedures for promoting agency's property management services, establishing client requirements, planning and delivering property listing presentations, finalising listings for the lease of property, and recording and acting on client instructions. This unit does not address listings for property sales or the actual marketing or lease of the property under an agency contract.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives involved in the listing of all types of property and businesses for lease.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Promote agency's property management services.	1.1 ***Promotional activities for gaining new agency listings*** are evaluated and implemented in line with agency practice and ***legislative requirements***.
	1.2 Promotional activities aimed at existing agency clients to attract new listings are planned and implemented in line with agency practice and legislative requirements.
	1.3 ***Business and personal referral networks*** are established and maintained in order to attract property listings.
	1.4 Communication with agency sales department is maintained to identify potential new listings and provide sales staff with rental appraisals.
2 Establish client requirements.	2.1 ***Enquiries from potential clients*** regarding property listings are handled promptly to enable high quality service delivery according to agency practice.
	2.2 ***Appropriate rapport*** is established with potential client.
	2.3 ***Client requirements*** regarding ***property*** are clarified and accurately assessed using appropriate

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ELEMENT	PERFORMANCE CRITERIA
	interpersonal communication techniques.
	2.4 Appointment is made with client to discuss property listing in line with agency practice.
3 Plan property listing presentation.	3.1 Preparations are made for property listing presentation in line with agency practice.
	3.2 ***Promotional material and listing kit*** are prepared to highlight benefits of agent and agency in line with agency practice, ethical standards and legislative requirements.
4 Deliver property listing presentation.	4.1 ***Visual inspection*** of property is conducted to provide client with a realistic range of marketing and leasing options.
	4.2 ***Key decision makers*** are identified to ensure that their needs and concerns are met in the listing presentation.
	4.3 Market influences likely to affect the property listing are discussed with the client.
	4.4 Recommended property improvements, estimated costs and likely influence on leasing of property and rental return are discussed with the client.
	4.5 Property appraisal is provided that includes realistic estimate of likely rental return.
	4.6 Promotional materials, agency listing kit and relevant legal and financial information are used to support the listing presentation.
	4.7 Appropriate ***marketing activities*** are discussed with client.
	4.8 Agency services, fees and charges are discussed with the client.
	4.9 Client is given time and space to evaluate agency services while time is used to maximum advantage to promote agency.
	4.10 Client questions are answered fully and honestly.
	4.11 Effective interpersonal communication skills are used to respond to client questions and concerns.
5 Finalise property listing.	5.1 Client agreement to list property with agency is confirmed.
	5.2 ***Statutory and agency listing documentation*** is explained to client in line with agency practice and legislative requirements.
	5.3 Agency fees and conditions are negotiated and agreed with the client.
	5.4 Effective communication skills and ***negotiation***

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ELEMENT	PERFORMANCE CRITERIA
	techniques are used to respond to client questions and concerns.
	5.5 Property details are recorded accurately and correctly.
	5.6 Listing documentation is completed in line with agency practice and legislative requirements.
6 Record and act on instructions.	6.1 Client instructions are recorded to meet legislative requirements and agency record-keeping requirements.
	6.2 Business documents are produced to reflect advice to ***relevant parties*** involved in the listing transaction.
	6.3 Information to clients is provided to reflect progress made within the terms of the agreement.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations and standard and statutory forms associated with the listing of properties for lease
- application of risk management strategies associated with the listing of properties for lease
- computing skills to access the internet and web pages, prepare and complete online forms and search online databases
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation and regulations; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete standard and statutory forms associated with listing properties for lease
- negotiation and presentation skills to conduct listing negotiations with clients
- numeracy skills to calculate and interpret data to provide estimates of rents, rental outgoings, rental returns and costs of property improvements
- planning, organising and scheduling skills to undertake work-related tasks such as inspecting properties, organising appointments and reporting to clients on progress associated with property listings
- research skills to identify and locate documents and information relating to

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REQUIRED SKILLS AND KNOWLEDGE

comparable property rents.

Required knowledge and understanding:

- agency and statutory listing documentation
- agency fees and conditions
- agency practices in relation to obtaining listings
- business and personal referral networks
- communication with agency sales department to identify potential new listings and provide sales staff with rental appraisals
- consumer protection principles with regard to lease of property
- ethical standards associated with listing of property for lease
- listing presentation kit, including content, format and purpose
- marketing activities
- negotiation techniques
- networks that provide listing opportunities
- owner and tenant rights and obligations
- presentation techniques
- promotional activities for gaining new agency listings
- property listing presentation
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - leases and tenancy agreements
  - OHS
  - privacy
  - property management
- rent, rental outgoings and rental returns
- sources of listings
- techniques for identifying needs and motivation of clients
- ways of developing and maintaining a business network.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of listing a property for lease. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- completing standard and statutory documentation associated with listing properties for lease
- finalising and negotiating the listing of properties with clients
- knowledge and application of determining client requirements with regard to the listing of properties
- knowledge of agency practice, ethical standards and legislative requirements affecting the listing of properties for lease
- knowledge of consumer protection principles that impact on the listing of properties for lease
- maintaining business records associated with the listing of properties for lease
- maintaining communications with clients throughout the listing process
- planning and delivering effective listing presentations.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Promotional activities for	• advertising and promotion

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gaining new agency listings may include:

- business newsletters
- cold prospecting
- mailing lists
- media advertising
- networks
- property brochures
- signs on existing managed properties
- targeted direct mail
- telephone canvassing
- web-based network, such as website, web log and podcast.

Legislative requirements may include:

- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - leases and tenancy agreements
  - OHS
  - privacy
  - property management.

Business and personal referral networks may include:

- agency clients, including:
  - buyers
  - developers
  - owners
  - previous clients and customers
  - prospective tenants and buyers
  - tenants
- contacts from property management activities such as:
  - advertising
  - current owners
  - referrals
  - seminars
- personal referral network, including:
  - community organisations
  - web-based network, such as website, web log and podcast
- prospective owners from:
  - databases

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- electoral roll
- general sources of listings
- other agents.

Enquiries from potential clients may be received through:

- email
- inspections
- office
- open houses
- referral
- telephone
- website.

Appropriate rapport relates to use of techniques that:

- establish and build confidence and trust in the agency and its representatives
- make the client feel valued
- promote and maintain an effective relationship with client.

Client requirements may include:

- expectations of agency
- rent expectations
- rental outgoings expectations
- rental returns
- purpose of listing property, including:
  - business reasons
  - deceased estate
  - investment
  - replacing or upgrading existing property
  - relocation
- timeframe for lease.

Property may include:

- business properties
- commercial properties
- development properties, including subdivision and multi-unit sites
- industrial properties
- investment properties
- residential properties
- retail properties
- rural properties.

Interpersonal communication techniques may include:

- active listening
- providing an opportunity for clients to clarify their understanding of the lease process
- soft questioning and seeking feedback from clients to confirm own understanding of their needs and expectations
- summarising and paraphrasing to check understanding

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	of client message • using appropriate body language.
Promotional material and listing kit may include:	• agent and agency profile • agency and statutory documentation • agency web page and online service information, such as virtual tours and online directory • other marketing material.
Visual inspection may include:	• chattels and fixtures • condition • location • maintenance • neighbouring properties and adjacent land uses • size.

Key decision makers may include:	• buyer's advocates
	• business associates
	• family members
	• friends of buyer
	• provider of professional advice, including:
	  • accountant
	  • building adviser
	  • financial adviser
	  • legal representative
	  • property adviser
	• spouse or partner.

Marketing activities may include:	• advertising, including print and electronic media • agency property guide • brochures • direct marketing • business-to-business marketing • inspections • mail-outs • networking • open house • signboards • seminars • targeting markets by service type • internet and online advertising, such as web pages, virtual tours and online directories.
Statutory and agency listing documentation may include:	• advertising schedule • authorities • other agency documents.

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Negotiation techniques may include:	• analytical skills • listening techniques • non-verbal communication skills • personal attributes • presentation techniques • questioning techniques • speaking skills.
Relevant parties may include:	• agency principal • client • legal advisers.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM4012A List property for sale

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to list all types of property and businesses for sale. It includes prospecting for listings, establishing client requirements, planning and delivering property listing presentations, finalising listings for the sale of property, and recording and acting on client instructions. This unit does not address listings for property management or the actual marketing or sale of the property under an agency contract.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives involved in the listing of all types of property and businesses for sale.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prospect for property listings.	1.1 Business development area for property listings is identified in line with agency practice.
	1.2 Key ***sources of property listings*** are identified in line with agency practice and legislative requirements.
	1.3 Strategies for attracting property listings are implemented in line with agency practice and ***legislative requirements***.
	1.4 ***Business and personal referral networks*** are established and maintained in order to attract property listings.
2 Establish client requirements.	2.1 ***Enquiries from potential clients*** regarding property listings are handled promptly to enable high quality service delivery according to agency practice.
	2.2 ***Appropriate rapport*** is established with potential client.
	2.3 ***Client requirements*** regarding property are clarified and accurately assessed using appropriate ***interpersonal communication techniques***.
	2.4 Appointment is made with client to discuss property listing in line with agency practice.
3 Plan property listing	3.1 Preparations are made for property listing presentation

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ELEMENT	PERFORMANCE CRITERIA
presentation.	in line with agency practice.
	3.2 ***Promotional material and listing kit*** are prepared to highlight benefits of agent and agency in line with agency practice, ethical standards and legislative requirements.
4 Deliver property listing presentation.	4.1 ***Visual inspection*** of property is conducted to provide client with a realistic range of marketing and selling options in line with agency practice and legislative requirements.
	4.2 ***Key decision makers*** are identified to ensure that their needs and concerns are met in the listing presentation.
	4.3 Market influences likely to affect the property listing are discussed with the client.
	4.4 Recommended property improvements, estimated costs and likely influence on property sale and price are discussed with client.
	4.5 Property appraisal is provided that includes realistic selling price range.
	4.6 Promotional materials, agency listing kit and relevant legal and financial information are used to support the listing presentation.
	4.7 Appropriate ***method of sale*** and ***marketing activities*** are discussed with client.
	4.8 Agency services, fees and charges are discussed with the client.
	4.9 Client is given time and space to evaluate agency services while time is used to maximum advantage to promote agency.
	4.10 Client questions are answered fully and honestly.
	4.11 Effective interpersonal communication skills are used to respond to client questions and concerns.
5 Prepare and execute agency agreement.	5.1 Client agreement to list property with agency is confirmed.
	5.2 ***Statutory and agency listing documentation*** is explained to client in line with agency practice and legislative requirements.
	5.3 Agency fees and conditions are negotiated and agreed with the client.
	5.4 Effective communication skills and ***negotiation techniques*** are used to respond to client questions and concerns.
	5.5 Property details are recorded accurately and correctly.

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ELEMENT	PERFORMANCE CRITERIA
	5.6 Listing documentation is completed in line with client instructions, agency practice and legislative requirements.
6 Record and act on instructions.	6.1 Client instructions are recorded to meet sales or auctioneering legislative requirements and agency record-keeping requirements.
	6.2 Business documents are produced to reflect advice to ***relevant parties*** involved in the listing transaction.
	6.3 Information to clients is provided to reflect progress made within the terms of the agreement.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- negotiation and presentation skills to conduct listing negotiations with clients
- analytical skills to interpret documents such as legislation, regulations and standard and statutory forms associated with the listing of properties for sale
- application of risk management strategies associated with the listing of properties for sale
- computing skills to access the internet and web pages, prepare and complete online forms and search online databases
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation and regulations; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete standard and statutory forms associated with listing properties for sale
- numeracy skills to calculate and interpret data to provide estimates of selling price range
- planning, organising and scheduling skills to undertake work-related tasks, such as inspecting properties, organising appointments and reporting to clients on progress associated with property listings
- research skills to identify and locate documents and information relating to results of comparable property sales.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- agency and statutory listing documentation
- agency fees and conditions
- agency practices in relation to obtaining listings
- business and personal referral networks
- business development area for property listings
- ethical standards associated with listing properties for sale
- listing presentation kit, including content, format and purpose
- marketing activities
- market value, including:
  - forces that create value
  - types of value, such as value to owner, statutory value and security value
- methods of sale
- negotiation techniques
- networks that provide listing opportunities
- presentation techniques
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - anti-money laundering
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - OHS
  - privacy
  - property sales
- risks and risk management strategies
- role of estate agent in providing estimate of value
- sales property listing presentation
- sources of listings
- target groups for obtaining listings
- techniques for identifying needs and motivation of clients
- ways of developing and maintaining a sales business network.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of listing a property for sale. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- completing standard and statutory documentation associated with listing properties for sale
- finalising and negotiating the listing of properties with clients
- knowledge and application of determining client requirements with regard to the listing of properties
- knowledge of agency practice, ethical standards and legislative requirements affecting the listing of properties for sale
- knowledge of consumer protection principles that impact on the listing of properties for sale
- maintaining business records associated with the listing of properties for sale
- maintaining communications with clients throughout the listing process
- planning and delivering effective listing presentations.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments, including personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Sources of property

- advertising and promotion

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listings may include:

- business newsletters
- cold prospecting
- mailing lists
- networks, including:
  - local community
  - personal
  - recommendations from friends and past and present clients
  - social organisations
- targeted direct mail
- telephone canvassing
- world wide web.

Legislative requirements may include:

- anti-discrimination and equal employment opportunity
- anti-money laundering
- consumer protection, fair trading and trade practices
- employment and industrial relations
- financial services
- OHS
- privacy
- property sales.

Business and personal referral networks may include:

- clients, including:
  - buyers
  - owners
  - previous clients and customers
  - prospective tenants and buyers
  - tenants
- property management activities, including:
  - advertising
  - current owners
  - referrals
  - seminars
- personal referral network, including:
  - community organisations
  - web-based network, such as website, web log and podcast
- prospective sellers, from:
  - databases
  - electoral roll
  - general sources of listings
  - other agents.

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Enquiries from potential clients may be received through:	• email • inspections • office • open houses • referral • telephone • website.
Appropriate rapport relates to use of techniques that:	• establish and build confidence and trust in the agency and its representatives • make the client feel valued • promote and maintain an effective relationship with client.

Client requirements may include:	• method of sale
	• price expectations
	• purpose of listing property for sale, including:
	  • business reasons
	  • deceased estate
	  • investment
	  • relocation
	  • replacing or upgrading existing property
	• settlement period
	• timeframe for sale.

Interpersonal communication techniques may include:	• active listening • providing an opportunity for clients to clarify their understanding of the sales process • seeking feedback from clients to confirm own understanding of their needs and expectations • summarising and paraphrasing to check understanding of client message • using appropriate body language.
Promotional material and listing kit may include:	• agent and agency profile • agency and statutory documentation • agency web page and online service information, such as virtual tours and online directory • other marketing material.
Visual inspection may include:	• chattels and fixtures • condition • location • maintenance • neighbouring properties and adjacent land uses • size.

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Key decision makers may include:	• buyer's advocate
	• business associates
	• family members
	• friends of buyer
	• providers of professional advice, including:
	  • accountants
	  • building advisers
	  • financial advisers
	  • legal representatives
	  • property advisers
	• spouse or partner.

Method of sale may include:	• auction • off the plan • private treaty • reverse auction • set sale • specialised properties • tender.
Marketing activities may include:	• advertising, including print and electronic media • agency property guide • brochures • direct marketing • business-to-business marketing • inspections • mail-outs • networking • open house • signboards • seminars • targeting markets by service type • internet and online advertising, including web pages, virtual tours and online directories.
Statutory and agency listing documentation may include:	• advertising schedule • other agency documents • sale authority.
Negotiation techniques may include:	• analytical skills • listening techniques • non-verbal communication skills • personal attributes • presentation techniques • questioning techniques

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Relevant parties may include:	• speaking skills. • agency principal • client • legal advisers.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM4013A Market property for lease

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to market all types of property and businesses for lease. It includes planning, developing a marketing plan, preparing marketing materials, implementing marketing activities, and reviewing and reporting on marketing plans and activities.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives involved in marketing all types of properties and businesses for lease.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop marketing plan for property.	1.1 Potential ***tenant profile*** and benefits of effectively marketing property for lease are discussed with landlord.
	1.2 Strategies and timeframe for marketing property, including possible ***marketing activities***, are discussed with landlord.
	1.3 Costs of different marketing strategies and activities are discussed with landlord.
	1.4 ***Marketing plan*** for property is prepared and presented to landlord in line with agency practice.
	1.5 Marketing plan, including marketing activities and budget, is agreed with landlord.
2 Check marketing materials.	2.1 Marketing materials that reflect agreed property and agency marketing plan are developed within agreed budget and timeframes.
	2.2 Marketing materials are checked for accuracy and compliance with agency and legislative requirements.
3 Implement marketing activities.	3.1 ***Persons*** involved in marketing property for lease are briefed on their roles and responsibilities to ensure success of marketing activities.
	3.2 Marketing activities are implemented in line with

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ELEMENT	PERFORMANCE CRITERIA
	agreed marketing plan and budget. 3.3 Responsibility is assigned for ongoing ***monitoring of marketing activities***. 3.4 Marketing activities are implemented that comply with agency practice, ethical standards and legislative requirements. 3.5 Landlord is kept ***informed of progress*** of marketing activities according to agency practice and legislative requirements.
4 Review and report on marketing activities and plan.	4.1 Marketing activities are reviewed against aims and objectives of marketing plan. 4.2 Feedback on outcomes of marketing activities is sought using reliable methods and verifiable data according to agency practice. 4.3 Need for alternative marketing activities and adjustments to marketing plan are assessed in consultation with relevant people ***if property proves difficult to lease***. 4.4 Effectiveness of planning and marketing processes is assessed to identify possible improvements in future activities. 4.5 Costs and time lines are analysed to evaluate and improve future marketing initiatives. 4.6 Conclusions are prepared from ***verifiable evidence*** and advice is provided on future marketing initiatives.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations and property documentation
- application of risk management strategies associated with advising clients on approaches to marketing properties for lease
- computing skills to access agency databases, send and receive emails and complete

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REQUIRED SKILLS AND KNOWLEDGE

standard forms online

- decision making and problem solving skills to analyse situations and make ethical marketing decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations and rules of ethics; prepare general information and papers; prepare marketing materials and marketing plans; and complete standard forms
- negotiation skills to assist landlords to decide on marketing activities, budgets and timeframes
- numeracy skills to calculate and interpret data, such as costs of marketing activities, and to ensure compliance with agreed marketing budgets
- planning, organising and scheduling skills to implement marketing plans
- research skills to identify and locate documents and information to prepare marketing plans for specified properties.

Required knowledge and understanding:

- ethical standards associated with marketing properties for lease
- factors considered in review of effectiveness of marketing strategy, plan, activities and materials
- factors influencing choice of marketing strategy
- marketing activities, including:
  - advertising, including print and electronic media
  - agency property guide
  - brochures
  - direct marketing
  - business-to-business marketing
  - inspections
  - mail-outs
  - networking
  - open house
  - signboards
  - seminars
  - targeting markets by service type
  - internet and online advertising, including web pages, virtual tours and online directories
- marketing budget
- marketing materials
- marketing plan
- marketing strategies for:
  - businesses
  - commercial properties
  - development properties, including subdivision and multi-unit sites

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REQUIRED SKILLS AND KNOWLEDGE

- industrial properties
- residential properties
- retail properties
- rural properties

- principles underpinning effective marketing materials, including:
  - action
  - attention
  - desire
  - interest
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - OHS
  - privacy
  - property management
- risks and risk management strategies
- strategies if properties prove difficult to lease.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of marketing properties and businesses for lease. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- implementing marketing activities for the lease of all types of property in line with agency practice, ethical standards and legislative requirements
- knowledge of agency practice, ethical standards and legislative requirements associated with marketing all types of property for lease
- planning and developing marketing plans for the lease of all types of property in line with agency practice, ethical standards and legislative requirements
- preparing marketing materials for the lease of all types of property in line with agency practice, ethical standards and legislative requirements
- reviewing and reporting on marketing activities associated with the lease of all types of businesses.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence

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- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Tenant profile may include:

- tenant property requirements
- buying intentions
- tenant financial capacity
- timeframe for lease.

Marketing activities may include:

- advertising, including print and electronic media
- agency property guide
- brochures
- direct marketing
- business-to-business marketing
- inspections
- mail-outs
- networking
- open house
- signboards
- seminars
- targeting markets by service type
- internet and online advertising, including web pages,

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	virtual tours and online directories.
Marketing plan may include:	• advertising and promotional materials prepared and scheduled • advertising budget • aims and objectives of the marketing plan • inspection of property by agency consultants • inspections scheduled • property listed in agency property guide • prospective tenants contacted • board advising of lease prepared and ordered as per schedule • landlord advised of advertising and marketing procedures and costs • target group identified for marketing plan • timeframe for marketing activities • vendor advised on optimal property presentation • web-based advertising arranged.
Persons may include:	• agency principal • business broker • licensed real estate agent • real estate representative • stock and station agent • support staff.
Monitoring of marketing activities may include:	• enquiry records • expenditure • feedback from prospective tenants • feedback from consultants • feedback from landlord.
Information on progress may include:	• agency input into marketing of property • approaches and enquiries regarding the property • costings • perception of levels of interest and worth of current marketing strategies • possible changes in marketing activities and plan • strategies used in marketing and promoting property.
Strategies ***if property proves difficult to lease*** may include:	• revising advertising budget • modifying advertising copy and promotional materials • involving other agencies.
Verifiable evidence may include:	• checklists • notes • qualitative and quantitative data

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- records and testimonies.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Real estate

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CPPDSM4014A Market property for sale

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to market all types of property and businesses for sale. It includes planning, developing a marketing plan, preparing marketing materials, implementing marketing activities, and reviewing and reporting on marketing plans and activities.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives involved in marketing all types of properties and businesses for sale.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop marketing plan for property.	1.1 Potential ***buyer profile*** and benefits of effectively marketing property for sale are discussed with seller.
	1.2 Strategies and timeframe for marketing property, including possible ***marketing activities***, are discussed with seller.
	1.3 Costs of different marketing strategies and activities are discussed with seller.
	1.4 ***Marketing plan*** for property is prepared and presented to seller in line with agency practice.
	1.5 Marketing plan, including marketing activities and budget, is agreed with seller.
2 Check marketing materials.	2.1 Marketing materials that reflect agreed property and agency marketing plan are developed within agreed budget and timeframes.
	2.2 Marketing materials are checked for accuracy and compliance with agency and legislative requirements.
3 Implement marketing activities.	3.1 ***Persons*** involved in marketing property for sale are briefed on their roles and responsibilities to ensure success of marketing activities.
	3.2 Marketing activities are implemented in line with agreed marketing plan and budget.

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Responsibility is assigned for ongoing ***monitoring of marketing activities***.
	3.4 Marketing activities are implemented that comply with agency practice, ethical standards and legislative requirements.
	3.5 Seller is kept ***informed of progress*** of marketing activities according to agency practice and legislative requirements.
4 Review and report on marketing activities and plan.	4.1 Marketing activities and plan are reviewed against aims and objectives of marketing plan.
	4.2 Feedback on outcomes of marketing activities is sought using reliable methods and verifiable data according to agency practice.
	4.3 Need for alternative marketing activities and adjustments to marketing plan are assessed in consultation with relevant people ***if property proves difficult to sell***.
	4.4 Effectiveness of planning and marketing processes is assessed to identify possible improvements in future activities.
	4.5 Costs and time lines are analysed to evaluate and improve future marketing initiatives.
	4.6 Conclusions are prepared from ***verifiable evidence*** and advice is provided on future marketing initiatives.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations and property documentation
- application of risk management strategies associated with advising clients on approaches to marketing properties for sale
- computing skills to access agency databases, send and receive emails and complete standard forms online

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REQUIRED SKILLS AND KNOWLEDGE

- decision making and problem solving skills to analyse situations and make ethical marketing decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations and rules of ethics; prepare general information and papers; prepare marketing materials and marketing plans; and complete standard forms
- negotiation skills to assist sellers to decide on marketing activities, budgets and timeframes
- numeracy skills to calculate and interpret data, such as costs of marketing activities and to ensure compliance with agreed marketing budgets
- planning, organising and scheduling skills to implement marketing plans
- research skills to identify and locate documents and information relating to preparing marketing plans for specified properties.

Required knowledge and understanding:

- ethical standards associated with marketing properties for sale
- factors considered in review of effectiveness of marketing strategy, plan, activities and materials
- factors influencing choice of marketing strategy
- marketing activities, including:
  - advertising, including print and electronic media
  - agency property guides
  - brochures
  - direct marketing
  - business-to-business marketing
  - inspections
  - mail-outs
  - networking
  - open house
  - signboards
  - seminars
  - targeting markets by service type
  - internet and online advertising, including web pages, virtual tours and online directories
- marketing budget
- marketing materials
- marketing plan
- marketing strategies for:
  - businesses
  - commercial properties
  - development properties, including subdivision and multi-unit sites
  - industrial properties

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REQUIRED SKILLS AND KNOWLEDGE

- residential properties
- retail properties
- rural properties
- principles underpinning effective marketing materials
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - OHS
  - privacy
  - property sales
- risks and risk management strategies
- strategies if properties prove difficult to sell.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of marketing properties and businesses for sale. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • implementing marketing activities for the sale of all types of property in line with agency practice, ethical standards and legislative requirements

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- knowledge of agency practice, ethical standards and legislative requirements associated with marketing all types of property for sale
- planning and developing marketing plans for the sale of all types of property in line with agency practice, ethical standards and legislative requirements
- preparing marketing materials for the sale of all types of property in line with agency practice, ethical standards and legislative requirements
- reviewing and reporting on marketing activities associated with the sale of all types of businesses and property.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based

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activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Buyer profile may include:

- buyer's property requirements
- buying intentions
- financial capacity
- timeframe for purchase.

Marketing activities may include:

- advertising, including print and electronic media
- agency property guide
- brochures
- business-to-business marketing
- direct marketing
- inspections
- mail-outs
- networking
- open house
- seminars
- signboards
- targeting markets by service type
- internet and online advertising, including web pages, virtual tours and online directories.

Marketing plan may include:

- advertising and promotional materials prepared and scheduled
- advertising budget

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- aims and objectives
- inspection of property by agency sales consultants
- inspections scheduled
- property listed in agency property guide
- prospective buyers contacted
- sale board prepared and ordered as per schedule
- seller advised of advertising and marketing procedures and costs
- target group identified for marketing plan
- timeframe for marketing activities
- seller advised on optimal property presentation
- web-based advertising arranged.

Persons may include:

- agency principal
- business broker
- licensed real estate agent
- real estate representative
- stock and station agent
- support staff.

Monitoring of marketing activities may include:

- enquiry records
- expenditure
- feedback from prospective buyers
- feedback from sales consultants
- feedback from seller.

Information on progress may include:

- agency input into marketing of property
- approaches and enquiries of interest regarding the property
- costings
- perception of levels of interest and worth of current marketing strategies
- possible changes in marketing activities and plan
- strategies used in marketing and promoting the property.

Strategies ***if property proves difficult to sell*** may include:

- revising advertising budget
- modifying advertising copy and promotional materials
- involving other agencies.

Verifiable evidence may include:

- checklists
- notes
- qualitative and quantitative data
- records
- testimonies.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Real estate

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CPPDSM4015B Minimise agency and consumer risk

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to minimise risk to all aspects of agency business and to consumers. It includes identifying potential risks to the agency and its clients, analysing the causes and potential impact of risks, and implementing agency policies and procedures to minimise risks to the agency and consumers.

The unit may form part of the licensing requirements for persons engaged in property development and management activities, including those working in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in identifying, minimising and responding to all aspects of agency business, including minimising consumer risk.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify potential risks to agency and clients.	1.1 ***Sources of information*** and ***tools for identification*** of actual and potential risks are accessed. 1.2 ***Actual and potential risks*** to ***agency***, ***clients and other stakeholders*** are identified. 1.3 ***Agency representations and information provided by clients*** are confirmed and assessed in line with agency practice. 1.4 Identified risks are documented according to agency and legislative requirements.
2 Analyse causes and potential impact of risks on agency, **clients and other stakeholders**.	2.1 ***Causes of risks*** are analysed in line with agency practice. 2.2 ***Potential impact of risks*** on agency, clients and other stakeholders is determined. 2.3 ***Consequences***, ***likelihood and severity of risks*** are assessed. 2.4 ***Risk categorisation*** is undertaken and ***risk priorities*** are set. 2.5 Risk analysis processes and outcomes are documented.

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ELEMENT	PERFORMANCE CRITERIA
3 Implement agency procedures and systems to minimise risk.	3.1 ***Options for minimising risks***, including legislative measures, are determined and assessed for strengths and weaknesses. 3.2 Risks are continuously monitored in line with agency practice. 3.3 Agency ***procedures and systems for controlling risks***, including handling complaints, are identified and implemented, as required. 3.4 Control measures are chosen and implemented as required. 3.5 Risk treatment plans are implemented as required.
4 Implement agency procedures and systems to minimise consumer risk.	4.1 ***Risks to consumers*** engaged in business dealings with the agency are identified and assessed in line with legislative requirements and agency practice. 4.2 Consumer risks are continually monitored in line with agency practice. 4.3 Agency procedures and systems for minimising consumer risk are identified and implemented as required. 4.4 Personal skills in identifying and assessing consumer risk are reviewed, and where appropriate, strategies are implemented for improving this aspect of professional practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations, sale authorities, reports from professional service providers and contracts
- application of risk identification, assessment, treatment and monitoring skills
- computing skills to access agency and resource databases, use standard software packages, send and receive emails, access the internet and web pages, and complete and lodge standard documents online

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REQUIRED SKILLS AND KNOWLEDGE

- decision making and problem solving skills to analyse risk situations and make decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations and rules of ethics; prepare general information and papers; prepare formal and informal letters; prepare reports and applications; and complete standard and statutory forms
- numeracy skills to perform and apply calculations used in risk identification, assessment, treatment and monitoring
- planning, organising and scheduling skills to undertake work-related tasks associated with identifying, assessing, treating and monitoring risks
- research skills to identify and locate documents and information relating to identifying and treating risks
- self-management skills to organise own work, deliver quality customer service and effectively manage competing demands
- teamwork skills to work effectively in and promote communication between sales, property management and administrative teams in an agency environment.

Required knowledge and understanding:

- agency policies and procedures, including:
  - policies and procedures for risk management
  - risk management strategies
- approaches for monitoring the risk environment
- auditing requirements
- Australian and New Zealand risk management standards
- causes of risks
- classification of risks
- complaint-handling procedures
- consumer risk
- impact of risks on agency, clients and other stakeholders
- insurance policies, codes and operations
- potential impact of risk
- reasons for monitoring risk environment
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - anti-money laundering
  - auctions
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - environment and sustainability
  - financial services

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REQUIRED SKILLS AND KNOWLEDGE

- leasing
- OHS
- privacy
- property sales and management
- sources of information on risk
- sources of risk
- techniques and tools for identifying and analysing risk.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through case studies and practical demonstration of identifying, assessing, treating and monitoring risks to the agency and consumers. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • analysing the causes and potential impact of risks on agency, clients and other stakeholders • establishing ongoing monitoring and reporting systems to minimise risks to agency, clients and other stakeholders • identifying and implementing agency policies and procedures for minimising and treating risks • identifying actual and potential risks to agency, clients and other stakeholders • identifying, minimising and responding to consumer risks associated with agency operations.

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Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Sources of information may include:

- agency records
- experience
- industry practice and experience
- legislation
- market research
- published literature
- specialist or expert advice from:
  - government agencies
  - professional and industry associations.

Tools for identification may include:

- documentation to assist in the process of identifying risks and assessing impact and likelihood of occurrence
- standard instruments developed for the agency and contextualised for sections of the workplace's operations, such as checklists and testing procedures
- tools to prioritise risks, including where relevant, numerical scoring systems for risks.

Actual and potential risks may relate to:

- administrative and business systems, policies and practices
- commercial and legal relationships between the agency, consumers and other organisations, such as buyers, sellers, employees, landlords, tenants, subcontractors, developers and suppliers
- consumer risk
- economic and financial circumstances
- individual actions, such as discrimination and ineffective communication
- management activities and controls
- natural events
- non-compliance with legislative and regulatory requirements, such as:

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- consumer protection
- OHS
- trade practices

- non-compliance with quality systems, such as:
  - enterprise
  - franchise
  - International Standards Organisation (ISO)
- OHS
- physical and personal security
- political circumstances, such as legislative change
- property ownership, including intellectual property
- technological and technical issues, both internal and external to the agency, such as loss of data.

Agency**, **clients and other stakeholders may include:

- consumers and clients
- co-owners
- financial institutions with an interest in the agency
- principal
- staff and others to whom a duty of care is owed.

Agency representations and information provided by clients may refer to:

- anticipated income and expenditure
- bankruptcy
- business status and ownership
- compliance with legislative and regulatory requirements
- condition of property
- covenants
- customer base
- easements
- family law matters
- financial records
- insolvency
- leases or tenancy agreements
- legal action
- licences
- permits
- property status and ownership
- quotas
- stock
- value of property.

Causes of risks may include:

- commercial and legal relationships
- economic circumstances
- human behaviour
- inaccurate information provided by clients

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	• individual activities • management activities and controls • natural events • political circumstances • technological issues.
Potential impact of risks may adversely affect:	• capital reserves • cash flow viability and resulting liquidity • goodwill value • nett worth of the business • return on investment.
Consequences, ***likelihood and severity of risks*** may refer to:	• consequences - extreme, very high, medium, low and negligible • likelihood - almost certain, likely, moderate, unlikely and rare • severity - severe, high, major, significant, moderate and trivial.
Risk categorisation may refer to:	• administration - misrepresentation, personal injury and misappropriation • commercial sales and leasing - miscalculating rentable floor space and exclusivity of business (retail) • property management - maintenance, consumer protection and discrimination • property sales - incorrect disposal of chattels, code of ethics and conduct, loss of documents, trade practices, consumer protection, unauthorised disclosure, and sale of goods under warrant of execution.
Risk priorities may refer to:	• assessing consequences and likelihood • assigning a value to identified risks using available tools.
Options for minimising risks may include:	• avoid the risk - deciding not to become involved in a risk situation • finance the risk - funding risk treatment and the financial consequences of risk • reduce the risk - applying appropriate techniques and management principles to reduce the likelihood of an occurrence and its consequences • retain the risk - intentionally or unintentionally retaining responsibility for loss or financial burden of loss • transfer the risk - shifting responsibility or burden of loss to another party through contract, insurance or other means.
Procedures and systems for controlling risks may	• documentation • procedures, including:

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include:

- assessment
- confidentiality, security and privacy procedures
- control measures
- identification
- monitoring
- organisational procedures
- treatment
- systems, including:
  - company operations manual
  - induction and training.

Risks to consumers may relate to:

- advertising and marketing
- moneys held in trust
- property management
- property sale
- provision of information and advice
- tenancy agreements.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Real estate

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CPPDSM4016A Monitor and manage lease or tenancy agreement

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to manage properties during the term of leases or tenancy agreements. It includes implementing the conditions of leases and tenancy agreements, responding to requests from tenants and landlords and managing the renewal and termination of leases and tenancy agreements.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives involved in monitoring and managing leases or tenancy agreements.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Implement conditions of lease or tenancy agreement.	1.1 ***Rights and duties of tenants and landlords or agents*** during the lease or tenancy agreement are identified in line with ethical standards, ***legislative requirements*** and agency practice.
	1.2 Inspections of managed properties are conducted and condition reports are prepared in line with lease or tenancy agreement, landlord instructions, legislative requirements and agency practice.
	1.3 Rental moneys are collected and processed in line with lease or tenancy agreement, legislative requirements and agency practice.
	1.4 Reports are accurately prepared and routinely communicated to landlord on rental moneys collected or in arrears.
	1.5 ***Strategies for collection of rental arrears*** are discussed with and agreed to by landlord prior to implementation of collection process.
	1.6 Procedures for collection of rental arrears are implemented in line with landlord instructions, legislative requirements and agency practice.
	1.7 Tenants in arrears are routinely followed up to obtain payment or vacant possession in line with landlord

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ELEMENT	PERFORMANCE CRITERIA
	instructions, legislative requirements and agency practice.
	1.8 Where necessary, claims against rental bonds are prepared and forwarded to the appropriate authority within specified timeframe of the outgoing property inspection.
	1.9 ***Rent increases and reviews*** are conducted in line with lease or tenancy agreement, legislative requirements and agency practice.
2 Respond to enquiries from tenants and landlords.	2.1 ***Enquiries from tenants and landlords*** regarding managed property are handled promptly to enable high quality service delivery in line with agency requirements.
	2.2 ***Appropriate rapport*** is established with tenants and landlords.
	2.3 Appropriate interpersonal communication skills are used to clarify enquiries from tenants and landlords.
	2.4 Enquiries from tenants and landlords are resolved in terms of lease, tenancy agreement or management agreement or are referred to ***appropriate people*** in line with agency practice.
3 Plan for renewal of leases and tenancy agreements.	3.1 ***Agency renewal patterns for leases and tenancy agreements*** are assessed and strategies developed to maximise benefits for agency and landlords.
	3.2 ***Lease and tenancy agreement expiries are scheduled*** to ensure renewals are obtained prior to expiry dates.
4 Manage renewals of leases and tenancy agreements.	4.1 Property is inspected and an accurate report is produced on property conditions and maintenance requirements in line with legislative requirements and agency practice.
	4.2 Property condition reports and rental details are provided to tenants prior to renewal of lease or tenancy agreement.
	4.3 Conditions of lease or tenancy agreement renewal are negotiated and agreed with all ***parties***.
	4.4 Lease or tenancy agreement renewal documentation is prepared and provided to tenant and finalised in line with legislative requirements and agency practice.
5 Manage termination of lease or tenancy agreement on behalf of landlord.	5.1 Documentation required to terminate a lease or tenancy agreement on behalf of landlord is prepared in line with landlord instructions, legislative requirements and agency practice.

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ELEMENT	PERFORMANCE CRITERIA
	5.2 Notice is given to tenant according to client instructions, legislative requirements and agency practice.
	5.3 Rights of tenant with regard to terminating a lease or tenancy agreement are observed in line with legislative requirements and agency practice.
	5.4 Property inspections are conducted in line with client instructions, legislative requirements and agency practice.
	5.5 ***Effective interpersonal communication techniques*** and ***negotiation skills*** are used with the landlord and tenant to obtain satisfactory conclusion to tenancy.
	5.6 Relevant procedures are implemented on behalf of landlord to claim an ***entitlement to retain part or all of security deposit or bond money***, if required, in line with landlord instructions, legislative requirements and agency practice.
	5.7 Effective interpersonal communication techniques and negotiation skills are used to clarify issues and resolve disputes with landlords and tenants emanating from the termination of leases and tenancy agreements.
	5.8 Regular reports are provided to landlord on termination process and outcomes in line with agency practice.
6 Respond to termination of lease or tenancy agreement initiated by tenant.	6.1 Rights of tenant to terminate lease or tenancy agreement are observed in line with legislative requirements and agency practice.
	6.2 Tenant intention to terminate lease or tenancy agreement is communicated to landlord and instructions are taken from landlord in line with agency practice.
	6.3 Property inspections are conducted in line with landlord instructions, legislative requirements and agency practice.
	6.4 Effective interpersonal communication techniques and negotiation skills are used with the landlord and tenant to obtain satisfactory conclusion to tenancy.
	6.5 Relevant procedures are implemented on behalf of landlord to claim an entitlement to retain part or all of the security deposit or bond money, if required, in line with landlord instructions, legislative requirements and agency practice.
	6.6 Effective interpersonal communication techniques and negotiation skills are used to clarify issues and resolve

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ELEMENT	PERFORMANCE CRITERIA
	disputes with landlords and tenants emanating from the termination of leases and tenancy agreements.
	6.7 Regular reports are provided to landlord on termination process and outcomes in line with agency practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as agency and statutory forms associated with leases, tenancy agreements and management agreements
- application of risk management strategies associated with the rights of landlords and tenants during the terms of leases or tenancy agreements
- computing skills to access agency databases, send and receive emails and complete standard forms online
- numeracy skills to calculate and interpret data, such as rents and rent arrears
- decision making and problem solving skills to analyse situations associated with implementing the terms of leases or tenancy agreements and making decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations, leases and tenancy agreements; prepare general information, papers, and formal and informal letters; and complete standard and statutory forms
- negotiation skills to reach agreement with landlords and tenants on terms of leases and tenancy agreements
- planning, organising and scheduling skills to perform tasks associated with monitoring the renewal and termination of leases and tenancy agreements
- research skills to identify and locate documents and information relating to the conditions of leases and tenancy agreements.

Required knowledge and understanding:

- access to tenanted retail properties
- consumer protection, including:
  - consumer protection principles relevant to leases and tenancy agreements
  - effect of consumer protection legislation on contracts

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REQUIRED SKILLS AND KNOWLEDGE

- penalties and remedies available for breaches of consumer protection legislation
- protection offered to consumers under consumer protection legislation in relation to leases or tenancy agreements
- rights and obligations of estate agents under consumer protection legislation in relation to the lease of property

- contracts
- ethical practices associated with leases and tenancy agreements
- inspecting tenanted premises
- insurance for managed properties
- rights and obligations of a landlord, agent and tenant during lease or tenancy agreement
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - anti-money laundering
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - leasing
  - OHS
  - privacy
  - property management
- rent, including:
  - payment
  - receipting, banking and recording
  - rent arrears
  - rent increases
  - rent reviews
- renewal of leases and tenancy agreements, including:
  - benefits of tenancy renewal
  - renewal strategies relevant to different types of property, such as residential, commercial, industrial and rural
  - scheduling tenancy renewals
  - strategies for gaining tenancy renewals
  - tenancy lease and renewal patterns
- risks associated with renewing and terminating leases and tenancy agreements for managed properties
- leases and tenancy agreements, including:
  - condition report and disclosure statements

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REQUIRED SKILLS AND KNOWLEDGE

- fixed and periodic
- format of agreements
- key features of the different types of leases and tenancy agreements
- legal obligations of agent, landlord and tenant
- rents, security deposits and bond moneys

- termination of leases and tenancy agreements, including:
  - relevant documentation
  - rents, security deposits and bond moneys
  - rights of landlords and tenants
  - trust accounts.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through case studies and practical demonstration of monitoring and managing a lease or tenancy agreement, including the renewal and termination of a lease or tenancy agreement. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • implementing the conditions of leases and tenancy agreements, including conducting inspections, preparing condition reports, collecting rents, monitoring rent arrears and implementing rent reviews and increases, in line with agency practice, ethical standards and legislative requirements

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- knowledge of agency practice, ethical standards and legislative requirements associated with monitoring and managing properties during the term of a lease or tenancy agreement and the renewal or termination of leases and tenancy agreements
- knowledge of rights and duties of tenants and landlords or agents with regard to the termination of leases and tenancy agreements
- knowledge of the rights and duties of landlords and tenants with regard to the renewal of leases and tenancy agreements
- managing the termination of leases and tenancy agreements on behalf of landlords
- planning and managing the renewal of leases and tenancy agreements
- responding to requests from tenants and landlords
- responding to the termination of leases or tenancy agreements initiated by tenant.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning

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experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Rights and duties of tenants and landlords or agents may include:

- access to retail premises
- assigning or subletting premises
- condition of premises
- entry to premises by landlord or agent of rented premises
- inspections
- rent, including:
  - payment
  - receipting, banking and recording
  - tenant withholding rent
- quiet enjoyment
- running expenses
- urgent and non-urgent repairs.

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Legislative requirements may include:	• relevant federal, and state or territory legislation and local government regulations relating to:
	  • anti-discrimination and equal employment opportunity
	  • anti-money laundering
	  • consumer protection, fair trading and trade practices
	  • employment and industrial relations
	  • financial services
	  • leasing
	  • OHS
	  • privacy
	  • property management.

Strategies for collection of rental arrears may include:	• contact the tenant promptly when rental arrear first occurs • contain any escalation of the debt • debt collection agencies • regular checking of rental arrears • warning letters.
Rent increases and reviews may include:	• residential tenancies • retail tenancies.
Enquiries from tenants and landlords may be received through:	• email • inspections • office • open houses • referral • telephone • website.
Appropriate rapport relates to use of techniques that:	• establish and build confidence and trust in the agency and its representatives • make the landlord or tenant feel valued • promote and maintain an effective relationship with the landlord or tenant.
Appropriate people may include:	• agency principal • landlord • licensed real estate agent.
Agency renewal patterns for leases and tenancy agreements may include:	• duration, frequency and number of leases and tenancy agreements • proportion of leases and tenancy agreements renewed • reasons for renewal and non-renewal of leases or tenancy agreements • relationship with key events, such as start of school or

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	university year, holiday seasons and financial year commencement • levels of rents in renewed leases and tenancy agreements • timing of renewals.
Lease and tenancy agreement expiries are scheduled may refer to:	• expiry date of lease • landlord's plans • tenant's plans.
Parties may include:	• agency principal • landlord • licensed real estate agent • property manager • real estate representative • tenant.
Effective interpersonal communication techniques may include:	• active listening • providing an opportunity for landlords or tenants to clarify their understanding of the process • soft questioning and seeking feedback from landlords or tenants to confirm own understanding of their needs and expectations • summarising and paraphrasing to check understanding of landlord or tenant message • using appropriate body language.
Negotiation skills may include:	• analytical skills • listening techniques • non-verbal communication skills • personal attributes • presentation techniques • questioning techniques • speaking skills.
Entitlement to retain part or all of security deposit or bond money may include:	• damage caused by tenants or visitors • loss of the landlord's goods • tenant abandoning the premises • tenant leaving the landlord to pay bills that the tenant should have paid • tenant not keeping premises reasonably clean • unpaid rent.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Real estate

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CPPDSM4017A Negotiate effectively in property transactions

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to manage effective negotiations in relation to the sale, lease or management of property. It includes establishing the needs and expectations of relevant parties, negotiating to achieve desired outcomes and managing potential and real disputes between parties.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives involved in managing negotiations relating to property transactions.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish needs and expectations of relevant parties.	1.1 Clear and open discussions are held with relevant parties to clarify ***issues*** and identify desired outcomes in line with agency practice and ***legislative requirements***.
	1.2 Consequences of not reaching agreement are identified and other ***alternatives*** are determined.
2 Negotiate with parties involved in property transactions to reach a desired outcome.	2.1 ***Relevant*** information is collected, analysed and organised to inform the negotiation.
	2.2 ***Negotiation approach*** is established in line with agency practice and legislative requirements.
	2.3 Negotiation is conducted in a professional manner, showing respect for all parties in line with agency practice, ethical standards and legislative requirements.
	2.4 ***Effective negotiation techniques*** are used to persuade and reach agreement between parties to the transaction.
	2.5 Possible solutions are discussed and their viability assessed.

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ELEMENT	PERFORMANCE CRITERIA
	2.6 ***Effective techniques are used for dealing with conflict and breaking deadlocks*** where required. 2.7 Final position is confirmed, ensuring ***agreement*** and understanding between all parties. 2.8 As necessary, follow-up communication or reports are provided to all parties to confirm adjustments required to conditions of agreement.
3 Manage potential and real disputes with parties to property transactions.	3.1 Areas of dispute are analysed and evaluated according to agency procedures and market expectations to enable resolution of dispute. 3.2 Further negotiation and clarification of lease or sale is carried out until agreement is reached to the satisfaction of all parties.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities in order to come to an effective agreed outcome
- analytical skills to interpret documents such as authorities, leases, contracts of sale, legislation and regulations
- application of risk management strategies associated with property transactions
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to know how to deal with unexpected questions or attitudes
- literacy skills to access and interpret a variety of texts, including authorities, contracts of sale, leases, legislation and regulations; prepare general information and papers; prepare reports and formal and informal letters
- negotiation skills to negotiate difficult situations and resolve problems as they arise
- numeracy skills to calculate and interpret data, such as estimated selling price, commissions, rents, bonds and security deposits that may be the subject of dispute between parties to a property transaction
- planning, organising and scheduling skills to plan, conduct and finalise negotiations between parties to a property transaction

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REQUIRED SKILLS AND KNOWLEDGE

- research skills to identify and locate documents and information relating to leases and contracts of sale.

Required knowledge and understanding:

- agency policies and procedures for negotiations
- alternatives to negotiation, including:
  - conciliation and mediation
  - courts
  - tribunals
- conflict resolution strategies and techniques
- decision making strategies
- ethical standards
- negotiation approaches and techniques
- questioning techniques
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - leases
  - OHS
  - privacy
  - property sales and management
- rights and duties of parties to property transactions
- risks and risk management strategies
- typical issues and problems in property management that may need to be negotiated with tenants and landlords, including:
  - access to property
  - bonds and security deposits
  - condition reports
  - disclosure statements
  - leases and tenancy agreements
  - property inspections
  - renewal of leases and tenancy agreements
  - rent reviews and increases
  - rent or lease payments
  - repairs and maintenance
  - termination of leases and tenancy agreements
- typical issues or problems in property sales that may need to be negotiated with

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REQUIRED SKILLS AND KNOWLEDGE

sellers and buyers, including:

- access to property during settlement period
- offers
- conditions of sale
- deposits
- marketing activities and budget
- methods of sale
- property conditions and improvements
- property inspections
- reserve price
- selling price range
- settlement period.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of effectively managing negotiations with all parties to a property transaction. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • effectively managing negotiations with all parties to property transactions in line with agency practice and legislative requirements that result in mutually acceptable agreements for the negotiating parties • knowledge of agency practice, ethical standards and

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legislative requirements relating to negotiations and conflict resolution with different parties
- knowledge of negotiation and conflict resolution techniques relevant to dealing with parties in property transactions
- managing potential and real disputes between all parties in property transactions
- using effective negotiation techniques to persuade and reach agreement between the parties
- using effective techniques for dealing with conflict and breaking deadlocks in negotiations with the parties.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time

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- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.
- In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Issues may include:

- issues for property management, such as:
  - access to property
  - bonds and security deposits
  - condition reports
  - disclosure statements
  - leases and tenancy agreements
  - property inspections
  - renewals
  - rental arrears
  - rent reviews and increases
  - rent or lease payments
  - repairs and maintenance
  - terminations
- issues for property sales, such as:
  - access to property during settlement period
  - offers
  - conditions of sale
  - deposits

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- marketing activities and budget
- method of sale
- property conditions and improvements.

Legislative requirements may include:

- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - leases
  - OHS
  - privacy
  - property sales and management.

Alternatives may include:

- alternative outcomes:
  - property management - new lease or agreement, and voiding lease or agreement
  - property sales - amendment or new condition in contract of sale, and termination of contract of sale
- alternative ways of resolving dispute:
  - conciliation and mediation
  - courts
  - tribunals.

Relevant information may include:

- condition reports
- financial records and receipts
- lease documentation
- property reports
- sale documentation
- statement of rights and duties of all parties to property transaction
- third-party reports.

Negotiation approach may be:

- collaborative
- competitive
- subordinate.

Effective negotiation techniques may include:

- analytical skills
- listening techniques
- non-verbal communication skills
- personal attributes
- presentation techniques
- questioning techniques

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Effective techniques for dealing with conflict and breaking deadlocks may include:	• speaking skills. • calling in a third party • clarifying the positions of all parties • deferring the decision • preparing a compromise • restating the position • summarising the progress to date.
Agreement may include:	• follow-up action • issues or undertakings to be completed, allocated or referred • time lines.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM4018A Prepare and present property reports

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to recognise and analyse property styles and faults in order to assist clients to understand the condition of property prior to listing, leasing or refurbishment. This includes identifying different architectural and construction styles and their impact on the market value of property, using common building construction terms to describe key features of properties, explaining the impact of common building defects on marketing properties for sale or rent, conducting property inspections, presenting reports on the physical condition of properties, identifying costs and potential benefits of property improvements, and acting on subsequent client instructions. This is not expected to replace technical and expert advice nor represent financial advice.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives involved in preparing and presenting property reports.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify different architectural and construction styles and their impact on the market value of property.	1.1 Key architectural and construction styles are identified. 1.2 Common architectural terms are used to describe ***features of different architectural and construction styles***. 1.3 Key features of different architectural and construction styles are identified. 1.4 Impact of architectural and construction styles on value of property is explained to client. 1.5 Impact that modifications and variations from pure styles may have on the market value of property is explained to client.
2 Use common construction terms to	2.1 Common construction terms and techniques are identified and used to describe key features of

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ELEMENT	PERFORMANCE CRITERIA
describe key features of buildings.	properties. 2.2 ***Basic building plans and drawings*** are accessed and interpreted to describe key features of properties. 2.3 Sequence of building construction and major construction features are identified and used to describe properties.
3 Explain the impact of common building defects on the marketing of properties for sale or rent.	3.1 Common ***building defects*** in residential and commercial buildings are identified in line with agency and legislative requirements. 3.2 Basic preventative measures for addressing common building defects are identified. 3.3 ***Sources of information and advice on remedies for building defects*** are identified. 3.4 Impact of building defects on presenting properties for sale or rent is assessed and appropriate strategies are devised for effectively presenting such properties in line with legislative and agency requirements.
4 Inspect property.	4.1 ***Purpose of property inspection*** is determined in line with client and agency requirements. 4.2 Appointment is made for property inspection in line with agency practice. 4.3 ***Key features of properties included in property inspections*** are identified in line with agency practice. 4.4 Property inspection is planned and conducted, noting key structural and aesthetic features as well as defects in the building and surrounds, in line with agency practice. 4.5 Report on property inspection is prepared in line with agency practice.
5 Identify and communicate to clients the costs and benefits of property improvements.	5.1 Sources of information and professional advice on property improvements are identified and accessed in line with agency practice. 5.2 Potential benefits and costs of property improvements are explained to client in line with agency practice.
6 Present property condition report and act on client instructions.	6.1 Information collected during property inspection and additional research are analysed and documented in line with agency practice in a clear, concise and accurate record of current condition. 6.2 Property condition report, including findings, recommendations and potential agency services, is communicated to client in line with agency practice. 6.3 Client instructions in relation to property condition

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ELEMENT	PERFORMANCE CRITERIA
	report are taken and acted on in line with agency practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- risk management skills to identify risks associated with providing property condition reports
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions associated with the preparation of property condition reports
- literacy skills to access and interpret a variety of texts, including building consultant reports, building plans, manuals, supplier specifications and contracts; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete prescribed forms
- numeracy skills to calculate and interpret data, such as costs of property improvements
- planning, organising and scheduling skills to undertake work-related tasks, such as preparing correspondence, organising appointments and arranging property inspections
- research skills to identify and locate documents and information relating to the preparation of property reports
- verbal communication skills required for face-to-face communication with property owners, building consultants, suppliers and others associated with the preparation of property reports.

Required knowledge and understanding:

- architectural and construction styles, including:
  - key features
  - impact on market value of property of variations from pure styles and modifications
- basic plans and drawings, including:
  - site maps

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REQUIRED SKILLS AND KNOWLEDGE

    - architectural drawings
- building defects, including:
    - aesthetic faults
    - design faults
    - electrical systems
    - exterior outbuildings
    - fire protection systems
    - gardens and surrounds
    - illegal renovations and extensions
    - lift systems
    - plumbing and drainage systems
    - roof construction
    - roof covering
    - structural
    - sub-floor
    - ventilation, heating and cooling systems
- common construction terms
- construction features
- construction sequence
- construction techniques
- effects of defects on potential for property sale or rental
- property condition reports, including content, format and purpose
- property improvements, including:
    - preventative measures
    - enhancement measures
    - accessing information and professional advice on property improvements
    - benefits of property improvements
    - costs of property improvement
- property inspection, including:
    - agency requirements
    - client needs
    - conduct and planning of property inspections
    - features of property included in property inspections
    - periodic property inspections
    - reasons for property inspections
- relevant federal, and state or territory legislation and local government regulations relating to:
    - anti-discrimination and equal employment opportunity

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REQUIRED SKILLS AND KNOWLEDGE

- consumer protection, fair trading and trade practices
- employment and industrial relations
- financial services
- leases
- OHS
- privacy
- property sales and management
- risk and risk management strategies.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through case studies, demonstrations and targeted written (including alternative formats where necessary) or verbal questioning relating to the preparation and presentation of property reports. The case studies, demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • identifying different architectural and construction styles • identifying impact of different architectural and construction styles on market value of property • identifying and communicating to clients the costs and benefits of property improvements • using common building construction terms to describe key features of buildings • explaining impact of common building defects on the marketing of properties for sale or rent • conducting property inspections

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- preparing and presenting property condition reports to clients
- acting on client instructions in relation to the findings and recommendations identified in property reports.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may

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affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Features of different architectural and construction styles may include:

- building materials
- common renovation features
- construction techniques
- external features
- internal features.

Basic building plans and drawings may include:

- architectural drawings
- site maps.

Building defects may include:

- electrical systems
- exterior outbuildings
- features that are out of keeping with neighbouring styles of buildings
- fire protection systems
- gardens and surrounds
- historically or stylistically incorrect renovations, extensions or repairs
- illegal renovations and extensions
- lift systems
- plumbing and drainage systems
- roof construction
- roof covering
- structural
- sub-floor
- ventilation, heating and cooling systems.

Sources of information and advice on remedies for building defects may include:

- arborists
- architects
- builders
- building consultants

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	• building inspectors • electricians • engineers • lift technicians • mechanical services technicians • local government • plumbers • surveyors.

Purpose of property inspection may include:	• client needs:
	  • investment
	  • listing
	  • leasing
	  • refurbishment
	  • sale
	• agency requirements:
	  • leasing
	  • listing
	  • refurbishment.

Key features of properties included in property inspections may include:	• aesthetic features, defects and structural features of:
	  • inside buildings
	  • outside buildings and surrounds.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM4019A Prepare for auction and complete sale

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to prepare for an auction and complete the sale of property. It includes implementing the auction marketing plan, preparing auction documentation, confirming the reserve price with the seller, planning and implementing auction day procedures, and completing follow-up procedures after auction sale. The outcomes required to conduct an auction are addressed in CPPDSM4004A Conduct auction.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents, real estate representatives and support staff engaged in preparing for auctions.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Implement auction marketing plan.	1.1 Agreement to auction is obtained from seller according to agency practice and legislative requirements.
	1.2 ***Auction marketing plan*** is confirmed with seller in line with agency practice, ethical standards and ***legislative requirements***.
	1.3 Descriptions of property to be auctioned are prepared for use before and during auction.
	1.4 Auction marketing plan, including inspections, open houses and relevant security arrangements, is implemented in line with agency practice, ethical standards and legislative requirements.
	1.5 Marketing is monitored on a regular basis to establish effectiveness of marketing plan.
	1.6 Enquiries from prospective buyers and other interested parties are addressed and where required copies of relevant documentation are provided.
	1.7 Offers from prospective buyers prior to auction are referred to owner in line with agency practice and legislative requirements.
	1.8 Regular reports on auction marketing are communicated to seller.

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ELEMENT	PERFORMANCE CRITERIA
2 Prepare auction documentation.	2.1 Purpose and content of ***auction documentation*** are explained to seller. 2.2 Auction documentation is prepared in a manner consistent with seller instructions, marketing plan used to manage the auction program, agency practice, ethical standards and legislative requirements. 2.3 ***Assisting professionals*** are followed up in a timely manner to ensure that auction documentation is completed prior to auction date.
3 Plan auction day procedures.	3.1 ***Auction day procedures*** are confirmed with seller in line with agency practice, ethical standards and legislative requirements. 3.2 Property is inspected by auctioneer prior to auction day according to agency practice and legislative requirements. 3.3 Reserve price is confirmed with seller in line with agency practice, ethical standards and legislative requirements. 3.4 Staff, equipment, promotional materials and other requirements for auction are identified and arrangements are made to ensure their availability on auction day.
4 Implement auction day procedures.	4.1 ***Auction area is prepared***, including deployment of staff, and promotional materials and equipment consistent with agency practice. 4.2 Auction documentation is prominently displayed consistent with agency practice and relevant legislation. 4.3 Property inspection is facilitated on auction day prior to the commencement of the auction. 4.4 Questions from interested parties are answered or referred to informed sources in line with agency practice and ethical standards. 4.5 Auction day procedures are implemented in line with agency practice and ***legislative requirements***.
5 Complete follow-up procedures after auction sale.	5.1 ***Follow-up procedures are implemented if property is sold*** in line with agency practice, ethical standards and legislative requirements. 5.2 ***Sales documentation*** is accurately completed in line with agency practice and legislative requirements. 5.3 ***Follow-up procedures are implemented if property is passed in*** consistent with agency practice, ethical standards and legislative requirements.

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ELEMENT	PERFORMANCE CRITERIA
	5.4 Accurate ***sales data*** is compiled that reflects auction outcomes for use in follow-up procedures.
	5.5 Appropriate ***records of attendance or interest*** are compiled to expand agency contact lists of potential clients identified through the auction process.
	5.6 Publication of auction results and post-auction information is arranged in line with agency practice and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations, contracts of sale and auction rules
- application of risk management strategies associated with preparation for an auction
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions that are consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation and regulations; prepare general information, papers, formal and informal letters, reports and applications; and complete standard forms
- negotiation skills to assist clients to establish auction marketing plans, reserve price and auction day procedures
- numeracy skills to calculate auction marketing expenses
- planning, organising and scheduling skills to undertake work-related tasks associated with preparing for an auction, including determining staff and equipment requirements
- research skills to identify and locate documents and information relating to the sale of property by auction.

Required knowledge and understanding:

- auction day procedures

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REQUIRED SKILLS AND KNOWLEDGE

- auction documentation, including:
  - authorities
  - contracts
  - display
  - statutory and agency documentation
- auction equipment, including:
  - audiovisual equipment
  - bell
  - display boards
  - flags
  - gavel
  - lectern
  - signs
  - stickers
- auction marketing plan, including:
  - advertising and promotional strategies
  - communicating with sellers
  - contact with prospective buyers
  - offers prior to auction submitted by prospective buyers
  - outcomes of auction marketing
  - post-listing conference
  - property descriptions
  - reasons for confirming auction marketing procedures and expenses
- auction process
- follow-up procedures if property is passed in, including:
  - highest bidder
  - other bidders
  - seller
- follow-up procedures if property is sold, including:
  - buyer
  - losing bidder
  - other bidders
  - seller
- negotiation techniques
- preparation of auction area, including:
  - auction equipment
  - distractions and hazards
  - property inspection

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REQUIRED SKILLS AND KNOWLEDGE

- security
- relevant federal, and state or territory legislation and local government regulations relating to:
  - auctions
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - OHS
  - privacy
  - property sales
- reserve price, including:
  - definition
  - purpose
  - setting
- risks and risk management strategies
- sales data, including:
  - collection techniques
  - reasons for collection
  - types of data
- sales documentation, including:
  - contract for sale of real estate
  - declaration of selling agent
  - finance statement to purchaser
  - receipts for purchase money paid
  - vendor's statement
- records of attendance and interest in auction, including:
  - collection techniques
  - reasons for collection
  - types of data.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of preparing for and completing the sale of a property by auction. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- knowledge of auction marketing procedures
- knowledge of ethical standards, legislative and regulatory requirements and agency practices associated with preparation for an auction
- planning and implementing an auction marketing plan in line with agency practice and legislative requirements
- planning and implementing auction day procedures in line with agency practice and legislative requirements
- preparing auction documentation consistent with seller instructions, marketing plan used to manage the auction program, agency practice and legislative requirements
- taking instructions on reserve price from seller in line with agency practice and legislative requirements.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

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Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Auction marketing plan may include:

- advertising and promotional strategies, including:
  - brochures
  - displays

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- inspections
- media
- open days
- signboards

- auction day procedures
- contact with prospective buyers
- communicating with seller
- post-listing conference.

Legislative requirements may include:

- relevant federal, and state or territory legislation and local government regulations relating to:
  - auctions
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - OHS
  - privacy
  - property sales.

Auction documentation may include:

- authorities
- contracts
- rules and conditions of auction
- statutory and agency documentation.

Assisting professionals may include:

- conveyancers
- solicitors.

Auction day procedures may include:

- advertising and marketing materials
- auction documentation
- channels of communication
- managing the auction process
- property inspection arrangements
- security arrangements
- roles and responsibilities of agency staff.

Prepare auction area may include:

- auction documentation
- auction equipment
- distractions
- hazards
- marketing materials
- security.

Legislative requirements may include:

- advertising of auction results
- post-auction information.

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Follow-up procedures if property is sold may refer to:	• losing bidder • other bidders • seller.
Sales documentation may include:	• contract of sale or real estate • declaration of selling agent • finance statement to purchaser • receipts for purchase money paid • vendor's statement.
Follow-up procedures if property is passed in may refer to:	• highest bidder • other bidders • seller.
Sales data may refer to:	• collection techniques • reasons for collection • types of data.
Records of attendance or interest may refer to:	• collection techniques • reasons for collection • types of data.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Real estate

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CPPDSM4020A Present at tribunals

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to appear effectively before a tribunal. It includes preparing for tribunal hearings, using appropriate tribunal etiquette, acting as a witness, participating in conciliation hearings and presenting a case.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives involved in preparing and presenting cases at tribunals relating to real estate operations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for tribunal.	1.1 Process for making an application to the relevant tribunal or court is followed. 1.2 Documentation required for application to the relevant tribunal is accurately completed. 1.3 Evidence and other documentation required for tribunal or court are prepared and reviewed in line with agency practice. 1.4 Advice from appropriate ***assisting professionals*** is sought in preparing for tribunal hearing, as required, in line with agency practice. 1.5 Pre-tribunal briefings are participated in as appropriate and required. 1.6 Procedure to follow where a matter has been settled prior to the hearing is implemented in line with agency and ***legislative requirements***.
2 Participate in conciliation processes for grievances and disputes.	2.1 ***Purpose and role of conciliation*** is clarified within particular tribunal and case context. 2.2 Opportunities are explored to resolve grievances and disputes through conciliation. 2.3 Conciliators are provided with complete and accurate information regarding the grievance or dispute.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Clear and concise formal case statements are prepared and provided for the conciliator.
	2.5 Opportunities are taken to obtain relevant information from other parties during the conciliation process.
	2.6 Realistic assessments are made of conciliated offers against the likely outcome of continuing with the conciliation process and any subsequent rulings from the adjudicating body.
3 Use appropriate tribunal etiquette.	3.1 Appropriate manner of entering and departing the tribunal room is used.
	3.2 Appropriate manner of addressing the tribunal is used.
	3.3 Relevant legal and industry language is used where appropriate.
4 Present case before tribunal.	4.1 Rules and procedures of the tribunal are applied.
	4.2 Case is outlined in a clear and concise manner to the tribunal.
	4.3 ***Evidence*** is given and routine ***examination of witnesses*** is undertaken appropriately.
	4.4 Relevant decisions and precedents are referred to appropriately.
	4.5 Respondent submissions are responded to appropriately.
	4.6 Questions and directions from the tribunal are responded to appropriately.
	4.7 Statement of reasons for tribunal decision is requested in line with tribunal and agency practice.
5 Act as a witness.	5.1 ***Pre and post-tribunal briefings and debriefings*** are participated in as appropriate and required.
	5.2 Evidence provided reflects questions and directions asked by tribunal or legal representatives.
	5.3 Evidence is provided using factual descriptions and presented clearly and concisely.
	5.4 Conduct is according to requirements of tribunal processes and proceedings.
	5.5 Liaison with appropriate legal representatives is maintained.
	5.6 Appropriate and required documentation and reporting are undertaken and stored according to agency practice.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations, leases and contracts
- application of risk management strategies associated with resolving disputes through recourse to a tribunal or court
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations, leases and contracts; prepare general information, papers, formal letters, reports and applications; and complete standard forms
- planning, organising and scheduling skills to prepare a case for a tribunal
- research skills to identify and locate documents and information relating to tribunal powers and procedures.

Required knowledge and understanding:

- acting as a witness
- purpose and role of conciliation
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - environmental issues
  - financial services
  - franchises and business structure
  - leases
  - OHS
  - privacy
  - property sales and management
- risks and risk management strategies
- role and jurisdiction of tribunal and courts that hear matters relating to real estate operations
- rules of evidence

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REQUIRED SKILLS AND KNOWLEDGE

- tribunal powers and role
- tribunal procedures, including:
  - documentation required for applications to tribunal
  - procedure for presenting a case to a tribunal or court
  - procedure to be followed where a matter has been settled prior to hearing
  - process for making an application to a tribunal or court
  - role of witnesses
  - tribunal etiquette.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through case studies and practical demonstration of preparing and presenting a case at a tribunal. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • acting as a witness at a tribunal • knowledge of the role and jurisdiction of tribunals and courts that hear matters relating to real estate operations • participating in conciliation processes for grievances and disputes • preparing a case for a tribunal • preparing and lodging applications for a tribunal • presenting a case at a tribunal.
Context of and specific	Resource implications for assessment include:

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resources for assessment

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assisting professionals may include:

- accountants
- advocates
- auditors
- building and property consultants
- solicitors.

Legislative requirements may include:

- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - environmental issues
  - financial services
  - franchises and business structure
  - leases
  - OHS
  - privacy
  - property sales and management.

Purpose and role of conciliation gives the parties:

- chance to settle a matter on their terms
- opportunity to hold a frank discussion about the complaint in an attempt to resolve the matter through negotiation.

Evidence is:

- descriptive
- devoid of assumptions or judgemental statements
- represents details and facts of the evidence that are pertinent to the case.

Examination of witnesses may involve:

- cross-examination of respondent witnesses
- questioning of own witnesses
- re-examination of own or respondent witnesses.

Pre and post-tribunal briefings and debriefings may include:

- details of the case
- outcomes and consequences of tribunal decisions
- presentation of evidence
- rules of evidence
- tribunal protocol.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Real estate

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CPPDSM4021A Sell and finalise sale of rural property by private treaty

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to sell rural property by private treaty and manage the contract for sale to settlement. It includes qualifying buyers, arranging for potential buyers to inspect listed properties, delivering effective sales presentations, submitting offers, negotiating property sales with sellers and buyers, and maintaining communication with sellers and prospective buyers. It also includes monitoring the lodgement of documents for the correct transfer of ownership required for a legal sale of rural property and preparing documentation for agency disbursements. The unit does not include the sale of rural property by auction.

The unit may form part of the licensing requirements for persons engaged in stock and station agency activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed stock and station agents and stock and station representatives or certificate holders involved in selling rural property using general property sales procedures and techniques and managing the sale process to settlement.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Qualify buyer.	1.1 ***Enquiries from potential buyers*** regarding purchase of ***rural property*** are handled promptly to enable high quality service delivery according to agency requirements. 1.2 ***Appropriate rapport*** is established with potential buyer. 1.3 ***Buyer requirements*** are clarified and accurately assessed using ***appropriate interpersonal***

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ELEMENT	PERFORMANCE CRITERIA
	communication techniques.
	1.4 ***Factors likely to influence purchase of rural properties*** are identified and used to confirm buyer's intentions.
	1.5 Potential buyers are provided with information about available and prospective listings and assisted to find the listing that best matches their requirements.
	1.6 Potential buyers are assisted in making a decision to view properties using information obtained from sellers and buyers.
	1.7 Qualified prospects are recorded to maximise future marketing activities.
2 Arrange property inspection for potential buyer.	2.1 Appointments are made for property inspections in line with agency practice, ethical standards and ***legislative requirements***.
	2.2 Preparations are made for property inspection in line with agency practice.
	2.3 ***Promotional material*** on the property is used to describe main sales features of property.
	2.4 ***Effective questioning techniques*** are used to clarify buyer interest in property.
	2.5 ***Records of inspection*** are accurately completed in line with agency practice.
3 Maintain communication with seller.	3.1 Seller confidence in agency marketing activities is maintained through ongoing contact and correspondence.
	3.2 Communication is diarised to provide an accurate and objective record of progress reports to seller.
4 Deliver effective sales presentation.	4.1 ***Factors affecting the successful conclusion of the sale*** are identified and addressed in the sales presentation.
	4.2 ***Key decision makers*** are identified to ensure that their needs and concerns are met in sales presentation.
	4.3 Main features of rural property are matched to buyer's stated needs and motivations.
	4.4 Relevant legal and financial information is used to support sales presentation.
	4.5 Effective communication and ***presentation*** skills are used to create buyer interest and focus buyer attention on property.
	4.6 Buyer is given time and space to evaluate rural property while time is used to maximum advantage to

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ELEMENT	PERFORMANCE CRITERIA
	promote property.
	4.7 Buyer is encouraged to clarify key aspects of property before a decision is made to purchase property.
	4.8 Buyer questions are answered fully and honestly.
	4.9 Details of offer to purchase property submitted by buyer are confirmed and documented.
5 Submit offer and negotiate property sale.	5.1 Offer from buyer is submitted to seller in line with agency practice, ethical standards and legislative requirements.
	5.2 Professional agency advice is provided to seller that incorporates declared knowledge of buyer's motivations.
	5.3 Negotiations are conducted with buyer according to seller response in a professional manner and showing respect for seller and buyer in line with agency practice, ethical standards and legislative requirements.
	5.4 ***Effective negotiation techniques*** are used to persuade and reach agreement between seller and buyer.
	5.5 Alternative offers are discussed and their viability assessed.
	5.6 ***Effective techniques are used for dealing with conflict and breaking deadlocks*** where required.
	5.7 ***Effective techniques are used for closing sale***.
	5.8 Mutually agreed price and conditions of sale are established and confirmed with seller and buyer in writing in line with agency practice.
	5.9 Relevant ***sale of property documentation*** is explained to seller and buyer in line with agency and statutory requirements for finalisation of property transaction.
	5.10 Documented agreed price and conditions of sale are made accessible that provide an accurate record of agreement and meet agency and statutory requirements for finalisation of property transaction.
6 Manage contract to settlement.	6.1 ***Settlement requirements*** are identified and checked with relevant parties to minimise misunderstanding or breaches of contract in line with agency practice and legislative requirements.
	6.2 Requests from buyer to inspect rural property prior to settlement are facilitated in line with agency practice and legislative requirements.
	6.3 Information on buyer and seller responsibilities with regard to building and content insurance prior to

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ELEMENT	PERFORMANCE CRITERIA
	settlement is provided in line with agency practice and legislative requirements.
	6.4 Procedures for the holding and release of ***deposit funds*** during the settlement period are implemented in line with agency policy and legislative requirements.
	6.5 Settlement within the contract's legal framework is ensured by liaison with ***settlement agents and other assisting professionals*** representing the seller and buyer.
	6.6 Contingency plans are prepared in consultation with relevant legal agents to avoid the possibility of one or more parties to the transaction being unable to fulfil contractual obligations.
	6.7 Appropriate procedures are implemented if one or more parties to the transaction are unable to fulfil contractual obligations.
	6.8 Effective communication techniques are used in liaising with seller, buyer or other parties representing the seller and buyer through the settlement process.
	6.9 Progress of settlement agents and other assisting professionals is monitored in line with agency practice.
7 Prepare documentation for agency disbursements.	7.1 Settlement financial transactions are checked for accuracy against contractual documentation.
	7.2 Agency fees are calculated and safeguarded during disbursement activities.
	7.3 Authorised agency disbursements are obtained within contractual, agency and statutory requirements.
	7.4 Financial systems are updated to reflect authorised transactions.
	7.5 Due and proper attention is paid to obtaining required authorisations, signatures and identifications prior to disbursement.
8 Decide on future contact with prospects.	8.1 Nature of future contact with prospects is assessed in light of likely future agency-client interaction.
	8.2 Business correspondence records are held on file to provide justification for the continuation or termination of contact, and are communicated without prejudice to the parties involved.
9 Maintain client relationships.	9.1 Business relationships are established and maintained by mutual evaluation of seller and buyer satisfaction with services provided.
	9.2 Business records and databases are updated to

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ELEMENT	PERFORMANCE CRITERIA
	facilitate networking and inform marketing strategy planning.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to people from a range of social, economic and cultural backgrounds and with varying physical and mental abilities on matters associated with sale of rural property
- analytical skills to interpret documents such as contracts, legislation and regulations
- application of risk management strategies associated with the sale of rural property
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements associated with sale of rural property
- literacy skills to access and interpret a variety of texts, including legislation, regulations and contracts; prepare general information, papers, formal and informal letters, reports and applications; and complete standard and statutory forms
- negotiation skills to assist sellers and buyers to reach agreement on price and conditions of sale of rural property
- numeracy skills to perform calculations associated with rural property sales
- planning, organising and scheduling skills to make appointments with sellers and buyers in the process of selling rural property
- research skills to identify and source documents and information related to sale of rural property.

Required knowledge and understanding:

- agency disbursements, including:
  - authorisations, signatures and identifications that must be obtained prior to disbursement
  - calculation and protection of agency fees during disbursement activities
  - documentation for agency disbursements
  - financial transactions that take place at settlement

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REQUIRED SKILLS AND KNOWLEDGE

- consumer protection principles that impact on the sale of rural property, including:
  - cooling off provisions
  - false representation and misleading conduct in relation to the sale of land
  - impact of consumer protection legislation on contracts
  - insurance provisions
  - penalties and remedies for breaches
  - protection offered for consumers
  - rights and obligations of agents
  - secret commissions
- contracts for sale of rural property, including:
  - chattels and fixtures
  - contract inclusions, such as pasturing of livestock, clearing of timber, verification of equipment specifications, irrigation equipment, trailers, pipes, machinery, fencing materials and electric fencing components
  - contract requirements for special circumstances, such as providing finance
  - defects in property
  - defects in title
  - affect of acceptance of title
  - implied matters
  - prescribed or permitted forms
  - requisitions on title
  - special conditions, such as insurance, natural increases, timber, crops, water licences, permissive occupancy, possession prior to completion or depasturing
- deposit funds, including:
  - capacity in which an agent holds deposit moneys
  - circumstances in which deposit moneys may be released by the agent to the seller
  - procedures an agent must follow when receiving deposit funds from a buyer
- ethical and conduct standards
- general legal principles that affect property law relating to the sale of rural property, including:
  - adverse possession
  - contracts
  - easements
  - fee simple and life estates
  - mortgages
  - real and personal property
  - restrictive covenants
  - the general law system and the Torrens system of title

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REQUIRED SKILLS AND KNOWLEDGE

- types of interest in land
- insurance
- marketing aids
- methods of sale, such as:
  - auction
  - off the plan
  - private treaty
  - reverse auction
  - specialised properties
  - tender
- negotiation techniques
- property inspections
- property knowledge, including:
  - cropping properties: yields, seasons, types of crops, soils, facilities such as grain storage and transport, diseases and rotational cropping
  - dairies: quotas, breeds, lactation, dairy layout and equipment and conversion factors, such as dairy set up, herd, access and distance to market
  - general: local market conditions, trends in sector and industry, land titles, geophysical and topographical characteristics, carrying capacity and local land characteristics
  - grazing properties: dry sheep equivalent (DSE)/carrying capacity, pastures, soil types and breeds
  - irrigated properties: water licence availability, soil types, topography and types of reticulation, such as flood, drip, direct or row cropping
  - water
- qualifying buyers
- relevant federal and state or territory legislation and local government regulations related to:
  - animal health
  - anti-discrimination
  - aquaculture
  - consumer protection
  - crown land
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchises and business structure
  - industrial relations
  - livestock

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REQUIRED SKILLS AND KNOWLEDGE

- native title
- OHS
- privacy
- rural property sales, leasing and management
- taxation
- water rights

- rural property sales, including:
  - after sales procedures
  - agency and statutory documentation
- sales presentation
- settlement, including:
  - buyer's rights to inspect property prior to settlement
  - contingencies that may emerge prior to settlement and actions that can be taken to avoid one or more parties being unable to fulfil contractual obligations
  - forms prepared at settlement
  - procedures for handling possible deterioration of stock, chattels and property if the sale fails to complete
  - procedure for settling the sale of property
  - responsibilities of sellers and buyers
  - responsibility of sellers and buyers with regard to building and content insurance prior to settlement
  - rights of sellers and buyers if either party is unable to settle on due date
- techniques for identifying needs and motivations of buyers
- trust accounting.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of selling different types of rural property, monitoring the lodgement of documents for the correct transfer of ownership required for a legal sale of rural property, and preparing documentation for agency disbursements. Targeted written (including alternative formats where necessary) or verbal questioning to assess

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the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- arranging and conducting property inspections for potential buyers
- completing standard and statutory documentation associated with the sale of rural property
- knowledge and application of approaches for qualifying buyers
- knowledge of agency practice, ethical standards and legislative requirements affecting the sale of rural property, the transfer of ownership required for the legal sale of rural property and agency disbursements
- knowledge of consumer protection principles that affect the sale of rural property
- maintaining business records associated with the sale of property
- maintaining communications with sellers and buyers throughout the sales process
- negotiating the sale of property with sellers and buyers
- planning and delivering effective sales presentations to facilitate sale of rural property
- managing contracts for sale of rural property to settlement
- monitoring the lodgement of documents for the correct transfer of ownership required for a legal sale of all types of rural property and businesses
- preparing documentation for agency disbursements.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book.

Where applicable, physical resources should include equipment modified for people with disabilities.

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Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Enquiries from potential buyers may be received through:

- email
- inspections
- office
- open houses
- referral
- telephone
- website.

Rural property may include:

- commercial
- farm, including:
  - acreage
  - aquaculture
  - cropping
  - dairy
  - grazing
  - hobby farm
  - horticulture
  - mixed uses
  - olive
  - orchard
  - trees and forests
  - viticulture
- industrial
- residential
- retail
- water.

Appropriate rapport relates to use of techniques that:

- establish and build confidence and trust in the agency and its representatives
- make the buyer feel valued
- promote and maintain an effective relationship with buyer.

Buyer requirements may include:

- access to transport and facilities
- access to suppliers and markets
- finance
- location
- price
- purpose of purchase, including:

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- business
- farming activities
- holiday
- investment
- private residence
- water

- settlement period
- size and style of property
- zoning.

Appropriate interpersonal communication techniques may include:

- active listening
- providing an opportunity for the buyer or seller to clarify understanding of the sales process
- soft questioning and seeking feedback from sellers or buyers to confirm own understanding of their needs and expectations
- summarising and paraphrasing to check understanding of seller or buyer's message
- using appropriate body language.

Factors likely to influence purchase of rural properties may include:

- climatic
- economic
- historical
- political
- seasonal
- technological.

Legislative requirements may include:

- relevant federal and state or territory legislation and local government regulations related to:
  - animal health
  - anti-discrimination
  - aquaculture
  - consumer protection
  - crown land
  - environmental issues
  - EEO
  - financial probity
  - franchises and business structure
  - industrial relations
  - livestock
  - native title
  - OHS
  - privacy
  - rural property sales

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- taxation
- water rights.

Promotional material may include:

- agent and agency profile
- brochures and pamphlets
- posters
- property descriptions
- web page entry.

Effective questioning techniques may include:

- active listening
- clarity of questions
- different question types
- reflection
- using silences.

Records of inspection may include:

- buyer reaction to property
- buyer requirements
- name and contact details of potential buyers.

Factors affecting the successful conclusion of the sale may include:

- area and environment in which the property is located
- availability of comparable properties
- circumstances of buyer or seller
- marketing preferences of seller
- professional skills and resources of agent
- state of the market for type of property
- type and condition of property.

Key decision makers may include:

- buyer's agent
- business associates
- executors
- family members
- financiers
- friends of buyer
- providers of professional advice, such as:
  - accountants
  - building advisers
  - financial advisers
  - legal representatives
  - rural property advisers
- spouse or partner
- trustees.

Presentation may include:

- active listening
- appearance
- body language
- use of information technology, such as website, virtual tours and online databases

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- use of support and promotional materials
- voice.

Effective negotiation techniques may include:

- analytical skills
- listening techniques
- non-verbal communication skills
- personal attributes
- presentation techniques
- questioning techniques
- speaking skills.

Effective techniques used for dealing with conflict and breaking deadlocks may include:

- calling in a third party
- clarifying the positions of both parties
- deferring the decision
- preparing a compromise
- restating the position
- summarising the progress to date.

Effective techniques used for closing sale may include:

- alternate option close
- assumption close
- competition close
- customer close
- deal or concession close
- direct close
- indirect close
- summary-of-benefits close
- time-driven close.

Sale of property documentation may include:

- agency agreement
- contract of sale, contract note or contract for the sale of businesses
- contract inclusions, such as pasturing of livestock, clearing of timber and verification of equipment specifications
- declaration of selling agent
- financial statement to buyer
- receipt for deposit
- special conditions, including insurance, natural increases, timber, crops, water licences, permissive occupancy, possession prior to completion and depasturing
- vendor's statement and trading statement.

Settlement requirements may include:

- buyer settlement responsibilities include:
  - anything new the lender requires, such as a notice of acquisition or a disbursement order
  - bank cheques for the balance of purchase money

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plus or minus adjustments

- seller settlement responsibilities include:
  - any other documents necessary to provide a clear title to the buyer, such as discharge of mortgage, withdrawal of caveats and change of name declaration
  - disconnection of services, such as water, gas, electricity and telephone
  - keys
  - notify rating and taxation authorities of sale
  - title
  - transfer of land
  - value of land and chattels.

Deposit funds may refer to:

- capacity of agent to hold
- capacity of agent to release to seller.

Settlement agents and other assisting professionals may include:

- accountants
- conveyancers
- financiers and financial institutions
- landlords, managing agents and owners
- legal advisers
- licensed settlement agents.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Stock and station agency

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CPPDSM4022A Sell and finalise the sale of property by private treaty

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to sell and finalise the sale of all types of property by private treaty. It includes qualifying buyers, arranging for potential buyers to inspect listed properties, delivering effective sales presentations, submitting offers and negotiating property sale with sellers and buyers and maintaining communications with sellers and prospective buyers. It also includes monitoring the process between exchange of contracts and settlement for all types of property and businesses and preparing documentation for agency disbursements.

The unit does not include the sale of property by auction.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives involved in selling and finalising the sale of all types of property by private treaty.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Qualify buyer.	1.1 ***Enquiries from potential buyers*** regarding purchase of property are handled promptly to enable high quality service delivery according to agency requirements.
	1.2 ***Appropriate rapport*** is established with potential buyer.
	1.3 ***Buyer requirements*** are clarified and accurately assessed using ***appropriate interpersonal communication techniques***.
	1.4 ***Factors likely to influence the purchase of properties*** are identified and used to confirm buyer intentions.
	1.5 ***Customer due diligence*** is undertaken according to agency practice and legislative requirements.
	1.6 Potential buyers are provided with suitable information about available and prospective listings

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ELEMENT	PERFORMANCE CRITERIA
	and assisted to find listing that best matches their requirements.
	1.7 Potential buyers are assisted in making a decision to view properties using information obtained from sellers and buyers.
	1.8 Qualified prospects are recorded to provide an opportunity to maximise future marketing activities.
2 Arrange property inspection for potential buyer.	2.1 Appointments are made for property inspections in line with agency practice, ethical standards and ***legislative requirements***.
	2.2 Preparations are made for property inspection in line with agency practice.
	2.3 ***Promotional material*** on the property is used to describe main sales features of the property.
	2.4 ***Effective questioning techniques*** are used to clarify buyer interest in the property.
	2.5 ***Records of inspections*** are accurately completed in line with agency practice.
3 Deliver effective sales presentation.	3.1 ***Factors affecting the successful conclusion of the sale*** are identified and addressed in the sales presentation.
	3.2 ***Key decision makers*** are identified to ensure that their needs and concerns are met in the sales presentation.
	3.3 Main features of property are matched to buyers' stated needs and motivation.
	3.4 Relevant legal and financial information is used to support the sales presentation.
	3.5 Effective communication and ***presentation skills*** are used to create buyer interest and focus buyer attention on the property.
	3.6 Buyer is given time and space to evaluate property while time is used to maximum advantage to promote property.
	3.7 Buyer is encouraged to clarify key aspects of property before a decision is made to purchase property.
	3.8 Buyer questions are answered fully and honestly.
	3.9 Details of offer to purchase property submitted by buyer are confirmed and documented.
4 Submit offer and negotiate property sale.	4.1 Offer from buyer is submitted to seller in line with agency practice, ethical standards and legislative requirements.
	4.2 Professional agency advice is provided to seller that

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ELEMENT	PERFORMANCE CRITERIA
	incorporates declared knowledge of buyer's motivation.
	4.3 Negotiations are conducted with buyer according to seller response to offer.
	4.4 Negotiations are conducted in a professional manner, including showing respect for seller and buyer in line with agency practice, ethical standards and legislative requirements.
	4.5 ***Effective negotiation techniques*** are used to persuade and reach agreement between seller and buyer.
	4.6 Alternative offers are discussed and their viability assessed.
	4.7 ***Effective techniques are used for dealing with conflict and breaking deadlocks*** where required.
	4.8 ***Effective techniques are used for closing sale***.
	4.9 Mutually agreed price and conditions of sale are established and confirmed with seller and buyer.
	4.10 Relevant ***sale of property documentation*** is explained to seller and buyer in line with agency and statutory requirements for finalisation of the property transaction.
	4.11 Documented, agreed price and conditions of sale are made accessible that provide an accurate record of agreement and meet agency and statutory requirements for finalisation of the property transaction.
5 Maintain communication with seller.	5.1 Seller confidence in agency marketing activities is maintained through ongoing contact and correspondence.
	5.2 Communication is diarised to provide an accurate and objective record of progress reports to seller.
6 Manage contract to settlement.	6.1 ***Settlement requirements*** are identified and checked with relevant parties to minimise misunderstanding or breaches of contract in line with agency practice and legislative requirements.
	6.2 Requests from buyer to inspect property prior to settlement are facilitated in line with agency practice and legislative requirements.
	6.3 Information on buyer and seller responsibilities with regard to building and content insurance prior to settlement is provided in line with agency practice and legislative requirements.
	6.4 Procedures for holding and release of ***deposit moneys*** during the settlement period are implemented in line

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ELEMENT	PERFORMANCE CRITERIA
	with agency policy and legislative requirements.
	6.5 Settlement within the contract's legal framework is ensured by liaison with ***settlement agents and other assisting professionals*** representing the seller and buyer.
	6.6 Progress of settlement agents and other assisting professionals is monitored in line with agency practice.
	6.7 Contingency plans are prepared in consultation with relevant legal agents to avoid the possibility of one or more parties to the transaction being unable to fulfil contractual obligations.
	6.8 Appropriate procedures are implemented if any party to the transaction is unable to fulfil contractual obligations.
	6.9 Effective communication techniques are used in liaising with seller, buyer and other parties representing the seller and buyer through the settlement process.
7 Prepare documentation for agency disbursements.	7.1 Settlement financial transactions are checked for accuracy against contractual documentation, and agency fees are calculated and safeguarded during disbursement activities.
	7.2 Authorised agency disbursements are obtained within contractual, agency and statutory requirements.
	7.3 Financial systems are updated to reflect authorised transactions.
	7.4 Agency fees are calculated and safeguarded during disbursement activities.
	7.5 Due and proper attention is paid to obtaining required authorisations, signatures and identifications prior to disbursement.
8 Decide on future contacts with prospects.	8.1 Nature of future contacts with prospects is assessed in the light of likely agency-client interaction to a given point in time.
	8.2 Business correspondence records are held on file to provide justification for the continuation or termination of contract, and are communicated without prejudice to the parties involved.
9 Maintain client relationships.	9.1 Future business relations are established by mutual evaluation of seller and buyer satisfaction with services provided.
	9.2 Business records and databases are updated to

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ELEMENT	PERFORMANCE CRITERIA
	facilitate networking and informed marketing strategy planning.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities on matters associated with the sale of property
- analytical skills to interpret documents such as contracts, legislation and regulations
- application of risk management strategies associated with the sale of property
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements associated with the sale of property
- literacy skills to access and interpret a variety of texts, including legislation, regulations and contracts; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete standard and statutory forms
- negotiation skills to assist sellers and buyers to reach agreement on price and conditions of sale of property
- numeracy skills to perform calculations associated with property sales
- planning, organising and scheduling skills to make appointments with sellers and buyers in the process of selling property
- research skills to identify and locate documents and information relating to sale of property.

Required knowledge and understanding:

- agency disbursements, including:
  - authorisations, signatures and identifications that must be obtained prior to disbursement
  - calculation and protection of agency fees during disbursement activities
  - documentation for agency disbursements
  - financial transactions that take place at settlement

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REQUIRED SKILLS AND KNOWLEDGE

- circumstances in which contracts are void, voidable or unenforceable, including:
  - illegality
  - lack of capacity
  - misrepresentation
  - mistake
- consumer protection principles that impact on the sale of property, including:
  - cooling off provisions
  - false representations and misleading conduct in relation to the sale of land
  - impact of consumer protection legislation on contracts
  - insurance provisions
  - penalties and remedies for breaches
  - protection offered for consumers
  - rights and obligations of estate agents
  - secret commissions
- contract construction principles, including:
  - acceptance
  - consideration
  - implied matters in contracts for sale of property
  - negligence
  - offer
- contracts for sale of property, including:
  - chattels and fixtures
  - contract requirements for special circumstances, such as providing finance and sale of units and flats
  - defects in property
  - defects in title
  - effect of acceptance of title
  - prescribed or permitted forms
  - requisitions on title
  - special conditions
- deposit funds, including:
  - capacity in which an estate agent holds deposit moneys
  - circumstances in which deposit moneys may be released by the estate agent to the seller
  - procedures an estate agent must follow when he or she receives deposit moneys from a buyer
- ethical and conduct standards
- general legal principles that affect property law relating to the sale of property,

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REQUIRED SKILLS AND KNOWLEDGE

including:

- adverse possession
- contracts
- easements
- fee simple and life estates
- general law system and the Torrens system of title
- mortgages
- real and personal property
- restrictive covenants
- types of interest in land

- insurance
- marketing aids
- methods of sale, including:
  - auction
  - off the plan
  - private treaty
  - reverse auction
  - set sale
  - specialised properties
  - tender
- negotiation techniques
- property inspections
- property sales, including:
  - after-sales procedures
  - agency and statutory documentation
  - sales presentation techniques
- qualifying buyers
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - anti-money laundering
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - OHS
  - privacy
  - property sales
- risks and risk management strategies

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REQUIRED SKILLS AND KNOWLEDGE

- settlement, including:
  - buyer's rights to inspect property prior to settlement
  - contingencies that may emerge prior to settlement and the actions that can be taken to avoid one or more parties being unable to fulfil contractual obligations
  - forms prepared at settlement
  - procedure for settling the sale of property
  - responsibilities of sellers and buyers
  - responsibility of seller and buyer with regard to building and content insurance prior to settlement
  - rights of sellers and buyers if either party is unable to settle on the due date
- techniques for identifying needs and motivation of buyers
- trust accounting in real estate.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of selling different types of property using general real estate sales procedures and techniques in line with agency practice, ethical standards and legislative requirements affecting the sale of property. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • arranging and conducting property inspections for potential buyers • completing standard and statutory documentation

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associated with the sale of property
- knowledge and application of approaches for qualifying buyers
- knowledge of agency practice, ethical standards and legislative requirements affecting the sale of property and requirements associated with the transfer of ownership required for the legal sale of all types of property and businesses
- knowledge of consumer protection principles that impact on the sale of property
- maintaining business records associated with the sale of property
- maintaining communications with sellers and buyers throughout the sale process
- negotiating the sale of property with sellers and buyers
- planning and delivering effective sales presentations to facilitate the sale of property
- knowledge of agency practice and legislative requirements associated with agency disbursements
- managing contracts for sale of property to settlement
- monitoring the lodgement of documents for the correct transfer of ownership required for a legal sale of all types of property and businesses
- preparing documentation for agency disbursements.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a

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number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Enquiries from potential buyers may be received through:	• email • inspections • office • open houses • referral • telephone • website.
Appropriate rapport relates	• establish and build confidence and trust in the agency

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to use of techniques that:	and its representatives • make the buyer feel valued • promote and maintain an effective relationship with the buyer.

Buyer requirements may include:	• access to transport and facilities
	• finance
	• location
	• price
	• purpose of purchase, such as for:
	  • business
	  • holiday
	  • investment
	  • private residence
	• settlement period
	• size of property
	• style of property.

Appropriate interpersonal communication techniques may include:	• active listening • providing an opportunity for the seller or buyer to clarify their understanding of the sales process • soft questioning and seeking feedback from sellers or buyers to confirm own understanding of their needs and expectations • summarising and paraphrasing to check understanding of seller or buyer message • using appropriate body language.
Factors likely to influence the purchase of properties may include:	• buying intentions • capacity to purchase • financial limits • motives • needs • preferences.
Customer due diligence may include:	• availability of finance • identity verification • record keeping requirements • reporting requirements.

Legislative requirements may include:	• relevant federal, and state or territory legislation and local government regulations relating to:
	  • anti-discrimination and equal employment opportunity
	  • anti-money laundering
	  • consumer protection, fair trading and trade practices

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- employment and industrial relations
- financial services
- OHS
- privacy
- property sales.

Promotional materials may include:

- agent and agency profile
- brochures and pamphlets
- posters
- property descriptions
- web page entry.

Effective questioning techniques may include:

- active listening
- clear questions
- different question types
- reflection
- using silences.

Records of inspection may include:

- buyer's reaction to property
- buyer requirements
- name and contact details of potential buyers.

Factors affecting the successful conclusion of a sale may include:

- area and environment in which the property is located
- availability of comparable properties
- marketing preferences of seller
- circumstances of seller and buyer
- professional skills and resources of agent
- state of the market for type of property
- type and condition of property.

Key decision makers may include:

- business associates
- buyer's agent
- family members and friends of buyer
- providers of professional advice, including:
  - accountants
  - building advisers
  - financial advisers
  - legal representatives
  - property advisers
- spouse or partner.

Presentation skills may include:

- active listening
- appearance
- body language
- use of information technology, such as website, virtual tours and online databases
- use of support and promotional materials

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- voice.

Effective negotiation techniques may include:

- analytical skills
- listening techniques
- non-verbal communication skills
- personal attributes
- presentation techniques
- questioning techniques
- speaking skills.

Effective techniques for dealing with conflict and breaking deadlocks may include:

- calling in a third party
- clarifying the positions of both parties
- deferring the decision
- preparing a compromise
- restating the position
- summarising the progress to date.

Effective techniques for closing sale may include:

- alternate option close
- assumption close
- competition close
- customer close
- deal or concession close
- direct close
- indirect close
- summary-of-benefits close
- time-driven close.

Sale of property documentation may include:

- contract of sale or real estate, contract note and contract for the sale of businesses
- declaration of selling agent
- financial statement to buyer
- receipt for deposit
- vendor's statement and trading statement.

Settlement requirements may include:

- buyer settlement responsibilities, including:
  - anything the new lender requires, such as a notice of acquisition or a disbursement order
  - bank cheques for the balance of purchase money, plus or minus adjustments
- seller settlement responsibilities, including:
  - any other documents necessary to provide a clear title to the buyer, such as discharge of mortgage, withdrawal of caveats change of name declaration
  - disconnection of services, such as water, gas, electricity and telephone
  - keys
  - notify rating and taxing authorities of sale

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- other services
- title
- transfer of land
- value of land and chattels.

Deposit moneys may refer to:	• capacity of agent to hold • capacity of agent to release to seller • procedures for receipt and banking.
Settlement agents and other assisting professionals may include:	• accountants • conveyancers • financiers and financial institutions • landlords and managing agents • legal advisers • licensed settlement agents.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM4023A Act as a tenant's agent

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to act as a commercial tenant's agent and represent commercial tenants in the lease of properties. It includes establishing commercial tenant's requirements, confirming commercial tenant's engagement of the agency, sourcing properties that meet commercial tenant's requirements, negotiating the lease of property on behalf of the commercial tenant, monitoring finalisation of the lease and maintaining communication with the commercial tenant and owner or lessor.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives who act as commercial tenant's agents and represent commercial tenants in the lease of properties.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish commercial tenant's requirements.	1.1 ***Enquiries from prospective commercial tenants*** are handled promptly to enable high quality service delivery according to agency requirements. 1.2 ***Appropriate rapport*** is established with prospective commercial tenant. 1.3 ***Commercial tenant requirements*** are clarified and accurately assessed using ***appropriate interpersonal communication techniques*** and data collection techniques.
2 Confirm engagement of agency by commercial tenant.	2.1 ***Agency services*** and ***fee structure*** are discussed with commercial tenant in line with agency practice. 2.2 Commercial tenant's engagement of agency, including agreed services and fees, is confirmed in writing in line with agency practice.
3 Source properties that meet commercial tenant's requirements.	3.1 ***Information on properties that meet commercial tenant's requirements*** is gathered and organised in a format suitable for analysis and interpretation in line with agency practice. 3.2 ***Reliable methods*** are used to collect information on

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ELEMENT	PERFORMANCE CRITERIA
	properties in line with agency practice.
	3.3 ***Relevant people*** are consulted to gather additional data using appropriate communication techniques.
	3.4 Information is analysed using reliable and valid methods in line with agency practice.
	3.5 Assumptions and conclusions are supported by ***verifiable evidence*** in line with agency practice.
	3.6 Situations requiring ***specialist advice*** are identified and assistance is sought as required in line with agency practice.
	3.7 ***Report*** on properties that meet commercial tenant's requirements is prepared and discussed with client in line with agency practice.
4 Negotiate lease of property on behalf of commercial tenant.	4.1 ***Commercial tenant instructions on lease of property*** are actioned in line with legislative requirements and agency practice.
	4.2 Leasing process is managed in a professional manner in line with commercial tenant's instructions, agency practice, ethical standards and legislative requirements.
	4.3 Negotiations are conducted on behalf of commercial tenant in line with commercial tenant's instructions, legislative requirements, ethical standards and agency practice.
	4.4 Negotiations are conducted in a professional manner, including showing respect for lessor, owner and commercial tenant in line with agency practice, ethical standards and legislative requirements.
	4.5 ***Effective negotiation techniques*** are used to persuade and reach agreement with lessor or owner.
	4.6 ***Effective techniques are used for dealing with conflict and breaking deadlocks*** where required.
	4.7 ***Effective techniques are used for closing leasing negotiations***.
	4.8 Mutually agreed rent and ***terms and conditions of lease*** are established and confirmed with owner or lessor and are referred to commercial tenant.
	4.9 Statutory leasing documentation is checked for accuracy prior to signing by commercial tenant in line with agency practice.
5 Monitor finalisation of lease.	5.1 Finalisation of leasing process is monitored to ensure compliance with contract details and legislative requirements.

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ELEMENT	PERFORMANCE CRITERIA
	5.2 Payments to be made by commercial tenant as part of the finalisation of the leasing process are checked for compliance with contract details and legislative requirements.
6 Maintain communication with commercial tenant and owner or lessor.	6.1 Commercial tenant confidence in agency activities is maintained through ongoing contact and correspondence. 6.2 Opportunities to promote ***agency services*** to commercial tenant and owner or lessor are implemented in line with agency practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations, authorities, reports from professional service providers and contracts
- application of risk management strategies associated with advising commercial tenants on selection of properties
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations and rules of ethics; prepare general information, papers, formal and informal letters, reports and applications; and complete standard forms
- negotiation skills to reach agreement with owners and lessors, or real estate agents acting on behalf of owners or lessors, on the price and conditions of lease
- numeracy skills to calculate and interpret data, such as agency fees for the provision of services to commercial tenants
- planning, organising and scheduling skills to undertake work-related tasks, such as inspecting properties
- research skills to identify and locate documents and information relating to property leases.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- consumer protection and retail leases, including:
  - consumer protection principles relevant to retail leases
  - effect of consumer protection legislation on contracts
  - penalties and remedies available for breaches of consumer protection legislation
  - rights and obligations of estate agents under consumer protection legislation in relation to retail leases
- contracts
- ethical practices associated with leasing of commercial, retail and industrial property
- land use planning and zoning
- negotiation skills and techniques
- property inspection, including:
  - agency documentation
  - benefits
  - conducting and following up property inspections
  - key control
  - planning property inspections
  - promotional materials
  - security of properties
- rent, including:
  - calculation
  - rent increase
- retail, commercial and industrial leases, including:
  - condition report and disclosure statements
  - dispute resolution processes
  - format of agreements
  - key features of retail, commercial and industrial leases
  - legal obligations of agent, lessor and lessee
  - rents, security deposits and bond moneys
  - statutory and agency documentation
  - terms and conditions
  - types of leases, including retail and commercial
  - trust accounts
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity

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REQUIRED SKILLS AND KNOWLEDGE

- consumer protection
- employment
- environmental issues
- financial probity
- franchises and business structure
- industrial relations
- land use and zoning
- OHS
- privacy
- property sales and management
- trade practices

- risks and risk management strategies
- tenancy agent's roles and responsibilities, including:
  - act in client's best interests
  - client authority
  - confidentiality
  - conflict of interest
  - fair trading
  - fiduciary obligations
  - inducements
  - knowledge of legislation
  - licensing
  - obtain best possible purchase price
  - privacy
  - referral of commercial tenant to service providers
  - rights and duties.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of acting as a commercial tenant's agent and representing commercial tenants in arranging the leasing of

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properties. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- confirming commercial tenants' engagement of the agency in line with agency practice, ethical standards and legislative requirements
- establishing commercial tenant leasing requirements in line with agency practice, ethical standards and legislative requirements
- knowledge of agency practice, ethical standards and legislative requirements affecting the leasing of commercial, industrial and retail properties
- maintaining communication with the commercial tenant and owners or lessors
- monitoring settlement of the lease in line with agency practice, ethical standards and legislative requirements
- negotiating the lease of property on behalf of commercial tenant in line with agency practice, ethical standards and legislative requirements
- sourcing properties that meet commercial tenants' requirements in line with agency practice, ethical standards and legislative requirements.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

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Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Enquiries from prospective commercial	• email • inspections

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tenants may be received through:	• office • open houses • referral • telephone • website.
Appropriate rapport relates to use of techniques that:	• establish and build confidence and trust in the agency and its representatives • make the commercial tenant feel valued • promote and maintain an effective relationship with the commercial tenant.
Commercial tenant requirements may include:	• access to transport and facilities • buildings • car parking • facilities • finance • fit-out • lettable areas • location • partitions • price • properties • renewal of lease • shared facilities • space • size of property • style of property.
Appropriate interpersonal communication techniques may include:	• active listening • providing an opportunity for commercial tenants, owners or lessors to clarify their understanding of the lease process • soft questioning and seeking feedback from owners, lessors or commercial tenants to confirm own understanding of their needs and expectations • summarising and paraphrasing to check understanding of owner, lessor or commercial tenant's message • using appropriate body language.
Agency services may include:	• identify client requirements • monitor lease arrangements • finalise statutory documentation • negotiate lease • search and select property.
Fee structure may include:	• engagement fee

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- standard fee for particular services
- variable fee, such as percentage of lease price.

Information on properties that meet commercial tenant's requirements may be obtained from:

- advertisements
- business brokers
- licensed real estate agents
- property developers
- private listings
- professional and business networks
- property websites
- stock and station agents.

Reliable methods may include:

- checklists
- cost data analysis
- expert and peer review
- interviews
- observation
- property inspection
- questionnaires
- reports
- review of quality assurance data
- search of local government records.

Relevant people may include:

- architects
- building consultants
- clients
- colleagues
- consumers
- government officials
- industry professionals and members of industry associations
- legal representatives
- licensed real estate agents
- planners
- professional service providers
- property developers
- supervisors
- tradespeople.

Verifiable evidence may include:

- guarantees for work performed
- inspection checklists, records and notes
- plans and specifications
- property reports
- qualitative and quantitative data
- lease figures
- visual assessment of the physical and aesthetic aspects

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	of the property.
Specialist advice may include:	• architects • bankers and financiers • builders • government officials • industry professionals and members of industry associations • investment consultants • licensed real estate agents • planners • solicitors • subcontractors • supervisors and colleagues • technical experts • valuers.
Reports may be:	• verbal • written.
Commercial tenant instructions on lease of property may include:	• deposits • fixtures and fittings • price range • property characteristics • security deposits and bonds • special conditions • statutory documentation • term of lease.
Effective negotiation techniques may include:	• analytical skills • listening techniques • non-verbal communication skills • personal attributes • presentation techniques • questioning techniques • speaking skills.
Effective techniques for dealing with conflict and breaking deadlocks may include:	• calling in a third party • clarifying the positions of both parties • deferring the decision • preparing a compromise • restating the position • summarising the progress to date.
Effective techniques for closing lease negotiations may include:	• alternate option close • assumption close • competition close

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- customer close
- deal or concession close
- direct close
- indirect close
- summary-of-benefits close
- time-driven close.

Terms and conditions of lease may include:

- default provisions
- dispute resolution process
- duration
- equipment and services
- general rules that apply to all lessees in property
- goodwill
- gross and nett lease
- GST
- insurance
- options for extending period of lease
- outgoings
- permitted uses and access, including:
  - car parking
  - competitors
  - expansion or sale of business
  - hours of operation
  - licences
  - rights to use common areas
  - zoning
- personal guarantees
- power of attorney
- rent, including:
  - method of calculation
  - rent increases
- renewal, including:
  - option to renew
  - renewal period
  - rent
- repairs and maintenance
- security
- security bond or deposit
- tenancy mix
- termination.

Agency services may

- property development
- property leases

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include:

- property management.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Real estate

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CPPDSM4024A Advise clients on livestock sale and purchase options

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to provide sellers or buyers with information on the options available for selling and buying livestock where one of a number of methods of sale may be used. These methods of sale include auctions and private sales, including direct consignment, electronic, forward contracts and over the hooks marketing.

The unit may form part of the licensing requirements for persons engaged in livestock sales in those States and Territories where the selling of livestock is a regulated activity.

Application of the Unit

Application of the unit

This unit of competency supports the work of those who have responsibility for providing sellers and buyers with information on the options available for selling and buying livestock. It includes determining client needs, recommending options for sale or purchase of livestock and taking instructions on sale or purchase of livestock. This work must be performed in line with agency practice, ethical standards and relevant federal and state or territory legislative and regulatory arrangements.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine client needs.	1.1 ***Client requirements*** for sale or purchase of ***livestock*** are established in line with agency practice.
	1.2 ***Motivation of client*** to sell or purchase livestock is identified to assist in preparation of sale or purchase program.
2 Prepare proposal for sale or purchase of livestock.	2.1 Relevant information is given on ***market conditions*** and ***selling and buying options*** to enable the client to decide on sale or purchase options.
	2.2 Based on client's decision, a ***proposal*** for selling or purchasing required livestock is prepared.
	2.3 Proposal for selling or purchasing the livestock is submitted to and discussed with client.
	2.4 ***Details of proposal*** are advised to agency staff to enable resources and programs to be established to sell or purchase the livestock.

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ELEMENT	PERFORMANCE CRITERIA
3 Take instructions on sale or purchase of livestock.	3.1 ***Instructions*** are sought from client on the sale or purchase of livestock. 3.2 Proposal is reviewed and implemented according to agreements reached with client. 3.3 Advice and instructions are given to client to facilitate completion of sale or purchase of livestock. 3.4 Sale or purchase ***documentation*** is completed in line with agency practice, ethical standards and legislative requirements and in a timely manner that reflects the agreement reached.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- application of risk management strategies associated with advising clients on livestock sale and purchase options
- computing skills to access agency databases, send and receive emails and complete standard forms online
- numeracy skills, including the ability to perform and apply measurements and calculations
- literacy skills, including the ability to interpret industry documentation associated with market conditions
- negotiation skills to gain commitment to sell or purchase livestock
- planning, organising and scheduling skills to undertake work-related tasks, such as arranging livestock inspections
- verbal communication skills for face-to-face communication with livestock sellers and buyers
- written communication skills to prepare proposals for clients and complete documentation relating to livestock sale and purchase.

Required knowledge and understanding:

- federal and state or territory legislation and local government regulations related to selling and purchasing livestock, including:
  - animal health and welfare
  - anti-discrimination

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REQUIRED SKILLS AND KNOWLEDGE

- aquaculture
- brands and earmarks
- chemical treatments and residues, export slaughter intervals and withholding periods
- consumer protection
- fees and charges
- financial services advice
- food safety
- livestock sales and auctions
- livestock
- national livestock identification scheme (NLIS)
- national vendor declaration (NVD)
- OHS
- privacy
- public health
- public liability
- tagging requirements
- water curfew
- waybills, including combined waybills

- livestock, including:
  - ages
  - breeds
  - classes
  - grades
  - pregnancy status
  - values
  - varieties
  - weights
  - yields
- livestock sale methods, including:
  - advantages and disadvantages of different methods of sale
  - auctions
  - direct consignments
  - electronic - Auctions Plus
  - forward contracts
  - on-property auctions and feature sales
  - private paddock sales
- market conditions and trends, including:

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REQUIRED SKILLS AND KNOWLEDGE

- sources of information
- types of information
- verification of information
- motivations for sale or purchase of livestock
- procedures for identifying and verifying ownership of livestock
- proposal for sale or purchase of livestock, including:
  - presentation techniques
  - proposal content and format
- risks associated with the following aspects of advising clients on the sale and purchase of livestock:
  - care and handling of livestock
  - client misrepresentation
  - document preparation
  - NLIS
  - non-compliance with financial services advice legislation
  - ownership of livestock and encumbrances
- staff supervision.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through a practical demonstration of the candidate advising a client on livestock sale or purchase options. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence	A person who demonstrates competency in this unit must

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required to demonstrate competency in this unit

be able to provide evidence of:

- correctly identifying documentation required for the sale and purchase of livestock
- determining client needs, including requirements and motivations, for buying and selling livestock
- knowledge of and ability to source and interpret common information on market conditions related to livestock sale and purchase
- knowledge of the relative advantages and disadvantages of different methods of selling and buying livestock
- preparing and presenting proposal for a client outlining a plan for selling and purchasing livestock
- taking instruction from a client for the sale and purchase of livestock
- understanding and applying agency codes, ethical standards and relevant federal, and state or territory legislation and regulations in relation to the sale and purchase of livestock
- understanding and applying risk management strategies associated with advising clients on livestock sale or purchase options.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to livestock
- access to livestock seller or buyer
- access to information on market conditions related to livestock sale and purchase
- access to NVD, NLIS and other relevant documentation on livestock
- access to federal, state and territory legislation and regulations relevant to livestock sales.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning

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experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:
- buyer
- seller.

Client requirements may include:
- level of service provided by agent
- number of livestock to be sold or purchased
- payment to seller
- payment by buyer
- price

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	• type of livestock to be sold or purchased • timeframe for sale or purchase • transport • urgency of sale or purchase.
Livestock may include:	• alpacas • cattle • deer • goats • horses • ostriches • pigs • sheep.
Motivation of client may include:	• building livestock numbers • cash flow • changing farming practices • climatic conditions • expansion • feed and water • market conditions • retirement • succession planning.
Market conditions may include:	• climate • demand • forecasts • livestock levels • local and international markets • prices • returns • supply • trends.
Selling and buying options may include:	• auctions • direct consignments • electronic - Auctions Plus • forward contracts • on-property auctions and feature sales • over the hooks marketing • private sale to property or feedlot.
Proposal may be:	• verbal • written.
Detail of proposal may include:	• agency terms and conditions • selling or buying methods

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- date
- details of livestock to be sold or purchased
- drafting
- fees and charges
- name of seller or buyer
- payment options
- transport
- timing of sale or purchase.

Instructions may include:

- advertising
- selling or buying methods
- details of livestock to be sold or purchased
- drafting for presentation
- livestock descriptions
- NLIS tag
- ownership details
- proceeds distribution, including:
  - payment to owners
  - splits between partners, holders or encumbrances, financial institutions and other third parties
- reserve prices
- timeframe for sale or purchase of livestock
- transportation requirements.

Documentation may include:

- animal health statement
- crossing papers
- delivery dockets for feedlots and shipping
- footrot-free declaration
- NLIS tags
- NVD
- post-sale summary
- pregnancy test data
- sale contract
- stud registration papers
- veterinary certificates
- waybill.

Unit Sector(s)

Unit sector Property development, sales and management

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Competency field

Competency field Stock and station agency

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CPPDSM4025A Advise on performance of asset

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to provide advice on current property investments. It requires the ability to collect and analyse appropriate market and financial data from a range of sources and provide advice to clients.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in providing advice on current property investments.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine client requirements.	1.1 Consultative processes are used to determine and verify ***client needs and expectations*** according to ***organisational requirements***. 1.2 ***Existing or potential issues*** are identified, anticipated and analysed to determine impact on client requirements. 1.3 Specialist resources and ***sources of information*** are accessed and assessed according to client and organisational requirements.
2 Research asset.	2.1 Information on client ***assets*** is gathered and organised in a format suitable for analysis and interpretation according to organisational requirements. 2.2 ***Source documents*** are obtained and analysed according to legislative requirements to ensure that accessed information is reliable. 2.3 Appropriate ***interpersonal techniques*** are used to obtain additional information according to organisational and ***legislative requirements***. 2.4 Property trends and ***market conditions*** are identified and evaluated against ***industry benchmarks*** to determine performance of asset. 2.5 ***Comparative market data*** is accessed to enable valid

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ELEMENT	PERFORMANCE CRITERIA
	conclusions on performance of asset to be made.
3 Provide advice and recommendations.	3.1 Clients are provided with clear recommendations on whether performance of asset meets their identified needs.
	3.2 ***Advice and recommendations*** are presented in a suitable format, style and structure using appropriate ***business equipment and technology*** and are distributed to ***relevant people***.
	3.3 ***Feedback*** on suitability and sufficiency of advice and recommendations is obtained according to organisational requirements.
	3.4 Limitations in providing objective advice to client are recognised and ***specialist advice*** is sought as required according to organisational requirements.
	3.5 Relevant documentation is securely maintained according to legislative and organisational requirements and with due regard to client confidentiality.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to apply basic statistical methods and techniques
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities and to deal with stakeholders
- numeracy skills to interpret asset depreciation schedules
- organisational skills to prepare advice and recommendations and to use organisational filing systems
- problem solving skills to determine factors that may affect depreciation of assets
- research skills to analyse and interpret financial information and identify relevant sources of information
- technology skills to use financial and assessment software and spreadsheets efficiently and to access market information.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- alternative property uses
- asset life cycles
- budgets and financial reporting
- ethical practices and relevant codes of conduct
- industry benchmarks
- investment risk factors and relationship to return expectations
- range of research methods and analysis techniques
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of providing advice on current property investments. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or

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workplace environment.

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

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

- accessing and comparing a range of information and statistical data to determine performance of assets
- following organisational and legislative procedures when giving advice
- knowledge of organisation's practices, ethical standards and legislative requirements associated with providing advice on current property investments
- providing appropriate advice and recommendations to clients regarding their assets
- using appropriate techniques to verify client needs.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be

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current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:
- bankers
- fund managers
- fund providers
- institutions
- internal and external property groups
- owner-occupiers
- private investors.

Client needs and expectations may relate to:
- immediate capital gains
- long-term capital gains.

Organisational requirements may be outlined and reflected in:
- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and

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	standards • quality assurance and procedure manuals.
Existing or potential issues may relate to:	• best use of assets • financial constraints • maximum asset use • ownership structure • residual life of assets • supply and demand for asset type • tenancy possibilities.
Sources of information may include:	• consultants • industry and organisational databases • information services • press clippings • published industry data, including industry indices • third parties • trade journals.
Assets may include:	• buildings • business and marketing contracts • equipment • furniture • goodwill • land • vehicles.
Source documents may include:	• asset valuation statements • company asset documents and registers • comparative market data • depreciation schedules • financial documents • qualitative and quantitative data • reports and inventories • taxation records.
Interpersonal techniques may relate to:	• active listening • clear presentation of options • consultation methods • culturally inclusive and sensitive engagement techniques • questioning to clarify and confirm understanding • seeking feedback • two-way interaction • using language and concepts appropriate to cultural differences

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	• verbal or non-verbal language.

Legislative requirements may be outlined and reflected in:	• Australian standards
	• general duty of care to clients
	• home building requirements
	• privacy requirements
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• relevant industry codes of practice, which may cover areas including market sector, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

Market conditions may relate to:	• availability of alternatives • business confidence • economic conditions • level of competition.
Industry benchmarks may include:	• discounted cash flow • employment rates • industry association performance index • inflation rate • internal rate of return • life cycle costing • published vacancy factors • tenancy mix.
Comparative market data may include:	• best practice information • national and international benchmarking • inter-organisation comparison data.
Advice and recommendations may relate to:	• alternative asset management strategies • disposal of asset • fit-out, construction and refurbishment • maintenance and repairs • tenancy mix strategy.
Business equipment and	• computers

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technology may include:	• data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications.
Relevant people may include:	• clients • colleagues • legal representatives • members of industry associations • supervisors.
Feedback may be obtained through:	• clients and colleagues • documentation and reports • quality assurance data • questionnaires.
Specialist advice may be sought from:	• bankers and financiers • business consultants • developers • land economists • members of industry associations • real estate agents • solicitors • taxation and accounting practitioners • valuers.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM4026A Analyse property and facility information

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to collect and analyse property and facility information. It requires the ability to obtain information from a variety of sources, review information and use research and analysis techniques to enable recommendations to be made.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in collecting and analysing property and facility information.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Organise property information.	1.1 ***Property information*** requirements are identified in consultation with ***relevant people*** according to ***organisational requirements***.
	1.2 ***Sources of property information*** relevant to identified requirements are accessed according to organisational and ***legislative requirements***.
	1.3 Reliable methods of organising property information are used, making efficient use of ***business equipment and technology*** and available time and resources.
	1.4 Appropriate ***interpersonal techniques*** are used to obtain additional property information according to organisational and legislative requirements.
2 Analyse property information.	2.1 Property information is analysed for validity and reliability according to organisational procedures.
	2.2 Reliable and valid data ***analysis*** methods are applied to identify facts, issues, patterns, interrelationships and trends.
	2.3 Assumptions used in analyses are clear, justified and consistent with evaluation objectives.
	2.4 Conclusions are supported by evidence and contribute to achievement of client and organisational objectives.
	2.5 Limitations in analysing property information are

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ELEMENT	PERFORMANCE CRITERIA
	identified and ***specialist advice*** is sought as required.
3 Present findings.	3.1 Outcomes of analysis are presented in an ***appropriate format***, style and structure using clear and concise language.
	3.2 Analysis findings are reported and distributed to relevant people according to organisational requirements.
	3.3 ***Feedback*** on suitability and sufficiency of findings is obtained and reviewed for improved future analysis processes.
	3.4 All property information is securely maintained with due regard to client confidentiality according to legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to analyse and interpret information and apply basic statistical methods and techniques
- interpersonal skills to liaise with relevant people to obtain property information and relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to assess information for relevance and accuracy, to prepare and present information in a suitable format and to check for accuracy of information
- organisational skills to maintain records and databases, prioritise information requests and use organisational filing systems
- problem solving skills to deal with information that is contradictory, ambiguous, inconsistent or inadequate
- technology skills to prepare reports; use computers to access the internet and web pages; and organise and analyse data using software packages to prepare and complete online forms, lodge electronic documents and search online databases.

Required knowledge and understanding:

- client and organisational confidentiality policies
- internal and external sources of property information
- methods of analysis

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REQUIRED SKILLS AND KNOWLEDGE

- organisational policies and procedures
- principles of effective communication
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - property sales, leasing and management
- security procedures and safe record keeping practices
- software applications used to organise and analyse data
- types of data collection and management systems.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of collecting and analysing property and facility information. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate	A person who demonstrates competency in this unit must be able to provide evidence of: • identifying gaps in information and obtaining

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competency in this unit

feedback

- knowledge of organisation's practices, ethical standards and legislative requirements associated with collecting and analysing property and facility information
- obtaining information from a range of sources
- reviewing and preparing findings in a format suitable for presentation
- using appropriate data analysis techniques
- using appropriate software to sort and analyse data.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of

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the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Property information may include information relating to:	• company services • construction costs • current and planned property or site developments • depreciation schedules • inventories • leasing rates • management policy and procedures • marketing services • occupancy rates • operating costs • purchasing information • sales information.
Relevant people may include:	• clients • colleagues • legal representatives • members of industry associations • supervisors.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures

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- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Sources of property information may include:

- internet, intranet and extranet
- local, state and federal government documents and registers
- newspapers and journals
- policy statements
- property reports
- qualitative and quantitative data
- television and radio.

Legislative requirements may be outlined and reflected in:

- Australian standards
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- home building requirements
- privacy requirements
- quality assurance and certification requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers and scanners

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	• software applications, such as databases and word applications.
Interpersonal techniques may relate to:	• active listening • consultation methods • interpreting non-verbal and verbal messages • questioning to clarify and confirm understanding • seeking feedback • using language and concepts appropriate to cultural differences.

Analysis:	• may be:
	  • explorative, descriptive, causative or predictive
	  • quantitative and qualitative
	• may include:
	  • basic statistical analysis
	  • critical analysis
	  • mathematical calculations
	  • problem solving.

Specialist advice may be sought from:	• architects • bankers and financiers • clients • colleagues • government officials • members of industry associations • planners • real estate agents • solicitors • supervisor • valuers.
Appropriate format of information may include:	• alignment on page • columns • headers and footers • incorporating graphics and pictures • using a particular software application • using company logo or letterhead • using standardised forms • using tables and charts.
Feedback may be obtained from:	• clients and colleagues • documentation and reports • quality assurance data • questionnaires • regular meetings.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM4027A Analyse resource use in building operations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to analyse requirements for resources used in building operations. It covers the processes required to analyse current resource requirements and advise on future resource needs. It requires the ability to identify OHS hazards and apply appropriate risk management processes.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in analysing requirements for resources used in building operations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Check and monitor stores.	1.1 ***Stores*** are monitored and checked to ensure availability of required resources according to ***organisational requirements***. 1.2 ***Business equipment and technology*** are used to monitor stores routinely according to applicable OHS and organisational requirements. 1.3 Variances in supply requirements are identified and documented according to organisational procedures. 1.4 Stores records are routinely updated to ensure ***safe and effective use of materials*** according to organisational and ***legislative requirements***. 1.5 Advice is provided to ***relevant people*** on suggested improvements to use and inventory control of stores.
2 Undertake routine building function checks.	2.1 Routine building inspections are conducted according to client and organisational requirements. 2.2 Inspection process includes identification of maintenance and repair requirements according to applicable OHS and organisational requirements. 2.3 Maintenance and repair requirements are documented and actioned according to organisational requirements. 2.4 Breaches of ***building controls*** are recognised and reported to authorised personnel for action according

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ELEMENT	PERFORMANCE CRITERIA
	to organisational requirements. 2.5 Appropriate ***interpersonal techniques*** are used to discuss issues or concerns with tenants. 2.6 ***Recommendations to improve compliance*** with building tenancy and practice codes are prepared according to organisational requirements.
3 Monitor waste collection and disposal arrangements.	3.1 Sorting of waste is arranged and monitored according to legislative requirements and ***OHS procedures***. 3.2 Arrangements for hazardous waste to be collected and stored are assessed and variations to accepted procedures are discussed with relevant people. 3.3 Risks to health and safety of self and others are identified and relevant people are immediately notified according to established ***safety and security requirements***. 3.4 Waste storage and disposal procedures are checked and monitored to ensure risk to others and own health and safety is minimised.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to negotiate client or tenant requirements and access arrangements
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information, complete documentation and report findings, maintain resource inventory records, and access and understand technical information related to hazardous materials
- organisational skills to manage risks and plan and arrange removal of waste
- problem solving skills to manage hazards and apply risk management procedures
- technical skills to schedule tasks and report outcomes.

Required knowledge and understanding:

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REQUIRED SKILLS AND KNOWLEDGE

- basic knowledge of property contracts and administrative requirements
- building codes and relevant Australian standards
- building control legislation
- common hazards to public and personal safety
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures, ethical practices and business standards
- points of contact with emergency service agencies
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of analysing requirements for resources used in building operations. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- arranging and monitoring waste storage and disposal methods and procedures
- carrying out building functional checks and identifying and addressing breaches of building controls
- determining available and future resources by applying effective inventory control methods and procedures
- knowledge of agency practices, ethical standards and legislative requirements associated with analysing requirements for resources used in building operations
- monitoring stores for compliance with safety legislation by maintaining and updating inventory records.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning

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experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Stores may include:
- chemical items
- mechanical items
- tools and equipment.

Organisational requirements may be outlined and reflected in:
- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards

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	• quality assurance and procedure manuals.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications.
Safe and effective use of materials may be influenced by:	• correct labelling of products • effective storage procedures • minimisation of waste • OHS policy and procedures • shelf-life checks • staff roles and responsibilities • use of personal protective clothing and equipment • warning signs.

Legislative requirements may be outlined and reflected in:	• Australian standards, and quality assurance and certification requirements
	• award and enterprise agreements
	• consumer protection
	• environmental and zoning laws affecting access security, access and property use
	• freedom of information
	• home building requirements
	• local regulations and by-laws
	• privacy requirements
	• public health
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• relevant industry codes of practice
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

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Relevant people may include:

- clients
- colleagues
- emergency personnel
- external suppliers
- maintenance staff
- OHS committee
- supervisors.

Building controls may include:

- access procedures
- alarms
- exit procedures
- fire equipment.

Interpersonal techniques may relate to:

- active listening
- clear presentation of options
- consultation methods
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding
- seeking feedback
- two-way interaction
- using language and concepts appropriate to cultural differences
- verbal or non-verbal language.

Recommendations to improve compliance may include:

- continuous monitoring of equipment operation and work areas prior to and during work activities
- dangerous goods registers
- hazard reports
- regular housekeeping activities
- regular formal and informal consultation and meetings with colleagues
- regular inspections of resources and work areas
- review of health and safety records
- use and storage of hazardous substances
- warden training.

OHS procedures may relate to:

- equipment maintenance and use
- hazard and risk identification and reporting
- on site contractors, visitors and members of public
- risk assessment and control measures
- safe operating procedures and instructions
- transport, use and storage of dangerous goods and hazardous substances
- use and maintenance of personal protective clothing and equipment.

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Safety and security requirements may be satisfied through:	• adherence to OHS policies and procedures for the containment of:
	  • emergency situations, including fire, flood, bomb threats or other actions likely to lead to bodily harm
	  • potential health and safety hazards, such as physical, mechanical or chemical agents already in the work environment, or brought to the environment, or created as a by-product of work done on the site.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM4028A Identify and analyse risks and opportunities in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to identify and analyse potential threats and opportunities to ensure safe and effective property operations. It requires the ability to assess property systems and assets to determine the level of risk exposure and identify areas of opportunity.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in identifying and analysing potential threats and opportunities to ensure safe and effective property operations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify risks and opportunities.	1.1 ***Information*** on actual and potential ***risks*** and ***opportunities*** is collected and assessed for currency, accuracy and relevance according to ***organisational requirements***.
	1.2 ***Terms of reference*** are determined in consultation with ***relevant people*** and information is updated, modified and maintained according to organisational requirements.
	1.3 ***Structured plan*** for identifying and assessing likelihood of risk and opportunity is developed according to terms of reference and agreed timeframes.
	1.4 ***Limitations*** in identifying and assessing risks and opportunities are recognised and assistance is sought as required.
2 Analyse risks and opportunities.	2.1 Identified risks and opportunities are ***analysed*** for validity and reliability according to organisational requirements.
	2.2 ***Assessment criteria*** for measuring level of potential or existing risk or opportunity, together with an

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ELEMENT	PERFORMANCE CRITERIA
	assessment of consequences, are developed according to terms of reference.
	2.3 Gaps in assessment methodology are identified and appropriate actions implemented according to organisational procedures.
	2.4 Valid and relevant data is analysed against assessment criteria to determine level of potential risk or opportunity according to organisational procedures.
3 Document findings.	3.1 ***Risk and opportunity assessment findings*** are documented and distributed to relevant people according to organisational requirements.
	3.2 ***Feedback*** on findings is actively sought to ensure accuracy and relevance of information.
	3.3 Findings are updated as required and incorporated into risk and opportunity assessment plan for future management decision making.
	3.4 Information is securely maintained with due regard to confidentiality, and organisational and ***legislative requirements***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to source feedback and use interviewing and questioning techniques to obtain information
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- organisational skills to plan time lines and reporting mechanisms, and record and file information
- observation skills to identify existing or potential risks and opportunities
- problem solving skills to apply reasoning and logical analysis to measure risk consequence and to recommend countermeasures or contingency plans
- research skills to collate feedback, analyse and interpret information and to form recommendations

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REQUIRED SKILLS AND KNOWLEDGE

- technical skills to complete risk assessment plans.

Required knowledge and understanding:

- client and organisational confidentiality requirements
- concept of litigation
- insurance policies, codes and operations
- mechanisms to obtain and analyse feedback
- organisational goals and objectives, activities and systems
- principles and techniques for identifying and measuring risks and opportunities
- property operations history and precedents regarding risk to operations and areas of opportunity
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - property sales, leasing and management
- relevant industry codes of practice and standards
- risk and opportunity assessment techniques and processes.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of identifying and analysing potential threats and opportunities to ensure safe and effective property operations. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting

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evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- assessing level of risk or opportunity potential against agreed assessment criteria
- establishing terms of reference and developing effective action plan and structure for analysis and assessment
- knowledge of organisation's practices, ethical standards and legislative requirements associated with identifying and analysing potential threats and opportunities to ensure safe and effective property operations
- obtaining information from a range of sources and consultative processes to ensure accurate understanding of operating environment
- reviewing and preparing findings relating to risks and opportunities in a format suitable for presentation.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence

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- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information may relate to:

- agency listing records
- historical data
- insurance
- key personnel
- lines of responsibility
- operating environment of organisation, including financial markets, competitors, core business activities, functions and stakeholders
- owner surveys
- property management reports
- reports and relevant documentation.

Risks may relate to:

- deliberate, natural, accidental or perceived

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	• industry special risks • loss of goodwill, reputation or credibility • loss of profits • loss, disclosure, destruction or compromise of asset • machinery malfunction • OHS • public liability • trade practices issues.
Opportunities may relate to:	• adding value • aggregation of assets • altering existing property or facility • change in use, ownership, appearance and perception of property or facility • changing style of investment • creating something new • use of bankers and financiers.
Organisational requirements may be outlined and reflected in:	• business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Terms of reference may relate to:	• agreed timeframes • client expectations • costs • limitations and exclusions • operational environment • roles and responsibilities • scale of the task or assessment (whether a full-scale operation or limited to a particular section or operation of the company) • security and other clearances.
Relevant people may include:	• clients • colleagues • internal and external auditors • legal representatives • members of industry associations • supervisors.
Structured plan may be	• checklists

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constructed by using:	• interview question sheets • spreadsheets, word-processing and other software • structured planning software • structured questionnaires • structured tables.
Limitations may relate to:	• industry requirements • job role and responsibilities • legal responsibilities • own competency level • own understanding of risk identification processes • quality processes.

Analysis:	• may be:
	  • explorative, descriptive, causative or predictive
	  • quantitative and qualitative
	• may include:
	  • basic statistical analysis
	  • critical analysis
	  • mathematical calculations
	  • problem solving.

Assessment criteria may be based on:	• Australian and New Zealand risk management standards • organisational or client requirements • qualitative and quantitative factors • semi-quantitative factors.
Risk and opportunity assessment findings may include:	• graphical representations of data • suggestions • summary of assessment outcomes • tables and information from approved data collection tools.
Feedback may be sought from:	• supervisors and colleagues • documentation and reports • quality assurance data • questionnaires • regular meetings.
Legislative requirements may be outlined and reflected in:	• Australian standards • codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law • home building requirements • privacy requirements • quality assurance and certification requirements

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- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM4029A Appraise business

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to conduct an appraisal of a business prior to promoting and marketing the business for sale. It requires the ability to research the business as well as current market trends and data, using established evaluation methods, advise the client of and document the appraisal. It also requires knowledge of market trends and the business broking environment, legislation relating to business ownership, evaluation methodologies and client liaison techniques.

The unit may form part of the licensing requirements for persons engaged in business broking in those States and Territories where business broking is a regulated activity.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in appraising a business prior to promoting and marketing the business for sale.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research the market.	1.1 ***Appropriate information*** is identified and organised in a format suitable for analysis according to ***legislative and agency requirements***.
	1.2 ***Business technology*** is used to access and organise information according to agency requirements.
	1.3 ***Market information*** is processed and analysed to assist in making an assessment of the listed business' marketability and viability.
	1.4 Current business ***financial data*** is collected and evaluated to determine financial status according to agency requirements.
	1.5 Current market value of business assets and trends for similar businesses are obtained and analysed to establish benchmarks.
	1.6 Client is informed of relevant current market factors and their potential impact on the business' sale or purchase price according to agency requirements.
2 Appraise the business.	2.1 ***Source and occupancy documents*** are obtained and analysed according to legislative and agency

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ELEMENT	PERFORMANCE CRITERIA
	requirements.
	2.2 Ownership and status of the business and relevant ***associated components*** are determined in line with statutory and agency requirements.
	2.3 Profitability of the business and associated components is determined using appropriate ***appraisal practices*** according to agency requirements.
	2.4 ***Market-related pricing structures*** are determined and assessed against buyer and seller expectations.
	2.5 ***Feedback*** is collated and provided to personnel and agencies involved in the appraisal process.
	2.6 ***Recommendations*** are made to the client regarding purchase or selling price according to agency requirements and procedures.
3 Complete appraisal.	3.1 ***Appraised price*** is determined on the basis of the appraisal and negotiated with the client.
	3.2 ***Conclusions and recommendations*** are prepared from source documents that provide constructive advice for future appraisals.
	3.3 ***Records and documentation*** are completed according to client and agency requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- determine most appropriate appraisal methods
- identify and analyse current market trends and positions
- interact with clients and resolve their concerns and issues
- obtain information relevant to appraising a business and provide information on the appraisal process and final appraisal
- reading skills to access and interpret a variety of information relating to appraising a business and relevant information regarding legislative requirements
- relate to people from a range of social, cultural and ethnic backgrounds and of

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REQUIRED SKILLS AND KNOWLEDGE

varying physical and mental abilities
- select and use appropriate technology.

Required knowledge and understanding:

- agency's business structure
- basic accounting principles, such as double entry bookkeeping and accrual accounting
- interpretation of financial data and reports, including comparative balance sheets, budget sheets and profit and loss statements
- mechanisms to obtain and analyse client comments and feedback
- organisation's policy and procedures for client service, including ethical behaviour and listing procedures
- principles and techniques for checking and validating financial statements and the ownership and status of a business and associated plant and equipment
- principles and techniques for communicating concerns to clients
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - business operation and listings, especially in regard to franchises and business structures, and the sale and appraisal of businesses
  - consumer protection
  - environmental issues
  - equal employment opportunity
  - financial probity
  - industrial relations
  - OHS
- service standards and agency requirements
- strategies for planning and monitoring appraisal activities
- types of appraisal methodologies, principles and techniques for valuing a business, and benefits and limitations of each for a variety of business types.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment This unit of competency could be assessed through

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practical demonstration of appraising a business. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- analysing the business and associated plant and equipment and finances, as they relate to appraising a business
- clarifying concerns and communicating with clients to enable the appraisal process and resolve complications
- documenting agreements and distributing relevant documents and information to clients and other relevant internal and external parties
- knowledge of agency practice, ethical standards and legislative requirements associated with appraising a business
- preparing and structuring advice on the appraisal process.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable resources and simulated or real opportunities to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a

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period of time reflecting the scope of the role and the practical requirements of the workplace

- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Appropriate information may be obtained from sources such as:

- business brokers and valuers
- business consultants
- clients
- court decisions
- databases
- established media and industry analysts and

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	commentators • other similar businesses • the business • the industry.
Legislative and agency requirements may relate to:	• access and equity policy, principles and practice • business and performance plans, including organisational goals and objectives • industry and agency codes of conduct and practice and code of ethics • provision of business broking services • mission statements • strategic plans • OHS policies, procedures and programs • organisational policies, guidelines and requirements • policies and procedures relating to own role, responsibility and delegation • privacy and confidentiality requirements • quality assurance and procedures manuals, including sales and client liaison procedure manuals • records and information systems • reporting and communication structures.

Business technology may include:	• computer software used to store and access data, including:
	  • database applications, including spreadsheets
	  • word processing applications
	• internet
	• intranet.

Market information may include:	• current market information • demographic data, such as size, nature of industry, shifts in usage and uptake rates • economic conditions and business confidence levels • global and local issues that may affect the identified business or sector • market reports, analysis and commentary • opposition and competition • raw market data and trends.
Financial data may include:	• balance sheets • bookkeeping, accounting, stock and job costing records • business capital • cash flow forecasts • financial budgets

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- profit and loss statements.

Source and occupancy documents may relate to:

- source documents:
  - financial statements
  - franchise agreements
  - plant and equipment inventories
- occupancy documents:
  - body corporate and strata agreements
  - leases
- statutory paperwork, such as incorporation documents.

Associated components may include:

- equipment
- intangible assets, such as goodwill
- intellectual property, such as:
  - patents
  - trademarks
- liabilities
- other tangible assets, such as:
  - plant
  - stock
- work in progress.

Appraisal practices may include:

- applying the sanity test
- asset-based
- data collection relating to:
  - equipment
  - financial accounts
  - fixtures and fittings
  - lease
  - listings
  - ownership details
  - plant
  - rent reviews
- normalising the accounts
- recommended listing price of business
- structure of lease
- use of accepted valuation methods, such as:
  - backup method
  - build-up method
  - capitalised earning method
  - comparable sales method
  - discounted cash flow method

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- excess earnings and super profit method
- industry adopted methods, such as rent rolls
- summation method
- use of accounting ratios
- vertical, horizontal and trend analysis of financial statements.

Market-related pricing structures may relate to:

- client financed sale
- encumbered or unencumbered
- method of sale (e.g. auction or direct purchase)
- plant and equipment as separate sales
- pricing for sale of business as a whole or in component parts
- staggered purchase and/or retention arrangements
- tax implications.

Feedback may include:

- formal and informal discussions with existing and previous clients
- information from potential buyers
- information provided by others involved in the appraisal process, both internal and external to the organisation.

Recommendations may relate to:

- conditions of tenure
- current market prices
- equipment and plant
- fittings and fixtures
- goodwill
- liabilities
- other assets
- ownership arrangements
- terms and condition of sale and listing.

Appraised price refers to a realistically determined buying or selling price that takes account of:

- current market price tolerances
- terms of sale, including timeframes and conditions
- valuation of the business.

Conclusions and recommendations may relate to:

- business structure and ownership
- market expectations
- marketing options
- plant and equipment sales
- price and pricing structure
- valuation and appraisal.

Records and documentation may include:

- documents and pro formas for the client
- forms and paperwork required by legislation and statutory regulations

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- internal documents required for the completion of the appraisal process.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Business broking

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CPPDSM4030A Appraise rural property

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to appraise the sale price range or rental value of rural property for listing purposes in line with client instructions, agency practice and legislative requirements. It includes researching the property, selecting appropriate methods to appraise the sale price range or rental value of property and preparing reports on the property appraisal. It does not address the formal valuation of property.

The unit may form part of the licensing requirements for persons engaged in stock and station activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed stock and station agents and stock and station representatives or certificate holders involved in appraising the sale price range or rental value of rural property for listing purposes.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research rural property.	1.1 ***Purpose of property appraisal*** is established with client in line with agency practice and ***legislative requirements***.
	1.2 Information on ***rural property*** is gathered and organised in a format suitable for analysis and interpretation in line with agency practice.
	1.3 Information gathering methods are selected that are reliable, make efficient use of time and resources and are in line with agency practice.
	1.4 Appropriate ***interpersonal communication techniques*** are used to access additional information from ***relevant people***.
	1.5 ***Source documents*** are obtained and analysed to determine status and ownership of rural property, in line with agency practice and legislative requirements.
2 Appraise sale price range or rental value of rural property for	2.1 Appropriate ***method for appraising the sale price range or rental value of rural property*** is selected in line with agency practice.

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ELEMENT	PERFORMANCE CRITERIA
listing purposes.	2.2 Sale price range or rental value of rural property is appraised for listing purposes in line with client instructions, agency practice and legislative requirements.
	2.3 Appraisal of sale price range or rental value of rural property is in line with agency practice and is clear, justified and based on assessment of all factors.
	2.4 Limitations in appraising rural property are recognised and ***specialist advice*** is sought as required in line with agency practice.
3 Present information.	3.1 Information on sale price range or rental value of rural property is presented to client within specified time, budget and quality constraints and in line with client requirements and agency practice.
	3.2 Information is prepared and presented in required format, style and structure using relevant ***business equipment and technology***.
	3.3 ***Feedback*** on suitability and sufficiency of appraisal is obtained and where appropriate incorporated into advice.
	3.4 Agency property records are securely maintained in line with agency and legislative requirements, with due regard to client confidentiality.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to people from a range of social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations and rural property reports
- application of risk management strategies associated with appraising the sale price range or rental value of rural property for listing purposes
- computing skills to access the internet and web pages, prepare and complete online forms and search online databases
- decision making and problem solving skills to analyse situations and make

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REQUIRED SKILLS AND KNOWLEDGE

decisions consistent with legislative and ethical requirements

- literacy skills to access and interpret a variety of texts, including legislation, regulations and rural property reports; prepare rural property appraisal reports; prepare formal and informal letters, advertisements and reports; and complete standard and statutory forms
- numeracy skills to calculate and interpret data such as trends in rural property sale prices and rents
- research skills to gather information from a variety of sources on different forms of property, rents and sale price trends, and sale prices and rents of comparable rural properties.

Required knowledge and understanding:

- agency principal relationship
- agency property records, including:
  - key features of a records management system
  - reasons for maintaining property records
  - types of property records
- determination of sales price range or rental price of rural properties, including:
  - appraisal methods
  - local market factors
- factors that affect return on rural property, such as:
  - climatic
  - economic
  - international markets
  - political
  - social
  - technological
  - water
- key indicators of rural property market conditions
- market conditions, including:
  - leasing market conditions
  - rural sector conditions
  - sales market conditions
- property appraisal, including:
  - content and format of appraisal report
  - difference between appraisal and valuation
  - factors that influence whether rural properties are comparable for appraisal purposes
  - information required for appraisals of rural properties
  - key sources of information required for appraisals

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REQUIRED SKILLS AND KNOWLEDGE

- property appraisal methods
- purpose of property appraisals
- property knowledge, including:
  - chattels
  - dairies: quotas, breeds, lactation, dairy layout and equipment and conversion factors, such as dairy set up, herd, access and distance to market
  - cropping properties: yields, seasons, types of crops, soils, facilities such as grain storage and transport, diseases and rotational cropping
  - general: local market conditions, trends in sector and industry, land titles, geophysical and topographical characteristics, carrying capacity, local land characteristics, production expectations, stock agistment and growing potential
  - grazing properties: dry sheep equivalent (DSE)/carrying capacity, pastures, soil types and breeds
  - irrigated properties: water licence availability, soil types, topography, and types of reticulation, such as flood, drip, direct or row cropping
  - water
- relevant federal and state or territory legislation and local government regulations related to:
  - animal health
  - anti-discrimination
  - aquaculture
  - consumer protection
  - crown land
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchises and business structure
  - industrial relations
  - livestock
  - native title
  - OHS
  - privacy
  - rural property sales, leasing and management
  - taxation
  - water rights
- return on rural property investment
- risks and risk management strategies associated with rural property appraisal
- role of the stock and station agent in providing property appraisal
- sources of information on market conditions.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration or case study of appraising rural property for listing purposes for sale or leasing. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- appraising the sale price range or rental value of rural property for listing purposes
- gathering and researching information on rural property for use in conducting appraisals
- identifying the limitations of rural property appraisals and sourcing specialist advice as required in line with agency practice
- knowledge of agency practice, ethical standards and legislative requirements associated with appraising the sale price range or rental value of rural property for listing purposes
- knowledge of different property appraisal methods
- maintaining agency property records with due regard to client confidentiality in line with agency practice and legislative requirements
- presenting information on sale price range or rental value of rural property to clients within specified time, budget and quality constraints and in line with client requirements and agency practice
- using appropriate methods for appraising the sale price range or rental value of rural property.

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Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Purpose of property appraisal may include:

- establish most likely selling price range or leasing price in the current market
- establish rural property's best use.

Legislative requirements may include:

- relevant federal and state or territory legislation and local government regulations related to:
  - animal health
  - anti-discrimination
  - aquaculture
  - consumer protection
  - crown land
  - environmental issues
  - EEO
  - financial probity
  - franchises and business structure
  - industrial relations
  - livestock
  - native title
  - OHS
  - privacy
  - rural property sales, leasing and management
  - taxation
  - water rights.

Rural property may include:

- acreage
- commercial
- farm, including:
  - aquaculture
  - cropping
  - dairy

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- grazing
- horticulture
- mixed uses
- olive
- orchard
- trees
- viticulture

- hobby farms
- residential
- water.

Interpersonal communication techniques may include:

- active listening
- providing an opportunity for clients to clarify their understanding of the sales process
- soft questioning and seeking feedback from clients to confirm own understanding of their needs and expectations
- summarising and paraphrasing to check understanding of client message
- using appropriate body language.

Relevant people may include:

- accountants
- agronomists
- auctioneers
- clients
- colleagues
- commodity pricing consultants
- crop specialists
- government officials
- industry professionals and members of industry associations
- investment consultants
- legal representatives
- livestock specialists
- soil scientists
- stock and station agents
- supervisors
- taxation specialists
- valuers
- veterinarians.

Source documents may include:

- aerial photography
- agency records
- auction results
- chemical status reports

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- commodity prices
- company asset documents and registers
- comparative market data
- depreciation schedules
- farm documents
- financial documents
- land use controls
- licences, leases and quota documentation
- local government reports
- maps
- planning
- production statistics
- qualitative and quantitative data
- rent reviews
- reports and inventories
- rural media
- rural property sales reports
- rural property valuation statements
- taxation records
- titles
- water licences
- weather reports.

Method for appraising the sale price range or rental value of property may include:

- capitalisation
- comparative sales
- hypothetical development
- replacement cost
- summation.

Specialist advice may include:

- accountants
- agronomists
- bankers and financiers
- business consultants
- commodity experts and consultants
- engineers
- farming consultants
- government officials
- industry professionals and members of industry associations
- investment consultants
- livestock advisers
- real estate agents
- soil scientists
- solicitors

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- subcontractors
- taxation specialists
- technical experts
- valuers
- water consultants.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Feedback may include:

- comments from clients and colleagues
- documentation and reports
- quality assurance data
- questionnaires
- regular meetings.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Stock and station agency

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CPPDSM4031A Arrange lease of space

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to arrange and formalise lease arrangements for the use of space. It requires the ability to determine lease requirements, coordinate lease documentation and formalise and review lease processes.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in arranging and formalising lease arrangements for the use of space.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish lease requirements.	1.1 ***Space*** lease requirements are determined in consultation with ***relevant people*** according to ***organisational requirements***.
	1.2 Appropriate ***interpersonal techniques*** are used to confirm and clarify ***client needs***.
	1.3 Lease terms and conditions are identified from ***relevant documentation*** and compared with appropriate market evidence.
	1.4 Retention strategies are devised and marketed to selected tenants according to client, organisational and ***legislative requirements***.
	1.5 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
2 Arrange lease agreement.	2.1 ***Lease agreement*** is arranged according to applicable organisational and legislative requirements.
	2.2 Appropriate interpersonal techniques are used to facilitate an accurate and relevant exchange of information with legal advisers.
	2.3 Lease documentation is reviewed to ensure it is accurate and meets client, legal and organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Necessary amendments to documents are arranged prior to lease execution according to legal and organisational requirements.
3 Formalise lease arrangements.	3.1 Lease arrangements are implemented according to client, organisational and legal requirements.
	3.2 Lease documentation is distributed to relevant people to enable necessary stamping and registration to occur.
	3.3 Copies of lease contracts are distributed to contracting parties to confirm respective obligations according to legislative and organisational requirements.
	3.4 Agents are appointed to facilitate the completion of leasing arrangements according to organisational requirements.
	3.5 Lease records and relevant information are securely stored according to legislative and organisational requirements.
4 Review leasing arrangements.	4.1 Leasing arrangements and documentation are reviewed according to client, legislative and organisational requirements.
	4.2 Variations to leasing requirements are identified and negotiated with relevant people and amendments made according to client, legislative and organisational requirements.
	4.3 Lease arrangements are monitored to ensure they meet the obligations of the lease agreement and relevant legislative and organisational requirements.
	4.4 ***Business equipment and technology*** are used to maintain relevant documentation securely and according to legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to interpret property plans and lease documentation, analyse and

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REQUIRED SKILLS AND KNOWLEDGE

assess lease requirements and terms, and devise retention strategies

- communication skills to clarify lease requirements, interpret written and oral information, negotiate lease arrangements and prepare reports
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- technical skills to prepare and complete reports.

Required knowledge and understanding:

- common lease terms and conditions
- contract law applied to property lease
- government duties and taxes as applied to lease documentation
- industry practices and processes
- legal operations for lease preparation
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination and equal employment opportunity (EEO)
  - consumer protection
  - environmental issues
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- types of property leases.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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Overview of assessment

This unit of competency could be assessed through practical demonstration of arranging and formalising lease arrangements for the use of space. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- determining requirements for lease of space through an accurate assessment of client needs and identification of lease terms and conditions
- devising and marketing retention strategies to selected tenants
- implementing lease arrangements, including appointing an agent to facilitate the completion of leasing arrangements
- knowledge of organisation's practices, ethical standards and legislative requirements associated with the lease of space
- monitoring lease arrangements against lease agreement requirements, and safely and securely maintaining all relevant documentation
- organising the preparation of lease documentation, reviewing for accuracy and arranging necessary amendments as required.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally

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appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Space may include:	• buildings • car parking • facilities • land • lettable areas • properties.
Relevant people may include:	• agents • clients • colleagues • designated OHS representatives • government personnel • legal representatives • management • members of industry associations • property owners • site personnel • supervisors • tenants.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Interpersonal techniques may include:	• active listening • clear presentation of options • consultation methods • culturally inclusive and sensitive engagement techniques • questioning to clarify and confirm understanding • seeking feedback • two-way interaction • using language and concepts appropriate to cultural differences • verbal or non-verbal language.
Clients may include:	• bankers • company management

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- fund managers
- fund providers
- government and legal instruments and agencies
- institutions
- internal and external property groups
- owner-occupiers
- private investors
- property agents
- property owners
- tenants.

Client needs may relate to:

- developing fit-out guidelines for builders
- facilitating transaction by separately meeting with fit-out and legal advisers
- managing fit-outs to preserve building services
- observing building rules.

Relevant documentation may include:

- building codes
- contracts
- instruments of agreement
- lease agreements
- licences
- maps
- permits
- plans
- spatial guidelines
- specifications.

Legislative requirements may be outlined and reflected in:

- Australian standards
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- environmental and zoning laws affecting access security, access and property use
- general duty of care to clients
- home building requirements
- local regulations and by-laws
- privacy laws applying to owners, contractors and tenants
- quality assurance and certification requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity

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- environmental issues
- EEO
- industrial relations
- OHS
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Specialist advice may be sought from:

- architects
- bankers and financiers
- builders
- business consultants
- government officials
- investment consultants
- members of industry associations
- planners
- real estate agents
- solicitors
- subcontractors
- technical experts
- valuers.

Lease agreements may include:

- acceptance and consideration
- agreement to lease
- building rules
- existing partitioned space
- fit-outs
- heads of agreement
- lessee and lessor obligations
- letters of intent
- negotiations containing offers.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM4032A Arrange valuation of facilities and assets

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to place a value on facilities and assets. It requires the ability to assess, record, report and analyse information on facilities and assets. The unit also requires knowledge of basic accounting procedures to determine the market value of facilities and assets.

The unit may form part of the licensing requirements for persons engaged in property development, sales and management activities, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in placing a value on facilities or assets.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research facility or asset.	1.1 Information on ***client*** facility or ***asset*** is gathered and organised in a format suitable for analysis and interpretation according to ***organisational requirements***.
	1.2 Reliable methods of gathering information are used according to organisational requirements, making efficient use of available time and resources.
	1.3 Appropriate ***interpersonal techniques*** are used to access additional information from ***relevant people***.
	1.4 ***Source documents*** are obtained and analysed to determine status and ownership of asset according to ***legislative requirements***.
2 Arrange assessment of value of facility or asset.	2.1 Appropriate valuation specialists are arranged to provide advice according to organisational requirements.
	2.2 Market value of facility or asset is assessed and determined according to established instructions and organisational procedures.
	2.3 ***Comparative market data*** is accessed to enable a valid assessment of facility or asset value.
	2.4 Estimation of value is clear, justified and based on assessment of all factors according to organisational

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ELEMENT	PERFORMANCE CRITERIA
	procedures.
	2.5 Limitations in determining value of facility or asset are recognised and ***specialist advice*** is sought as required according to organisational requirements.
3 Present information.	3.1 Information on value of facility or asset is presented within specified time, budget and quality constraints according to client and organisational requirements.
	3.2 Information is prepared in the required format, style and structure using relevant ***business equipment and technology***.
	3.3 ***Feedback*** on suitability and sufficiency of advice is obtained and, where appropriate, incorporated into advice.
	3.4 All facility or asset ***information*** is securely maintained with due regard to client confidentiality according to organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analysis and interpretation skills to ensure collection of valid and reliable data, assess market information and determine value of facility or asset
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to liaise with relevant people to obtain asset information and to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to access and interpret a variety of information and collate and prepare required documentation
- research and evaluation skills to identify gaps in data and source additional information.

Required knowledge and understanding:

- company record-keeping policies and procedures
- limitations of work role, responsibility and professional abilities

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REQUIRED SKILLS AND KNOWLEDGE

- OHS issues and requirements
- relevant financial record-keeping standards, practices and codes
- relevant Australian standards and legislation, including Australian accounting standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- relevant facility or asset financial record-keeping manuals.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of placing a value on facilities and assets. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate	A person who demonstrates competency in this unit must be able to provide evidence of: • determining market value of facility or asset using

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competency in this unit

market data and established accounting procedures

- knowledge of organisation's practices, ethical standards and legislative requirements associated with placing a value on facilities and assets
- presenting facility or asset valuation in a clear and comprehensive format
- researching and analysing asset information to clarify status and ownership of facility or asset.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be

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combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- agents
- company or business enterprises
- fund managers
- government agencies
- insurers
- internal and external property groups
- legal advisers
- private investors
- project managers
- property agents
- property owners
- risk assessors.

Assets may relate to:

- buildings
- business and marketing contracts
- equipment
- furniture
- goodwill
- land
- facilities
- vehicles.

Organisational requirements may be outlined and reflected

- access and equity principles and practice guidelines
- business and performance plans

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in:	• complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Interpersonal techniques may include:	• active listening • clear presentation of options • consultation methods • culturally inclusive and sensitive engagement techniques • questioning to clarify and confirm understanding • seeking feedback • two-way interaction • using language and concepts appropriate to cultural differences • verbal or non-verbal language.
Relevant people may include:	• accountants • clients • colleagues • legal representatives • members of industry associations • supervisors • taxation specialists • valuers.
Source documents may include:	• asset valuation statements • company asset documents and registers • comparative market data • depreciation schedules • financial documents • qualitative and quantitative data • reports and inventories • taxation records.
Legislative requirements may be outlined and reflected in:	• Australian standards, and quality assurance and certification requirements • award and enterprise agreements • consumer protection • freedom of information • home building requirements

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- privacy requirements
- public health
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Comparative market data may include:

- best practice information
- national and international benchmarking
- inter-organisation comparison data.

Specialist advice may be sought from:

- accountants
- bankers and financiers
- business consultants
- government officials
- investment consultants
- members of industry associations
- real estate agents
- solicitors
- subcontractors
- taxation specialists
- technical experts
- valuers.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Feedback may be obtained from:

- clients and colleagues
- documentation and reports
- quality assurance data

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	• questionnaires • regular meetings.
Information may relate to:	• historical data • insurance • maintenance schedules • operating environment of organisation, including financial markets, competitors, core business activities, functions and stakeholders • property, facility and asset leases and contracts • property, facility and asset management reports • reports and relevant documentation • useful and residual life of asset.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM4033A Assess and value goods, chattels, plant and equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assess and value goods, chattels, plant and equipment. It includes obtaining valuation instructions from the clients, conducting research on the goods, chattels, plant and equipment offered for valuation, inspecting the relevant goods, chattels, plant and equipment, selecting and applying the appropriate valuation methodology, and reporting to the client on the outcomes of the assessment and valuation process.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in assessing and valuing goods and chattels, and standard plant and equipment.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Obtain valuation instructions from client.	1.1 ***Purpose of valuation*** of goods, chattels, plant and equipment is confirmed with client in line with agency practice, ethical standards and legislative requirements. 1.2 Written confirmation of valuation ***instructions*** is obtained from client in line with agency practice. 1.3 Time, date and place of inspection of goods, chattels, plant and equipment are arranged in line with agency practice.
2 Conduct research on goods, **chattels**, **plant and equipment offered for valuation**.	2.1 Preliminary ***market evidence*** of value of goods, chattels, plant and equipment is obtained from relevant sources. 2.2 Advice on replacement cost of goods, chattels, plant and equipment is obtained from relevant sources. 2.3 ***Historical accounting records*** relevant to goods, chattels, plant and equipment are obtained from relevant source. 2.4 Compliance of ***goods***, ***chattels***, ***plant and equipment*** with safety and other relevant legislative requirements is determined.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Details of history of goods and chattels are obtained from relevant sources.
	2.6 Details of maintenance history of plant and equipment are obtained from relevant sources.
3 Inspect goods, **chattels**, **plant and equipment**.	3.1 Identity of goods, chattels, plant and equipment is confirmed in line with agency practice.
	3.2 Comprehensive inspection of goods, chattels, plant and equipment is performed in line with agency practice.
	3.3 Additional information on goods, chattels, plant and equipment is documented in line with agency practice.
	3.4 ***Field notes*** on inspection are compiled in line with agency practice.
4 Apply valuation methodology for goods, **chattels**, **plant and equipment**.	4.1 Cost and ***market information*** are obtained and analysed in line with agency practice.
	4.2 Appropriate ***valuation methodology*** for goods, chattels, plant and equipment is selected and applied.
	4.3 Determination of value of goods, chattels, plant and equipment is based on verifiable information in line with agency, ethical and legislative requirements.
	4.4 Report on value of goods, chattels, plant and equipment is prepared for client in line with agency practice.
	4.5 Communication is maintained with client throughout the assessment and valuation process.
5 Report to client.	5.1 Report on the outcomes of the valuation is presented and explained to client in line with agency practice.
	5.2 Professional issues arising from the report are discussed with client in line with agency practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities

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REQUIRED SKILLS AND KNOWLEDGE

- analytical skills to interpret documents such as legislation, regulations, contracts of sale and auction rules
- application of risk management strategies associated with assessing and valuing goods, chattels, plant and equipment
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions associated with assessing and valuing goods, chattels, plant and equipment
- literacy skills to prepare general information, papers, formal and informal letters, reports and applications; and complete standard forms
- numeracy skills to calculate marketing expenses within agreed budget
- planning, organising and scheduling skills to undertake work-related tasks associated with assessing and valuing goods, chattels, plant and equipment
- research skills to identify and locate documents and information required to assess and value goods, chattels, plant and equipment.

Required knowledge and understanding:

- goods and chattels, including:
  - antiquities
  - ceramics
  - drawings
  - etchings
  - fine art
  - firearms
  - furniture
  - machinery
  - sculpture
- plant and equipment, including:
  - agricultural machinery
  - automotive
  - chemical
  - communication
  - computer and information
  - engineering
  - food and beverage
  - government facilities
  - laboratories
  - milling
  - mining

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REQUIRED SKILLS AND KNOWLEDGE

  - plastics and rubber
  - printing and publishing
  - pulp and paper manufacturing and processing
  - textile
  - utilities
  - water and sewerage
  - woodwork
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - anti-money laundering
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - OHS
  - privacy
  - taxation
- risks and risk management strategies associated with assessing and valuing goods, chattels, plant and equipment
- sources of information on market conditions
- valuation methods, including:
  - capitalisation method
  - direct comparison method
  - discounted cash flow method
- valuation analysis.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of assessing and valuing goods, chattels, plant and equipment. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide

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additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment. Assessment may be carried out in a simulated or workplace environment.

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

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

- obtaining valuation instructions for goods, chattels, plant and equipment from clients in line with agency, ethical and legislative requirements
- undertaking research activities relating to the assessment and valuation of goods, chattels, plant and equipment
- inspecting goods, chattels, plant and equipment for assessment and valuation purposes
- applying the appropriate valuation methodology to determine the value of goods, chattels, plant and equipment
- reporting to clients on the outcomes of the assessment and valuation of goods, chattels, plant and equipment
- knowledge of agency, ethical and legislative requirements associated with the assessment and valuation of goods, chattels, plant and equipment
- application and knowledge of the inspection and documentation procedures in the valuation process
- using appropriate accounting, historical, market and industry references and guides in the valuation of goods, chattels, plant and equipment
- effectively communicating and negotiating with clients and other stakeholders associated with the assessment and valuation of goods, chattels, plant and equipment.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Purpose of valuation may include:	• acquisitions • auction • financial reporting • financing • forced sale • investment • litigation • management buyout • mergers • private treaty sale • reinstatement • replacement • taxation.
Instructions may include:	• client • court • third party.
Market evidence may include:	• costing guides • sales and leasing transactions.
Historical accounting records may include:	• balance sheet • budgets and forecasts • profit and loss statement • statement of cash flows.
Goods and chattels may include:	• antiquities • ceramics • drawings • etchings • fine art • firearms • furniture • machinery • sculpture.
Plant and equipment may include:	• agricultural machinery • automotive • chemical • communication • computer and information

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- engineering
- food and beverage
- government facilities
- laboratories
- milling
- mining
- plastics and rubber
- printing and publishing
- pulp and paper manufacturing and processing
- textile
- utilities
- water and sewerage
- woodwork.

Field notes may include:

- file notes
- inspection file
- market evidence
- research materials.

Market information may include:

- historical manuals
- industry standards and codes of practice
- legislative and regulatory compliance standards
- productivity benchmarks
- sale and leasing transactions.

Valuation methodology may include:

- capitalisation method
- direct comparison method
- discounted cash flow method.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Real estate

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CPPDSM4034A Assess and implement strata/community management agreement

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to effectively assess and implement a strata/community management agreement. It requires the ability to negotiate the implementation of the agreement, and monitor and review the implementation process.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in assessing and implementing strata/community management agreements.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine client and agreement requirements.	1.1 Management agreement and ***client needs*** are reviewed to establish implementation requirements according to ***organisational requirements***. 1.2 ***Owner responsibilities***, management fees and implementation requirements are negotiated and confirmed with ***relevant people*** according to organisational requirements. 1.3 ***Legislative***, ***ethical and procedural requirements*** relevant to strata/community management ***services*** are identified and accessed according to client needs and organisational requirements. 1.4 Registered plans are reviewed to ensure accuracy and relevance of information and are disseminated to relevant people for ***feedback***. 1.5 Specific insurance requirements are identified and appropriate arrangements made as required according to client, organisational and legislative requirements. 1.6 Appropriate security arrangements for the management of property and facilities are identified and applied according to organisational and legislative requirements. 1.7 Additional ***resource*** requirements are determined

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ELEMENT	PERFORMANCE CRITERIA
	according to management agreement and budget allocations.
2 Implement and monitor agreement.	2.1 Implementation progress is systematically monitored and variations to work schedules are agreed with relevant people according to organisational requirements.
	2.2 Expenditure and resource usage are monitored and recorded to ensure implementation objectives are achieved within budget parameters.
	2.3 Common property and facilities are maintained and protected according to management agreement.
	2.4 Insurance claims and payments are managed according to management agreement and statutory requirements.
	2.5 Meetings are scheduled and managed according to management agreement and statutory requirements.
	2.6 Appropriate practices for receiving and handling monies are identified and applied according to organisational and legislative requirements.
	2.7 Repair and maintenance of buildings and facilities are arranged according to management and statutory agreement.
3 Maintain records.	3.1 ***Record management systems*** are maintained according to organisational and legislative requirements.
	3.2 Books of accounts are maintained to accurately reflect relevant transactions and collections of contributions.
	3.3 Accurate and timely ***records and reports*** of transactions and services provided are maintained.
	3.4 Service contracts are produced that provide an accurate record of facilities management and agency trust account disbursements.
4 Review and report on implementation of management agreement.	4.1 Implementation processes and outcomes are reviewed and reported in consultation with relevant people using appropriate communication techniques.
	4.2 Suitability of insurance arrangements is reviewed to ensure compliance with agreement requirements according to legislative and organisational requirements.
	4.3 Recommendations for improving processes are presented to relevant people according to organisational procedures.
	4.4 ***Business equipment and technology*** are used to

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ELEMENT	PERFORMANCE CRITERIA
	maintain ***relevant documentation*** according to applicable OHS and organisational procedures.
	4.5 Report on management agreement is distributed to relevant people according to client and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to prepare costings and budgets, interpret management agreement and evaluate processes
- communication skills to make public presentations, interpret written and oral information, and negotiate and confirm work schedules
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities and to respect individual differences
- organisational skills to undertake trust accounting and bookkeeping functions, arrange property inspections, monitor implementation processes, organise work schedules and prepare reports.

Required knowledge and understanding:

- administration of property usage plans
- business law relating to contracts and property management
- financial management in relation to budgeting and bookkeeping
- lease rights and responsibilities
- limitations of work role, responsibility and professional abilities
- management of administration and sinking funds
- OHS issues and requirements
- organisational and professional procedures
- social and ethical practices and business standards
- property trust accounting and bookkeeping
- relevant federal and state or territory legislation and local government regulations related to:

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REQUIRED SKILLS AND KNOWLEDGE

- anti-discrimination
- consumer protection
- environmental issues
- equal employment opportunity (EEO)
- financial probity
- franchise and business structures
- industrial relations
- OHS
- privacy
- property sales, leasing and management
- risk management, including insurances
- use and application of statutory forms in property management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of implementing a strata/community management agreement. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of:
	• establishing and negotiating agreement requirements through consultation and research, including:
	  • factors likely to affect the management of property
	  • management fees and services offered

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- necessary record keeping practices
- omissions or errors within agreements
- owners responsibilities and expectations
- security arrangements for management of property and facilities

- implementing and monitoring agreement, including:
  - arranging, managing and recording meetings
  - depositing monies held on behalf of owner corporations
  - liaising with owners or tenants about repairs and maintenance
  - maintaining and protecting condition of common property
  - maintaining relevant statutory records and books
  - managing insurance claims and payments
  - responding appropriately to requests for repairs and maintenance
- knowledge of organisation's practices, ethical standards and legislative requirements associated with implementing strata/community management agreements
- maintaining relevant statutory records and books, including administrative and sinking funds, by-laws, investments, repairs and maintenance, strata levies and trust accounting
- conducting meetings
- reviewing and reporting on agreement outcomes, including consultation with owners or tenants.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

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Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- agents or third parties for owners
- in-house staff and office contractors

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	• owner corporations, and body corporate and community title groups • potential and existing owners • prospective and existing tenants • strata companies.
Client needs may relate to:	• beliefs and values • conventions of gender and sexuality • cultural practices and observations • cultural stereotypes • disposable income and financial constraints • environmental considerations • language • physical and mental disabilities • religious and spiritual observances • social conventions • verbal and non-verbal communication.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • acting in principal's best interests • agency policies and guidelines • business and performance plans • clear communication of services offered and fee for services • clear negotiation of fees • complaint and dispute resolution procedures • declaration of beneficial interest • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • misrepresentation • mission statements and strategic plans • OHS policies, procedures and programs • over-servicing, fixed charges rather than fee for service • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals • sales, marketing and leasing management procedure manuals.
Owner responsibilities may include:	• administrative and sinking funds • appropriate levies • budgeting • building maintenance requirements

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- maintenance of cash flow.

Relevant people may include:

- clients
- colleagues
- consumers
- government personnel
- legal representatives
- members of industry associations
- supervisors.

Legislative, ethical and procedural requirements may be outlined and reflected in:

- Australian Securities and Investments Commission, Australian Competition and Consumer Commission, and Foreign Investment Review Board requirements
- Australian standards
- federal and state taxation requirements
- consumer protection laws and guidelines
- court and tribunal precedents
- environmental and zoning laws affecting access security, access and property use
- freedom of information
- home building requirements
- licensing requirements
- privacy and confidentiality requirements and laws applying to owners, contractors and tenants
- public health
- quality assurance and certification requirements
- relevant common law
- relevant federal, and state or territory legislation and regulations affecting organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- relevant local government policies and regulations
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

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Services may relate to:	• property and facilities management for a range of property types • residential, commercial and industrial property.

Feedback may include:	• formal and informal discussions, reviews and evaluations with:
	  • existing and previous clients
	  • peers, colleagues and managers
	• information provided by others involved in a professional capacity, both internal and external to the organisation.

Resources may relate to:	• materials • personnel • tools and equipment • training • transport.
Record management systems may relate to:	• administrative and sinking funds • by-laws • investments • repairs • strata levies • trust accounting.
Records and reports may include:	• completed repairs and maintenance • electronic or paper-based information • logs and journals • organisational forms • radio and telephone records • records of meetings • running sheets • task allocation sheets.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications.
Relevant documentation may relate to:	• building codes • licences • maps

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- organisational, industry and other contracts
- permits and plans
- property marketing, sale and lease agreements or contracts
- specifications
- tenancy agreements
- titles.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM4036A Broker sale of industrial, commercial and retail property

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to develop and implement a marketing and sales strategy for industrial, commercial and retail property. It includes establishing seller requirements, developing a sales and marketing strategy, reviewing and reporting on the strategy, managing the sale of the property and monitoring the settlement of the sale.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives involved in developing and implementing marketing and sales strategies for the sale of industrial, commercial and retail properties.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish seller requirements.	1.1 ***Enquiries*** regarding sale of ***property*** are handled promptly to enable high quality service delivery in line with agency practice.
	1.2 ***Appropriate rapport*** is established with seller.
	1.3 ***Seller requirements*** are accurately identified through use of ***appropriate interpersonal communication skills*** in line with agency practice.
2 Develop marketing and sales strategy.	2.1 Relevant ***information on property and property market*** is collected, collated and analysed in line with agency practice.
	2.2 ***Characteristics of potential buyers*** are evaluated using available data and recognised research techniques.
	2.3 Property ***marketing and sales objectives*** and strategies are developed in consultation with seller in line with agency practice.
	2.4 Marketing and sales strategies are developed that detail a range of ***activities*** that accurately reflect seller instructions, ethical standards and ***legislative requirements***.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Marketing activities and ***method of sale*** that best fit the property and potential market are selected and used to ensure maximum impact within specified markets.
	2.6 Marketing and sales materials reflecting agreed strategies are developed within appropriate budgets and timeframes.
	2.7 Personnel and resources required to support marketing and sales strategies are identified and prepared in line with agency practice.
3 Review and report on marketing and sales strategy.	3.1 Marketing and sales activities are regularly reviewed against aims and objectives of the marketing or sales strategy.
	3.2 Need for alternative marketing and sales strategies and adjustments is assessed in consultation with relevant people.
	3.3 ***Feedback*** on marketing and sales strategy outcomes is sought using reliable methods and verifiable data in line with agency practice.
	3.4 Reports are prepared and submitted to seller and other relevant people in line with agency practice and legislative requirements.
4 Manage sale of property.	4.1 Sale process is managed in a professional manner in line with method of sale, agency practice, ethical standards and legislative requirements.
	4.2 Mutually agreed price and conditions of sale are established and confirmed with seller and buyer.
	4.3 Agency and statutory sales documentation is produced and completed in line with agency and statutory requirements for finalisation of property transaction.
5 Monitor settlement of sale.	5.1 Contract is managed to settlement in line with agency practice and legislative requirements.
	5.2 Documentation for agency disbursements is prepared and executed in line with agency practice and legislative requirements.
6 Maintain communication with seller and buyer.	6.1 Seller and buyer confidence in agency sales and marketing activities is maintained through ongoing contact and correspondence.
	6.2 Opportunities to promote ***agency services*** to seller and buyer are implemented in line with agency practice.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities on matters associated with the marketing and sale of industrial, commercial and retail properties
- analytical skills to interpret documents such as contracts, legislation and regulations
- application of risk management strategies associated with the marketing and sale of industrial, commercial and retail properties
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements associated with the marketing and sale of industrial, commercial and retail properties
- literacy skills to access and interpret a variety of texts, including legislation, regulations and contracts; prepare general information, papers, formal and informal letters, reports and applications; and complete standard and statutory forms
- negotiation skills to assist sellers and buyers to reach agreement on price and conditions of sale of industrial, commercial and retail properties
- numeracy skills to perform calculations associated with the marketing and sale of industrial, commercial and retail properties
- planning, organising and scheduling skills to make appointments with sellers and buyers in the process of marketing and selling industrial, commercial and retail properties
- research skills to identify and locate documents and information relating to the sale of industrial, commercial and retail properties.

Required knowledge and understanding:

- agency and statutory listing documentation
- agency fees and conditions
- agency disbursements, including:
  - authorisations, signatures and identifications that must be obtained prior to disbursement
  - calculation and protection of agency fees during disbursement activities
  - documentation for agency disbursements
  - financial transactions that take place at settlement
- contracts for sale of property, including:
  - chattels and fixtures

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REQUIRED SKILLS AND KNOWLEDGE

- contract requirements for special circumstances
- defects in property
- defects in title
- effect of acceptance of title
- implied matters in contracts for sale of property
- prescribed or permitted forms
- requisitions on title
- special conditions
- deposit funds
- ethical and conduct standards
- general legal principles that impact on property law relating to the sale of industrial, commercial and retail properties
- customer relations policies
- insurance
- market conditions and forces
- marketing aids
- marketing activities, including:
  - advertising, including print and electronic media
  - agency property guide
  - brochures
  - direct marketing
  - business-to-business marketing
  - inspections
  - mail-outs
  - networking
  - signboards
  - seminars
  - targeting markets by service type
  - internet and online advertising, including web pages, virtual tours and online directories
- marketing materials
- marketing plan
- marketing strategies for:
  - businesses
  - commercial properties
  - industrial properties
  - retail properties
- methods of sale, including:
  - auction

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REQUIRED SKILLS AND KNOWLEDGE

- expression of interest
- off the plan
- private treaty
- reverse auction
- set sale
- specialised properties
- tender

- negotiation techniques
- property types for:
  - commercial properties
  - industrial properties
  - retail properties
  - specialist business properties, such as marinas, hotels, open space, resorts and caravan parks
- property appraisal methods
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - anti-money laundering
  - consumer protection
  - employment
  - environmental issues
  - financial services
  - franchises and business structure
  - industrial relations
  - leases
  - OHS
  - privacy
  - property sales and management
  - trade practices
- risks and risk management strategies
- settlement of sale of industrial, commercial and retail properties
- trust accounting in sale of industrial, commercial and retail properties.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of developing and implementing a marketing and sales strategy for the sale of industrial, commercial and retail properties. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- completing standard and statutory documentation associated with the sale of industrial, commercial and retail properties
- developing a sales and marketing strategy in line with agency practice, ethical standards and legislative requirements for the sale of industrial, commercial and retail properties
- establishing seller requirements with regard to the sale of industrial, commercial and retail properties
- knowledge of agency practice, ethical standards and legislative requirements affecting the sale of industrial, commercial and retail properties
- maintaining communications with sellers and buyers throughout the marketing and sales process
- managing the sale of industrial, commercial and retail properties
- monitoring the settlement of industrial, commercial and retail properties
- reviewing and reporting on the sales and marketing strategy for the sale of industrial, commercial and retail properties.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book

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- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Enquiries from sellers may be received through:	• business networks • email • inspections • office • referral • telephone • website.
Property may include:	• commercial properties • industrial properties • retail properties • specialist business properties, such as marinas, hotels, open space, resorts and caravan parks.
Appropriate rapport relates to use of techniques that:	• establish and build confidence and trust in the agency and its representatives • make the seller feel valued • promote and maintain an effective relationship with the seller.
Seller requirements may include:	• confidentiality • expectations of agency • marketing • settlement period • terms of sale • type of property.
Appropriate interpersonal communication skills may include:	• active listening • providing an opportunity for the seller to clarify their understanding of the sales process • soft questioning and seeking feedback from the seller to confirm own understanding of their needs and expectations • summarising and paraphrasing to check understanding of seller's message • using appropriate body language.
Information on property and property market may be collected from a range of	• property, including: • banks and financial institutions

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sources such as:

- building consultants
- local government
- professional service providers
- seller
- tradespeople
- visual inspection

- property market, including:
  - agency principal
  - consultants
  - discussions with colleagues and clients
  - documentation
  - government departments
  - group workshops and brainstorming
  - industry associations
  - internet
  - interviews
  - licensed real estate agents
  - market studies and reports
  - media, including newspaper, radio, television and industry magazines
  - questionnaires
  - reports
  - research companies
  - statistics
  - surveys.

Characteristics of potential buyers may include:

- attitudes
- business characteristics and objectives
- cultural background
- demographics
- desired benefits
- financial resources
- investment preferences
- service usage
- social and cultural factors.

Marketing and sales objectives may relate to:

- attracting offers to purchase property
- attracting potential buyers, including:
  - international
  - local
  - national
- maximising exposure of property sale

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- maximising sale price of property
- realising return on investment
- selling property.

Activities may include:

- agency property guide
- brochures
- business-to-business marketing and sales
- direct marketing
- inspections
- networking
- promotional strategies, including:
  - advertising
  - canvassing and telephone canvassing
  - image and presentation
  - mail-outs
  - pricing
  - public relations
- signboards
- seminars
- targeting markets by service type
- internet and online advertising, including web pages, virtual tours and online directories.

Legislative requirements may include:

- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - anti-money laundering
  - consumer protection
  - employment
  - environmental issues
  - financial services
  - franchises and business structure
  - industrial relations
  - leases
  - OHS
  - privacy
  - property sales and management
  - trade practices.

Method of sale may include:

- auction
- expression of interest
- off the plan
- private treaty

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	• reverse auction • set sale • tender.
Feedback may be obtained from:	• comments from clients and colleagues • competitors • documentation and reports • focus groups • quality assurance data • regular meetings • surveys.
Agency services may include:	• property development • property management • property sales.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM4037A Conduct auction of rural property

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to conduct an auction for the sale of rural property. It includes conducting the auction in line with agency practice and legislative requirements. The outcomes required to prepare for the auction and complete follow-up procedures after the auction sale are addressed in CPPDSM4067A Plan for and complete sale of rural property by auction. The outcomes required for the preparation and conduct of a chattel clearing sale or auction are addressed in CPPDSM4038A Conduct goods, chattels or equipment clearing sale or auction.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed stock and station agents, stock and station representatives or certificate holders, and auctioneers engaged in conducting auctions of rural property.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Conduct auction of rural property.	1.1 Sale terms and conditions are prominently displayed and read out prior to specified time of commencement of sale and in line with agency practice and ***legislative requirements***.
	1.2 Property and seller are identified in relation to the contract prior to offering the property for sale.
	1.3 Property is presented to public using marketing materials agreed to by seller to create product image.
	1.4 Property is submitted for sale to solicit bids.
	1.5 Questions from bidders and others engaged in the auction are answered honestly in line with agency practice, ethical standards and legislative requirements.
	1.6 ***Auction process*** is professionally conducted to establish the optimum price possible for the property

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ELEMENT	PERFORMANCE CRITERIA
	from the buyers in attendance.
	1.7 Appropriate ***communication and presentation skills*** are used in conducting the auction.
	1.8 Property is knocked down to the successful bidder or passed in, in line with seller's instructions, agency practice and legislative requirements.
	1.9 Interests of seller are respected at all times in line with agency practice and legislative requirements.
	1.10 Auction is conducted in a manner consistent with agency practice and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to people from a range of social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations, contracts of sale and auction rules
- application of risk management strategies associated with the conduct of an auction of rural property
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions that are consistent with legislative and ethical requirements
- group communication and presentation skills to conduct an auction of rural property
- literacy skills to access and interpret a variety of texts, including legislation and regulations; prepare general information, papers, formal and informal letters, reports and applications; and complete standard forms
- negotiation skills to conduct an auction of rural property
- numeracy skills to monitor price movements in the auction process
- planning, organising and scheduling skills to conduct an auction of rural property
- presentation skills to represent agency at auction in a professional manner
- research skills to identify and source documents and information related to the sale of rural property by auction.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- auction day procedures
- auction documentation, including:
  - authorities
  - contracts
  - display
  - statutory and agency documentation
- auction equipment, including:
  - audiovisual equipment
  - bell
  - display boards
  - flags
  - gavel
  - lectern
  - signs
  - stickers
- auction marketing plan
- auction process, including:
  - audibly state rules and conditions of auction, including vendor bidding
  - call for bids
  - confirm or renegotiate reserve with seller as appropriate
  - describe property benefits
  - identify salient features of contract
  - knock down or pass in property as appropriate
  - use vendor bidding as appropriate in line with relevant legislation
- auction rules, including:
  - advertising auction results
  - auctioneer requirement to identify bidders
  - bidders
  - cooling off
  - disruption of an auction
  - dummy bids
  - estimated selling price
  - follow-up procedures if property is sold or passed in
  - oral information to be provided by auctioneer
  - post-auction information
  - public inspection of auction rules and conditions
  - questioning of auctioneer

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REQUIRED SKILLS AND KNOWLEDGE

- rebates
- rules and conditions of auctions
- vendor bids
- negotiation techniques
- penalties for breach of auction legislation and regulations
- preparation of auction area
- property knowledge, including:
  - cropping properties: yields, seasons, types of crops, soils, facilities such as grain storage and transport, diseases and rotational cropping
  - dairies: quotas, breeds, lactation, dairy layout and equipment and conversion factors, such as dairy set up, herd, access and distance to market
  - general: local market conditions, trends in sector and industry, land titles, geophysical and topographical characteristics, carrying capacity and local land characteristics
  - grazing properties: dry sheep equivalent (DSE)/carrying capacity, pastures, soil types and breeds
  - irrigated properties: water licence availability, soil types, topography, and types of reticulation, such as flood, drip, direct or row cropping
  - water
- relevant federal and state or territory legislation and local government regulations related to:
  - animal health
  - anti-discrimination
  - aquaculture
  - auctions
  - consumer protection
  - crown land
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchises and business structure
  - industrial relations
  - livestock
  - native title
  - OHS
  - privacy
  - rural property sales by auction
  - taxation
  - water rights

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REQUIRED SKILLS AND KNOWLEDGE

- risks and risk management strategies
- reserve price, including:
  - definition
  - purpose
  - setting
- roles and responsibilities of auctioneer.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of conducting an auction for the sale of rural property. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • knowledge of ethical standards, legislative and regulatory requirements and agency practices associated with the conduct of auctions • conducting auctions in line with agency practice and legislative requirements • knowledge of the auction process • using effective communication and presentation techniques in conducting auctions.
Context of and specific resources for assessment	Resource implications for assessment include: • access to suitable simulated or real opportunities and resources to demonstrate competence

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- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislative requirements may include:

- relevant federal and state or territory legislation and local government regulations related to:
  - animal health
  - anti-discrimination
  - anti-money laundering
  - aquaculture
  - auctions
  - consumer protection
  - crown land
  - environmental issues
  - EEO
  - financial probity
  - franchises and business structure
  - industrial relations
  - livestock
  - native title
  - OHS
  - privacy
  - rural property sales by auction
  - taxation
  - water rights.

Auction process involves:

- audibly state rules and conditions of auction, including vendor bidding
- calling for bids
- confirming or renegotiating reserve with seller as appropriate
- identifying benefits of property
- identifying salient features of contract
- knocking down or passing in property as appropriate
- using vendor bidding in line with relevant legislation.

Communication and presentation skills may include:

- assertiveness
- confidence
- group communication techniques

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- humour
- knowledge of property
- personal presentation
- voice control.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Stock and station agency

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CPPDSM4038A Conduct goods, chattels or equipment clearing sale or auction

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to prepare and conduct a clearing sale or auction of goods, chattels or equipment. It includes preparing, conducting and completing the auction or clearing sale.

The unit may form part of the licensing requirements for persons engaged in stock and station agency activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed stock and station agents and stock and station representatives or certificate holders involved in preparing and conducting clearing sales or auctions of goods, chattels and equipment.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for clearing sale or auction.	1.1 Agreement to auction ***goods***, ***chattels and equipment*** is obtained in line with agency practice and ***legislative requirements***.
	1.2 ***Assisting professionals*** are instructed to prepare ***auction documentation*** in line with seller instructions, agency practice and legislative requirements.
	1.3 Assisting professionals are followed up in a timely manner to ensure that auction documentation is delivered prior to auction date.
	1.4 ***Auction details*** are established in line with agency practice.
	1.5 Ownership of goods, chattels and equipment to be sold is established to enable clear title to be passed to buyers in line with agency practice and legislative requirements.
	1.6 Inventory of reserve and non-reserve items is prepared that includes pricing requirements in line with agency practice.
	1.7 Goods control and security systems are established in line with agency practice.
	1.8 Goods, chattels and equipment are inspected by auctioneer prior to sale in line with agency practice

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ELEMENT	PERFORMANCE CRITERIA
	and legislative requirements.
	1.9 ***Auction day procedures***, method of conduct of sale and the reserve price are discussed with seller prior to auction day.
	1.10 ***Staff*** and ***resource*** requirements for auction day are identified and booked in advance in line with agency practice.
	1.11 Marketing is monitored on a regular basis to establish its effectiveness.
	1.12 Enquiries from prospective buyers and other interested parties are addressed and where required copies of relevant documentation are provided.
	1.13 Offers from prospective buyers prior to auction are referred to seller in line with agency practice and legislative requirements.
	1.14 Order of auction is determined to permit preparation of catalogue in line with agency practice.
	1.15 Safety of auction goods and venue is inspected in line with agreed practice, OHS requirements and relevant legislative requirements.
2 Implement auction day procedures.	2.1 ***Auction area is prepared***, including deployment of staff, promotional materials and equipment consistent with agency practice.
	2.2 Auction documentation is prominently displayed consistent with agency practice and relevant legislation.
	2.3 Inspection of goods, chattels and equipment is facilitated on auction day prior to the commencement of the auction.
	2.4 Previously identified potential buyers are located in the audience to facilitate sale.
	2.5 Questions from interested parties are answered or referred to informed sources in line with agency practice.
	2.6 Auction day procedures are implemented in line with agency practice and legislative requirements.
3 Conduct auction.	3.1 Terms and conditions of sale are prominently displayed and read out prior to the specified time of commencement of sale in line with agency practice and legislative requirements.
	3.2 Bidder security systems are put into effect to eliminate theft and non-payment in line with agency practice.
	3.3 Goods, chattels and equipment are presented to public

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ELEMENT	PERFORMANCE CRITERIA
	using marketing materials agreed to by seller to create product image.
	3.4 Goods, chattels and equipment are submitted for sale to solicit bids.
	3.5 Question from bidders and others engaged in the auction are answered honestly and in line with agency practice, ethical standards and legislative requirements.
	3.6 Auction process is conducted professionally to establish the optimum price possible for goods, chattels and equipment from the buyers in attendance.
	3.7 Appropriate ***communication and presentation skills*** are used in conducting the auction.
	3.8 Goods, chattels and equipment are knocked down to the successful bidders or passed in, in line with seller's instructions, agency practice and legislative requirements.
	3.9 Interests of seller are respected at all times according to agency practice and legislative requirements.
	3.10 Auction is conducted in a manner consistent with agency practice and legislative requirements.
4 Complete sale.	4.1 ***Follow-up procedures for goods, chattels and equipment that are sold*** are implemented in line with agency practice and legislative requirements.
	4.2 ***Sales documentation*** is accurately completed and deposits are taken in line with agency practice and legislative requirements.
	4.3 ***Follow-up procedures for goods, chattels and equipment that are passed in*** are implemented consistent with agency practice and legislative requirements.
	4.4 Accurate ***sales data*** is compiled that reflects auction outcomes for use in follow-up procedures.
	4.5 Appropriate ***records of attendance or interest*** are compiled to expand agency contact lists of potential clients identified through the auction process.
	4.6 Publication of auction results and post-auction information are arranged in line with agency practice and legislative requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to people from a range of social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations, contracts of sale and auction rules
- application of risk management strategies associated with preparation and conduct of a clearing sale or auction
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations and sales documentation; prepare general information, papers, formal and informal letters, reports and applications; and complete standard and statutory forms
- negotiation skills to assist buyers and bidders to purchase goods, chattels and equipment at clearing sale or auction
- numeracy skills to calculate auction marketing expenses and keep them within agreed budget
- planning, organising and scheduling skills to undertake work-related tasks associated with preparing for a clearing sale or auction, including determining staff and equipment requirements
- research skills to identify and source documents and information related to goods, chattels and equipment or clearing sales and auctions.

Required knowledge and understanding:

- auction day procedures
- auction documentation, including:
  - authorities
  - contracts
  - display
  - statutory and agency documentation
- auction equipment, including:
  - audiovisual equipment
  - bell
  - display boards
  - flags

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REQUIRED SKILLS AND KNOWLEDGE

- gavel
- lectern
- signs
- stickers

- auction marketing plan, including:
  - advertising and promotional strategies
  - communicating with seller
  - contact with prospective buyers
  - description of goods, chattels and equipment
  - outcomes of auction marketing
  - post-listing conference
  - reasons for confirming auction marketing procedures and expenses
- auction process, including:
  - audibly state rules and conditions of auction
  - call for bids
  - confirm or renegotiate reserve with seller as appropriate
  - describe goods, chattels and equipment
  - identify salient features of contract
  - knock down or pass in goods and equipment as appropriate
  - use vendor bidding as appropriate in line with relevant legislation
- auction rules
- communication and presentation skills
- consumer protection principles that impact on the sale of rural property, including:
  - cooling off provisions
  - false representation and misleading conduct in relation to the sale of land
  - impact on contracts of consumer protection legislation
  - insurance provisions
  - penalties and remedies for breaches
  - protection offered for consumers
  - rights and obligations of agents
  - secret commissions
- follow-up procedures if goods, chattels or equipment are passed in, including:
  - highest bidder
  - other bidders
  - seller
- follow-up procedures if goods, chattels or equipment are sold, including:
  - buyer
  - losing bidder

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REQUIRED SKILLS AND KNOWLEDGE

  - other bidders
  - seller
- goods, chattels and equipment, including:
  - furniture
  - machinery
  - other items of movable equipment
  - sundries
- knowledge of goods, chattels and equipment for different types of rural properties, including:
  - acreage
  - aquaculture properties
  - commercial properties
  - cropping properties
  - dairy properties
  - grazing properties
  - hobby farms
  - horticulture properties
  - irrigated properties
  - mixed uses
  - olive properties
  - orchards
  - residential properties
  - tree production properties
  - viticulture properties
- negotiation techniques
- penalties for breach of auction legislation and regulations
- preparation of auction area, including:
  - goods, chattels and equipment inspection
  - distractions and hazards
  - security
- records of attendance and interest in auctions, including:
  - collection techniques
  - reasons for collection
  - types of data
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - auctions

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REQUIRED SKILLS AND KNOWLEDGE

- consumer protection
- equal employment opportunity (EEO)
- financial probity
- OHS
- privacy
- rural property sales
- taxation

- reserve price, including:
  - definition
  - purpose
  - setting
- roles and responsibilities of auctioneer
- sales data, including:
  - collection techniques
  - reasons for collection
  - types of data
- sales documentation.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of preparing for and conducting an auction or clearing sale of goods, chattels and equipment. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence.

The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- arranging publication of auction results and post-auction information in line with agency practice and legislative requirements
- compiling accurate sales data for use in follow-up procedures
- compiling records of attendance or interest in auction to expand agency contact lists of potential clients
- conducting clearing sale or auction of goods, chattels and equipment in line with agency practice and legislative requirements
- finalising auction sale, including the completion of sales documentation and implementation of follow-up procedures if goods, chattels or equipment are sold or passed in
- knowledge of auction or clearing sale marketing procedures, auction day procedures and auction process associated with the sale of rural goods, chattels and equipment
- knowledge of ethical standards, legislative and regulatory requirements and agency practices associated with the preparation for and conduct of an auction or clearing sale of goods, chattels and equipment
- planning and implementing a marketing plan for an auction or clearing sale of goods, chattels and equipment in line with agency practice and legislative requirements
- planning and implementing auction day procedures in line with agency practice and legislative requirements
- preparing auction documentation consistent with seller instructions, agency practice and legislative requirements
- taking instructions on reserve price from seller in line with agency practice and legislative requirements
- using effective communication and presentation techniques in conducting an auction or clearing sale of goods, chattels and equipment.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal

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planner and assessment record book.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Goods**, **chattels and equipment may include:	• furniture • machinery • other items of movable equipment • sundries.

Legislative requirements may include:	• relevant federal and state or territory legislation and local government regulations related to:
	  • anti-discrimination
	  • auctions
	  • consumer protection
	  • EEO
	  • financial probity
	  • OHS
	  • privacy
	  • rural property sales
	  • taxation.

Assisting professionals may include:	• auctioneers • conveyancers • solicitors.
Auction documentation may include:	• contracts • contract inclusions • warranties.
Auction details may include:	• date • time • venue.
Auction day procedures may include:	• advertising and marketing materials • auction documentation • channels of communication • inspection arrangements for goods, chattels and equipment • managing the auction process • roles and responsibilities of agency staff • security arrangements • transport arrangements for goods, chattels and

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	equipment purchased.
Staff may include:	• agency support staff • auctioneer • licensed stock and station agents.
Resources may include:	• audiovisual equipment • bell • display boards • flags • gavel • lectern • signs • stickers.
Auction area preparation may include:	• auction documentation and equipment • distractions • hazards • marketing materials • security.
Communication and presentation skills may include:	• assertiveness • confidence • group communication techniques • humour • knowledge of goods, chattels and equipment • personal presentation • voice control.
Follow-up procedures if goods, chattels and equipment are sold may refer to:	• buyer or seller • losing bidder • other bidders • transport.
Sales documentation may include:	• contract of sale • declaration of selling agent • finance statement to purchaser • log books • receipts for purchase money paid • vendor's statement • warranties.
Follow-up procedures if goods, chattels and equipment are passed in may refer to:	• highest bidder • other bidders • seller.
Sales data may refer to:	• collection techniques

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- reasons for collection
- types of data.

Records of attendance and interest may refer to:

- collection techniques
- reasons for collection
- types of data.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Stock and station agency

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CPPDSM4039A Conduct livestock sale by auction

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to sell livestock through the auction process. This includes arranging staff, conducting the auction, reconciling livestock records, completing sales documentation and arranging delivery of livestock to the buyer. Livestock auctions may be conducted through saleyards or on the seller's property.

The unit may form part of the licensing requirements for persons engaged in livestock sales in those States and Territories where the selling of livestock is a regulated activity.

Application of the Unit

Application of the unit

This unit of competency supports the work of those who have responsibility for arranging and conducting livestock auctions through saleyards or on the seller's property. It includes arranging and conducting auctions, completing sales documentation and arranging after-sales transport in line with client instructions as well as checking and completing required documentation associated with the national livestock identification system (NLIS), national vendor declarations (NVD) and relevant federal and state or territory legislative and regulatory arrangements.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite unit

The following unit is a prerequisite requirement for this unit:

- CPPDSM4075A Select livestock for sale.

Employability Skills Information

Employability skills

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for livestock auction.	1.1 ***Auction documentation*** is prepared in line with agency practice, ethical standards and relevant legislation. 1.2 Enquiries from ***interested parties*** are answered or referred to ***informed sources***. 1.3 ***Staff requirements*** for auction are determined. 1.4 Adequate staff is engaged to facilitate the conduct of auction.
2 Conduct livestock auction.	2.1 ***Auction area preparations*** are undertaken in line with agency practice and saleyard or property requirements. 2.2 ***Terms and conditions of sale*** are prominently displayed and read out prior to the specified time

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ELEMENT	PERFORMANCE CRITERIA
	of commencement of auction and according to agency practice and legislative requirements.
	2.3 Auction is conducted under the terms and conditions of sale in line with agency practice, ethical standards and legislative requirements.
	2.4 ***Livestock*** is offered for sale based on ***description*** advised to the public.
	2.5 Bids are received and called according to accepted agency practice, ethical standards and legislative requirements.
	2.6 Winning bid is knocked down and purchase name and ***sale details*** are recorded immediately and accurately in the sales register in line with agency practice and legislative requirements.
	2.7 Unsuccessful offers are recorded as non-sales in an accurate and timely manner in the sales register.
	2.8 Interests of sellers and buyers are respected at all times according to agency practice, ethical standards and legislative requirements.
3 Reconcile livestock records.	3.1 Recorded transactions are delivered to organisation's office personnel to enable preparation of financial records and post-sales summary.
	3.2 ***Buyers*** are encouraged to visit the office at the yards at the conclusion of the sale to agree ***purchase details*** prior to delivery.
	3.3 ***Post-sales summary*** is prepared based on recorded sales information and pre-sales catalogue, and provided to purchasers.
	3.4 Numbers are balanced to total of inward delivered livestock.
	3.5 Sales register is signed by the auctioneer within the prescribed period, where required under state or territory legislation.
	3.6 NVDs are held by the agent or a central management body for the prescribed period to facilitate the answering of enquiries.
4 Complete sales documentation.	4.1 Sales documentation is completed in line with agency practice and legislative requirements.
	4.2 Deposits are secured and appropriate arrangements are made to account for the deposit on subsequent settlement.
	4.3 Arrangements for payment are completed in line with agency practice, ethical standards and legislative

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ELEMENT	PERFORMANCE CRITERIA
	requirements.
5 Arrange delivery of livestock to buyer.	5.1 Assistance is given in the identification of livestock to facilitate delivery to buyer. 5.2 Delivery of livestock is arranged by the agent in line with seller or buyer instructions. 5.3 Documentation associated with the transportation of livestock to the buyer is completed in line with agency practice, ethical standards and relevant legislation.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- application of procedures associated with the conduct of a livestock auction
- application of risk management strategies in the preparation and conduct of a livestock auction
- computing skills to access agency databases, send and receive emails and complete standard forms online
- negotiation skills to gain commitment to sell and purchase livestock
- numeracy skills, including the ability to perform and apply measurements and calculations
- planning, organising and scheduling skills to undertake work-related tasks, such as preparing for a livestock auction
- reading skills, including the ability to access and interpret federal and state or territory legislation, codes of practice and other industry documentation associated with livestock auctions
- verbal communication and presentation skills to conduct a livestock auction
- written communication skills to complete sales documentation.

Required knowledge and understanding:

- auctions, including:
  - advantages and disadvantages of saleyard and on-property auctions
  - auction procedures
  - ethical standards
  - legislative and regulatory requirements
  - types

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REQUIRED SKILLS AND KNOWLEDGE

- federal and state or territory legislation and local government regulations related to selling and transporting livestock, including:
  - animal health and welfare
  - anti-discrimination
  - aquaculture
  - brands and earmarks
  - chemical treatments and residues, export slaughter intervals and withholding periods
  - consumer protection
  - financial probity
  - food safety
  - livestock sales and auctions
  - livestock-specific legislation and regulations
  - local government
  - NLIS
  - NVD
  - OHS
  - other legislation and regulations
  - privacy
  - public health
  - public liability
  - tagging
  - water curfew
  - waybills, including combined waybills
- livestock, including:
  - ages
  - breeds
  - classes
  - district of origin
  - grades
  - pregnancy status
  - values
  - varieties
  - weights
  - yields
- livestock transport, including:
  - costs
  - insurance

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REQUIRED SKILLS AND KNOWLEDGE

- legislative requirements
- methods
- payments
- risks
- national saleyard quality assurance scheme
- pre and post-sale procedures, including:
  - legislative requirements
  - retention period
  - summaries
- pre and post-sale weighing procedures
- risks and risk management strategies associated with the following aspects of livestock auctions:
  - auction preparations
  - auction procedures
  - auction sale documentation
  - care and handling of livestock
  - chemical treatment and residues
  - client misrepresentation
  - conflict of interest
  - health of livestock
  - ownership of livestock and encumbrances
  - saleyards
  - staff supervision
  - transport
- roles and responsibilities of auction staff, including:
  - auctioneer
  - bid takers
  - booking clerks
  - drovers
  - office clerks
- sale price, including:
  - live weight cents per kilo
  - price per head
- sales register, including:
  - auctioneer sign-off
  - legislative requirements
  - procedures
- timeframes.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through the candidate demonstrating the process of arranging and conducting a livestock auction, completing the documentation associated with the auction and arranging the delivery of the livestock to the relevant buyer. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- arranging delivery of livestock to the appropriate buyer in line with buyer or seller instructions following an auction sale, including the preparation of relevant documentation associated with the transportation of livestock
- completing required documentation associated with livestock, including post-sale summaries and reconciliation of livestock records, in line with agency practice, ethical standards and relevant federal and state or territory legislation
- knowledge and practical application of relevant federal and state or territory legislative requirements for the auction of livestock
- knowledge and practical application of risk management strategies associated with all stages of the livestock auction process, including preparing for auction, conducting auction, completing relevant documentation, and facilitating delivery of livestock to buyer

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- preparing and conducting a livestock auction in line with agency practice, ethical standards and relevant federal and state or territory legislation.

Context of and specific resources for assessment

Resource implications for assessment include access to:

- computerised or manual systems for recording auction results, including the sales register
- federal and state or territory legislation and regulations relevant to livestock sales
- livestock
- normal agency documentation and requirements for sale of livestock by auction, for example agency policy and procedures relating to auctions and standard industry forms, contracts and agreements
- resources to conduct livestock auction, including saleyard or property venue, staff and equipment.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Auction documentation may include:

- auction rules
- contracts
- NVD
- pre-sale catalogue
- terms and conditions
- veterinary certificate pricing.

Interested parties may include:

- government officials
- other sellers and producers
- potential buyers, including:
  - agents
  - feedlot operators
  - individuals
  - live exporters
  - processors
  - supermarket chains.

Informed sources may include:

- government agencies
- producers
- professional sources of advice, including:
  - accountants
  - banks and finance companies

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	• exporters • financial advisers • veterinarians • sellers • stock and station agents.
Staff requirements may include:	• number • type.
Auction area preparations may include:	• auction facilities and equipment • distractions • hazards • security.
Terms and conditions of sale may include:	• buying orders • catalogues • health • inspections • insurance • payment • registration delivery • telephone bidding • transport.
Livestock may include:	• alpacas • cattle • deer • goats • horses • ostriches • pigs • sheep.
Description may include:	• age • bloodlines • breeding and fattening background • district of origin • pregnancy status • sex • weight.
Sale details must include:	• description of livestock • number sold • name of seller • name of buyer • price • sex of livestock

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	• weight.
Buyers may include:	• agents • exporters • feedlot operators • individuals • processors • supermarket chains.
Purchase details may include:	• name of purchaser • number purchased • pen number • price • weight.
Post-sales summary may include:	• accreditation information • breed and where raised • history of chemical treatment and exposure to chemicals • names and addresses of sellers • NLIS device • period of ownership if not bred on seller's property • stockfeeds used.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Stock and station agency

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CPPDSM4040A Contribute to life cycle maintenance strategy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to determine maintenance strategies that contribute to life cycle management of assets. It requires the ability to identify maintenance requirements.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in determining maintenance strategies that contribute to life cycle management of assets.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify asset requirements.	1.1 ***Assets*** are identified and relevant ***documentation*** is obtained and analysed to establish asset ***evaluation parameters***. 1.2 Appropriate ***interpersonal techniques*** are used to consult and elicit information from ***relevant people*** according to ***organisational requirements***. 1.3 ***Source documents*** are accessed and reviewed according to ***legislative requirements*** to ensure information is valid and reliable. 1.4 ***Asset characteristics*** are assessed and documented in a ***maintenance strategy*** according to organisational requirements.
2 Recommend maintenance strategy.	2.1 Information on ***asset performance*** is gathered and analysed against industry benchmarks. 2.2 Asset performance is established and appropriate ***maintenance methods*** and schedules are documented according to organisational requirements. 2.3 ***Strategic prioritisation*** is undertaken to identify risks, anticipate future maintenance requirements and identify opportunities to improve quality or cost efficiency of asset. 2.4 ***Limitations*** in providing objective ***client*** advice are

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ELEMENT	PERFORMANCE CRITERIA
	recognised and specialist advice is sought as required.
	2.5 Cost-effective solutions regarding ***asset life cycle*** are presented to relevant people in required format, style and structure.
3 Monitor and report on maintenance strategy.	3.1 Asset life cycle maintenance strategy is monitored and evaluated to ensure it is effective and meets organisational and system requirements.
	3.2 ***Feedback*** is used to identify and develop future strategies to improve life cycle maintenance.
	3.3 ***Business equipment and technology*** are used to complete and process relevant documentation according to applicable OHS and organisational requirements.
	3.4 ***Asset information*** is securely maintained with due regard to client confidentiality according to organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to analyse property asset records and classify assets
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to liaise and obtain asset information and to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to access and understand a variety of information and to interpret property asset records
- organisational skills to maintain records and databases and to use organisational asset systems
- problem solving skills to solve routine database problems and source additional information
- technology skills to use software packages to classify, record and monitor assets and to select and use technology appropriate to the task.

Required knowledge and understanding:

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REQUIRED SKILLS AND KNOWLEDGE

- asset life cycles
- basic knowledge of property contracts and administrative requirements
- budgets and financial reporting
- common hazards to public and personal safety associated with particular types of maintenance work in buildings
- company record-keeping policies and procedures
- industry benchmarks for maintenance procedures
- limitations of work role, responsibility and professional abilities
- relevant building service, trades and operation for maintenance operations
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of determining maintenance strategies that contribute to life cycle management of assets. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This

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assessment may be carried out in a simulated or workplace environment.

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

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

- determining asset system requirements through consultation and analysis of business and operational plans
- determining asset performance needs using industry benchmarks and consideration of risk
- identifying performance of assets and incorporating life cycle strategies into maintenance plans
- knowledge of organisation's practices, ethical standards and legislative requirements associated with determining maintenance strategies that contribute to life cycle management of assets
- monitoring asset life cycle strategies by obtaining feedback and using sound evaluation techniques.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning

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experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assets may be static or dynamic and may include:
- buildings
- equipment
- furniture
- land
- facilities
- vehicles.

Documentation may include:
- certification, including inspection certificates
- costings, receipts and invoices
- logs of equipment and system problems or faults
- operational checks and maintenance conducted
- planning permits
- property leases, plans or contracts
- recommendations for repairs

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	• service and maintenance records • testing and commissioning results • warranty conditions and allowances.
Evaluation parameters may relate to:	• financial performance • functionality • physical condition • utilisation.
Interpersonal techniques may include:	• active listening • consultation methods • interpreting non-verbal and verbal messages • questioning to clarify and confirm understanding • seeking feedback • using language and concepts appropriate to cultural differences.
Relevant people may include:	• clients • colleagues • legal representatives • members of industry associations • supervisors.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Source documents may include:	• asset valuation statements • company asset documents and registers • comparative market data • depreciation schedules • financial documents • qualitative and quantitative data • reports and inventories • taxation records.
Legislative requirements may be outlined and reflected in:	• Australian standards, and quality assurance and certification requirements • award and enterprise agreements • codes of practice covering the market sector and

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	industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• environmental and zoning laws affecting access security, access and property use
	• general duty of care to clients
	• home building requirements
	• local regulations and by-laws
	• privacy laws applying to owners, contractors and tenants
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

Asset characteristics may relate to:	• actual or estimated residual life • commercial or technical obsolescence • effect of planned maintenance • effective life • location in life cycle • prediction of deterioration or failure • previous inspection date and process • when constructed, rehabilitated or replaced.
Maintenance strategy may include:	• asset replacement strategies • emergency lighting and security • energy efficiency strategies • housekeeping • painting, cleaning and waste disposal • pest control • plumbing and electrical.
Asset performance may relate to:	• age • condition assessment • costs • depreciation • downtime • emergency operation and backup • functionality • life span

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	• maintenance requirements and cost • replacement • security • service levels.
Maintenance methods may include:	• in-house employee services • lease contractual obligations • outsourcing through external contracts.
Strategic prioritisation could be based on criteria that may include:	• effect of not maintaining an asset • future usage plans for the asset • how long particular asset will be required to be in operation • owner or manager-specific requirements for aesthetics • risks associated with current condition • risks associated with not maintaining a particular asset • serviceability requirements of the asset.
Limitations may include:	• job role and responsibilities • quality processes • own competency level • industry requirements • own understanding of risk identification processes • legal responsibilities.
Clients may include:	• builders • building inspectors • owners • property agents • real estate agents • tenants.
Asset life cycle may relate to:	• acquisition • disposal • maintenance • operation • planning for and establishing a new asset • replacement.

Feedback may include:	• formal and informal discussions, reviews and evaluations with:
	  • existing and previous clients
	  • peers, colleagues and managers
	• information provided by others involved in a professional capacity, both internal and external to the organisation.

Business equipment and	• computers

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technology may include:	• data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications.
Asset information may relate to:	• historical data • insurance • key personnel • lines of responsibility • maintenance schedules • operating environment of organisation, including financial markets, competitors, core business activities, functions and stakeholders • property management reports • register of assets • reports and relevant documentation • residual life of assets.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM4041A Contribute to development of a tenancy mix strategy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to recommend strategies to assist in the implementation of a tenancy mix strategy based on an analysis of client objectives. It requires the ability to determine industry trends and report findings.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in recommending strategies to assist in the implementation of a tenancy mix strategy based on an analysis of client objectives.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify tenancy mix requirements.	1.1 ***Client preferences***, ***needs and expectations*** are determined according to ***organisational requirements***.
	1.2 ***Information*** is gathered and analysed to determine ***market conditions*** according to organisational requirements.
	1.3 Client preferences are examined to determine short and long-term goals according to organisational requirements.
	1.4 ***Tenancy mix*** objectives and time lines are negotiated and agreed in consultation with ***relevant people***.
2 Recommend tenancy mix strategy.	2.1 ***Segmentation criteria*** are applied to determine tenancy mix that meets client and ***building capacity requirements***.
	2.2 Tenancy mix is sought that adds value to property and encourages effective competition according to income projections.
	2.3 Draft tenancy mix recommendations are prepared and distributed to relevant people according to organisational requirements.
	2.4 ***Marketing options*** to meet requirements of tenancy

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ELEMENT	PERFORMANCE CRITERIA
	mix strategy are identified and ***feedback*** is sought from relevant people according to organisational requirements.
3 Report on tenancy mix strategy.	3.1 Tenancy mix documentation is obtained and variances are recognised and reported to relevant people according to organisational requirements.
	3.2 Tenancy mix strategy documentation is reviewed to ensure compliance with applicable ***legislative requirements***.
	3.3 Recommendations for improvement of the strategy are presented to relevant people according to organisational requirements.
	3.4 ***Business equipment and technology*** are used to complete and process relevant documentation according to applicable OHS, legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to consult with clients
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities and to obtain feedback
- literacy skills to interpret written and oral information
- planning skills to determine short and long-term goals
- presentation skills to prepare and deliver tenancy mix options to clients
- problem solving skills to identify appropriate marketing options
- research skills to interpret documentation, evaluate current market conditions and assess future trends
- technical skills to prepare and complete reports.

Required knowledge and understanding:

- common lease terms and conditions
- industry benchmarks

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REQUIRED SKILLS AND KNOWLEDGE

- market segments
- organisational and professional procedures, ethical practices and business standards
- organisation's documentation and reporting procedures
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - property sales, leasing and management
- range of tenancy mix strategies
- relevant local market conditions
- types of property leases
- ways to obtain feedback.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of identifying client objectives and recommending strategies to assist in the implementation of a tenancy mix strategy. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence.

The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This

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assessment may be carried out in a simulated or workplace environment.

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

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

- examining client business plans and accurately profiling client tenancy needs
- knowledge of organisation's practices, ethical standards and legislative requirements associated with identifying client objectives and recommending strategies to assist in the implementation of a tenancy mix strategy
- obtaining feedback on draft tenancy mix strategy and amending accordingly
- preparing and documenting a tenancy mix strategy that details targeted market segment
- sourcing and selecting suitable marketing strategies.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct,

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indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:	• bankers • company boards • fund managers • fund providers • institutions • internal and external property groups • owner-occupiers • private investors.
Client preferences, ***needs and expectations*** may relate to:	• income stream projections • increased profile of assets • long-term tenancy contracts • short and long-term goals.
Organisational requirements may be outlined and reflected	• access and equity principles and practice guidelines • business and performance plans

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in:	• complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Information that may be used to determine market profiles and conditions may include:	• existing research data • industry sources • original research • response-based research • surveys.
Market conditions may relate to:	• availability of alternatives • business confidence • economic conditions • level of competition.
Tenancy mix may cover:	• length of tenancy • location • number of tenants • size of tenancy • type of business • type of tenancy • type of tenant customers.
Relevant people may include:	• advertising agencies • architects • business consultants • clients • managers • members of industry associations • real estate agents • solicitors • taxation and accounting practitioners.
Segmentation criteria to be used may include:	• attitude • business characteristics • consumer requirements • demographics • desired benefits • lifestyle • product and service usage

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	• social and cultural factors.
Building capacity requirements may relate to:	• amenities • associated conditions, such as noise, dust and environment • building functions • car parking.

Marketing options may include:	• business-to-business marketing
	• direct marketing
	• mail-outs
	• promotional strategies, such as:
	  • advertising
	  • canvassing
	  • community education
	  • image and presentation
	  • pricing
	  • public relations
	• target markets by service type
	• use of internet and email.

Feedback may be obtained from:	• clients and colleagues • documentation and reports • quality assurance data • regular meetings • workplace assessment.
Legislative requirements may be outlined and reflected in:	• Australian standards • codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law • federal, and state or territory legislation regarding retail and commercial tenancy • federal, and state or territory zoning requirements • corporations law • environmental and zoning laws affecting access security, access and property use • general duty of care to clients • home building requirements • local regulations and by-laws • privacy laws applying to owners, contractors and tenants • quality assurance and certification requirements • relevant federal, and state or territory legislation that

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affects organisational operation, including:
- anti-discrimination and diversity
- environmental issues
- EEO
- industrial relations
- OHS

- retail and commercial leasing Acts and guidelines
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Business equipment and technology may include:
- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers and scanners
- software applications, such as databases and word applications.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM4042A Coordinate construction contract

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to implement and monitor construction contracts. It requires the ability to effectively plan and document work activities, coordinate and monitor subcontractors, and check and report completed work.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in implementing and monitoring construction contracts.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine construction contract requirements.	1.1 Construction contract requirements are reviewed and confirmed with ***relevant people*** as required according to ***organisational requirements***.
	1.2 ***Consultative processes*** are used to negotiate and confirm construction requirements with contracted parties.
	1.3 ***Site access and specific site requirements*** are identified and appropriate arrangements made as required according to client, ***legislative and organisational requirements***.
	1.4 Construction plan is prepared and ***contingencies*** are planned to ensure contract and organisational requirements are met.
	1.5 Additional ***resource requirements*** are identified according to construction plan and budget.
	1.6 Draft documentation is reviewed to ensure accuracy and relevance of information and is disseminated to relevant people for ***feedback***.
2 Monitor construction contract.	2.1 Construction plan is monitored against contracts and work schedules to ensure completion occurs within designated timeframes.
	2.2 Site inspections are made on a regular basis so

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ELEMENT	PERFORMANCE CRITERIA
	progress can be assessed and reported to relevant people. 2.3 Factors affecting achievement of scheduled work are identified and required ***variations*** to schedules are negotiated and agreed with relevant people. 2.4 Established ***communication channels*** and processes are used to ensure an accurate exchange of information throughout operation. 2.5 Situations requiring ***specialist advice*** are identified and support is sought as required according to organisational requirements.
3 Check and record completed operation.	3.1 Certificate of practical completion is received from contracted parties and checked against client and organisational requirements to finalise construction contract. 3.2 Inspection is arranged to confirm that construction meets contract requirements and industry standards. 3.3 Defects are identified and prompt remedial action is arranged with relevant people according to organisational requirements. 3.4 ***Business equipment and technology*** are used to maintain relevant ***documentation*** according to legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to negotiate variations and adjustments to construction processes
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to resolve conflict and to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information and to complete documentation
- organisational skills to plan and arrange construction work, schedule and meet time

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REQUIRED SKILLS AND KNOWLEDGE

lines and client requirements, and manage risk
- research skills to source information and resource requirements.

Required knowledge and understanding:

- building codes and relevant Australian standards
- building construction practices, principles and processes
- building control legislation
- limitations of work role, responsibility and professional abilities
- local zoning requirements
- methods and techniques for monitoring project outcomes
- project planning methods and techniques
- range of contracted parties and their roles and capabilities
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of implementing and monitoring construction contracts. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include

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collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- administering a construction contract in normal industry conditions
- determining appropriate work schedules with contracted parties
- identifying and organising appropriate documentation
- knowledge of organisation's practices, ethical standards and legislative requirements associated with implementing and monitoring construction contracts
- negotiating variations and adjustments to construction schedules.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct,

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indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant people may include:

- clients
- colleagues
- consultants
- contractors
- legal representatives
- members of industry associations
- supervisors
- technical experts.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans

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- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication.

Site access and specific site requirements may include:

- access and egress points
- access codes
- building codes and regulations
- heritage listings
- keys, passes and security clearances
- noise control
- OHS requirements
- time of access
- union requirements.

Legislative and organisational requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Contingencies may include:

- budget constraints
- building delays
- competing work demands of contractors and consultants
- environmental factors, such as time and weather
- industrial disputes
- non-availability of resources and materials

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- public holidays and shut-down periods
- technology and equipment breakdown
- unforeseen incidents
- workplace hazards, risks and controls.

Resource requirements may include:

- additional contractors
- materials
- personal protective equipment
- subject experts
- tools and equipment
- tradesmen
- transport.

Feedback may be sought from:

- clients
- government agencies
- industry specialists
- legal representatives
- supervisors and colleagues.

Variations may include:

- alternative suppliers and contractors
- changes to materials, fittings or fixtures
- changes to work schedules
- work outside or producing results outside the terms and conditions of contract.

Communication channels may include:

- direct line supervision paths
- lateral supervision paths
- organisational communication protocols and procedures
- organisational networks.

Specialist advice may be sought from:

- architects
- builders
- government officials
- planners
- real estate agents
- solicitors
- subcontractors
- supervisors
- technical experts
- valuers.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers

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	• printers • scanners • software applications.
Documentation may relate to:	• certification, including inspection certificates • construction contracts and schedules • costings, receipts and invoices • handover documentation • logs of equipment and system problems or faults • operational checks and maintenance conducted • planning permits • property leases, plans or contracts • warranty conditions and allowances.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM4043A Coordinate fit-out of property and facilities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to coordinate the fit-out of premises for user occupation. It requires the ability to interpret fit-out requirements accurately, negotiate with selected contractors, and monitor the fit-out process to completion within agreed timeframes.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in coordinating the fit-out of premises for user occupation.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for fit-out.	1.1 ***Information*** is sourced and reviewed to determine fit-out requirements accurately, according to contract and ***organisational requirements***.
	1.2 Required approvals are identified and confirmed according to ***legislative requirements*** to ensure fit-out compliance.
	1.3 ***Consultative processes*** are used to coordinate and verify contracted parties' work schedules according to organisational requirements.
	1.4 Relevant ***documentation*** is reviewed to ensure accuracy and relevance of information, and is disseminated to ***relevant people*** for ***feedback***.
2 Monitor fit-out processes.	2.1 Fit-out operation is monitored against work schedules to ensure completion occurs within designated timeframes.
	2.2 Factors affecting achievement of scheduled work are identified and required ***variations*** to schedules are negotiated and agreed with relevant people.
	2.3 Established ***communication channels*** and processes are used to ensure accurate exchange of information throughout the fit-out operation.
	2.4 Situations requiring ***specialist advice*** are identified and

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ELEMENT	PERFORMANCE CRITERIA
	assistance is sought as required according to organisational requirements.
3 Finalise fit-out process.	3.1 Notification of completed fit-out is received and checked against contract requirements and fit-out schedules according to organisational and legislative requirements.
	3.2 Inspection is arranged to confirm fit-out is fully operational and meets specifications and industry standards.
	3.3 Faults, errors or omissions are verified and prompt remedial action is determined and arranged with relevant people according to organisational requirements.
	3.4 ***Business equipment and technology*** are used to maintain relevant documentation according to applicable OHS, legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to complete documentation and to advise variations and adjustments to fit-out processes
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to negotiate fit-out process, resolve conflict and relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to plan and arrange fit-out work, schedule and meet time lines and client requirements, and manage risk
- research skills to source fit-out information and resource requirements.

Required knowledge and understanding:

- building codes and relevant Australian standards
- building construction practices, principles and processes

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REQUIRED SKILLS AND KNOWLEDGE

- building control legislation
- limitations of work role, responsibility and professional abilities
- methods and techniques for monitoring project outcomes
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
- property sales, leasing and management
- range of contracted parties and their roles and capabilities.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of coordinating the fit-out of premises for user occupation. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • determining fit-out requirements through research of property or facility information and consultation with

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relevant parties
- completing a fit-out in normal industry conditions and maintaining relevant documentation
- knowledge of organisation's practices, ethical standards and legislative requirements associated with coordinating the fit-out of premises for user occupation
- monitoring a fit-out operation against work schedules and negotiating variations and adjustments to the schedules.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information may be sought from:

- architects
- bankers and financiers
- builders
- business consultants
- clients
- designers
- investment consultants
- planners
- project managers
- real estate agents
- solicitors
- valuers.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and

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	standards • quality assurance and procedure manuals.

Legislative requirements may be outlined and reflected in:	• Australian standards
	• general duty of care to clients
	• home building requirements
	• privacy requirements
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

Consultative processes may include:	• face-to-face meetings • telephone, facsimile and written communication.
Documentation may relate to:	• budgets • certification, including inspection certificates • costings, receipts and invoices • fit-out contract • fit-out schedule • handover • logs of equipment and system problems or faults • operational checks and maintenance conducted • planning permits • property or facility leases, plans or contracts • warranty conditions and allowances.
Relevant people may include:	• clients • colleagues • consultants • contractors • legal representatives • members of industry associations • supervisors

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	• technical experts.
Feedback may be sought from:	• clients and their legal representatives • industry specialists • supervisors and colleagues • workplace assessment.
Variations may include:	• changes to fit-out schedules • work outside, or producing results outside, terms and conditions of contract.
Communication channels may include:	• direct line supervision paths • lateral supervision paths • organisational communication protocols and procedures • organisational networks.
Specialist advice may be sought from:	• architects • builders • engineers • government officials • planners • property or facility managers • real estate agents • solicitors • subcontractors • supervisors • technical experts • valuers.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM4044A Coordinate maintenance and repair of properties and facilities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan and coordinate the repair, maintenance and modification of properties and facilities. It requires the ability to plan and document work activities effectively, coordinate and monitor subcontractors, and check and report the results of work performed.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in planning and coordinating the repair, maintenance and modification of properties and facilities.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan repair or maintenance operation.	1.1 ***Repair or maintenance*** requirements are reviewed and confirmed with ***relevant people*** according to ***organisational requirements***.
	1.2 Repair or maintenance ***resource*** requirements are determined and arranged according to ***work order*** and budgetary requirements.
	1.3 ***Site access and specific site requirements*** are identified and appropriate arrangements made according to ***client***, organisational and ***legislative requirements***.
	1.4 Work order is prepared and ***contingencies*** are planned to ensure client and organisational requirements are met in an efficient and effective manner.
	1.5 Client and tenant ***safety and security requirements*** are recognised and satisfied in provision of services.
	1.6 ***Communication channels*** and processes are established and agreed with relevant people according to organisational requirements.
2 Coordinate repair or	2.1 Repair or maintenance operation is monitored against work schedules to ensure completion occurs within

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ELEMENT	PERFORMANCE CRITERIA
maintenance operation.	designated timeframes. 2.2 Factors affecting achievement of scheduled work are identified and required ***variations*** to schedules are negotiated and agreed with relevant people. 2.3 Established communication channels and processes are used to ensure accurate exchange of information throughout operation. 2.4 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
3 Check and record completed operation.	3.1 Notification of completed repair or maintenance is received and checked against client and organisational requirements. 3.2 Inspection is arranged to confirm repair or maintenance is fully operational and meets performance specifications and industry standards. 3.3 Faults, errors or omissions are verified and prompt remedial action is determined and arranged with relevant people according to organisational requirements. 3.4 ***Business equipment and technology*** are used to maintain relevant ***documentation*** according to applicable OHS, legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to negotiate client and tenant requirements and access arrangements
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to negotiate repair or maintenance process, relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities, and resolve conflict
- literacy skills to interpret written and oral information, complete documentation

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REQUIRED SKILLS AND KNOWLEDGE

and report findings
- organisational skills to maintain assets, manage risk, plan and arrange repair or maintenance work, and schedule and meet time lines and client requirements
- problem solving skills to manage repair or maintenance problems
- research skills to source site and resource requirements
- technical skills to schedule tasks and report outcomes.

Required knowledge and understanding:

- basic knowledge of property contracts and administrative requirements
- building codes and relevant Australian standards
- building construction practice
- building control legislation
- common hazards to personal and public safety associated with particular types of maintenance work in buildings
- limitations of work role, responsibility and professional abilities
- occupancy rates and special conditions to be considered with particular services provided to clients and tenants
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- points of contact with emergency service agencies
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - property sales, leasing and management
- sources of information and assistance for property assets.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of planning and coordinating the repair, maintenance and modification of properties and facilities. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence.

The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- inspecting completed work against work order and ensuring remedial action for faults, errors or omissions
- monitoring maintenance and repair work ensuring effective communication exchange and identification of factors requiring variations to work schedules
- knowledge of organisation's practices, ethical standards and legislative requirements associated with planning and coordinating the repair, maintenance and modification of properties and facilities
- planning maintenance and repair work ensuring client and tenant safety and security, and resource requirements are according to budgetary parameters
- responding appropriately to requests for maintenance and repair work and maintaining adequate records and reports.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or

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assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Repair or maintenance may relate to:	• backups • changing user codes • confirmation of operational effectiveness • identification and replacement of worn parts • inspection, lubrication, cleaning and adjustment • routine repairs.
Relevant people may include:	• agents • clients • colleagues • engineers and technicians • government personnel • installers • legal representatives • members of industry associations • property owners • site personnel • subcontractors • supervisors • technical experts • tenants.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Resources may include:	• materials • personnel • tools and equipment • training • transport.
Work order information	• completion dates

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may relate to:	• job requirements and tasks • warranties and service information • work schedules.
Site access and specific site requirements may include:	• access and egress points • access codes • building codes and regulations • heritage listings • keys, passes and security clearance • noise control • OHS requirements • time of access • union requirements.
Clients may include:	• agents • building supervisors • government and legal instruments or agencies • project managers • property agents • property owners • tenants.

Legislative requirements may be outlined and reflected in:	• Australian standards, and quality assurance and certification requirements
	• award and enterprise agreements
	• codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• environmental and zoning laws affecting access security, access and property use
	• general duty of care to clients
	• home building requirements
	• local regulations and by-laws
	• privacy laws applying to owners, contractors and tenants
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

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Contingencies may include:	• budget constraints • building delays • competing work demands of contractor • environmental factors, such as time and weather • industrial disputes • non-availability of resources and materials • public holidays and shut-down periods • equipment and technology breakdown • unforeseen incidents • workplace hazards, risks and controls.

Safety and security requirements may be satisfied through:	• adherence to OHS policies and procedures for the containment of:
	  • emergency situations, including fire, flood, bomb threats, suicide attempts or other actions likely to lead to property or bodily threat
	  • potential health and safety hazards, such as physical, mechanical or chemical agents already in work environment, or brought to the environment, or created as a by-product of work done on the site.

Communication channels may include:	• direct line supervision paths • lateral supervision paths • organisational communication protocols and procedures • organisational networks.
Variations may include:	• alternative suppliers • changes to work schedules • work outside, or producing results outside, the terms and conditions of contract.
Specialist advice may be sought from:	• builders • colleagues • emergency personnel • government officials • lawyers • members of industry associations • OHS representatives • property specialists, including architects, surveyors, valuers, planners, engineers, property managers and real estate agents • subcontractors • supervisors.
Business equipment and technology may include:	• data storage devices • email • facsimile machines

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- internet, extranet and intranet
- photocopiers
- printers and scanners
- software applications, such as databases and word applications
- work computers.

Documentation may include:

- costings, receipts and invoices
- logs of equipment and system problems or faults
- operational checks and maintenance conducted
- materials used and parts and components replaced
- recommendations for repairs
- service and maintenance records
- testing and commissioning results
- warranty conditions and allowances
- work log.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM4045A Facilitate meetings in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to prepare for meetings and facilitate groups to discuss common issues in the property industry. It requires the ability to coordinate meeting arrangements, communicate effectively with a range of audiences, and accurately record meeting outcomes.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in preparing for meetings and facilitating groups in the property industry to discuss common issues.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Arrange meetings.	1.1 ***Type of meeting*** and its purpose are identified and meeting arrangements are made according to statutory and ***organisational requirements***.
	1.2 ***Meeting participants*** are identified and meeting is scheduled to provide maximum opportunities for attendance.
	1.3 Participants are notified of ***meeting agenda*** and ***specific requests*** are actioned according to organisational requirements.
	1.4 Participants are advised of changes to original meeting details according to organisational requirements.
2 Facilitate meetings.	2.1 Open and participative environment is provided for participants to discuss common issues according to ethical and ***legislative requirements***.
	2.2 Arrangements for taking meeting notes are made to ensure accurate record of meeting according to organisational and statutory requirements.
	2.3 Meeting is facilitated in a manner that enables participation, discussion, problem solving and ***resolution of issues***.
	2.4 ***Meeting style and structure*** is selected appropriate to meeting purpose.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 ***Leadership styles and strategies*** are used that provide clear information at appropriate stages during meeting to assist in mutual understanding and agreement.
3 Record meeting outcomes.	3.1 ***Meeting notes*** are checked to ensure accuracy of information and are formatted according to organisational and statutory requirements.
	3.2 Meeting issues requiring urgent action are identified and addressed with relevant people according to organisational procedures.
	3.3 Meeting records are distributed to relevant people within agreed timeframes and are securely maintained according to organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to encourage, listen to and incorporate feedback; conduct oral presentations to a group; and answer questions
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- conflict management skills to manage and work with a group to resolve problems and develop action plans
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- planning skills to manage time effectively and prepare for meetings
- report writing skills to organise and assess information and source additional information
- written communication skills to prepare agendas, take supporting notes, summarise meetings and prepare minutes.

Required knowledge and understanding:

- different types and formats of meetings, including general awareness of procedures for formal meetings
- group dynamic principles and theory
- meeting terminology
- organisation's record and reporting system

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REQUIRED SKILLS AND KNOWLEDGE

- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- standard meeting procedures, including:
  - agenda format and order
  - types of seating arrangements
  - role of chairperson
- types of minutes and their purpose.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of preparing for meetings and facilitating groups to discuss common issues. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence	A person who demonstrates competency in this unit must be

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required to demonstrate competency in this unit

able to provide evidence of:

- accurately recording and securely maintaining notes of meeting discussions
- effectively planning and administering meetings using appropriate procedures and protocols
- knowledge of organisation's practices, ethical standards and legislative requirements associated with preparing for meetings and facilitating groups to discuss issues
- using effective communication and presentation skills to manage and conduct meetings
- using technology to prepare documentation relating to meeting outcomes and distribute to relevant people in a timely manner.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency

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demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Meetings may be:
- committees, such as consultative planning and purchasing committees
- formal and informal health and safety meetings
- meetings called by tenant representatives
- suggestions, requests, reports and concerns put forward to committees or management.

Type of meeting may be:
- board meetings
- committee meetings
- formal and informal
- one-off or regular
- semi-formal
- staff meetings
- teleconferences
- videoconferences.

Organisational requirements may be outlined and reflected in:
- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes

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- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Meeting participants may be:

- agents
- clients
- colleagues
- contractors
- external clients, including customers, business contacts and persons working in a similar field
- internal clients, including individuals, teams, consultants and committees
- legal representatives
- OHS safety committees
- owners
- tenants.

Meeting agenda may include:

- correspondence
- date, time and location of meeting
- matters or business arising from previous minutes
- reports
- statement of meeting's purpose.

Specific requests may include:

- inclusion of agenda items
- inviting additional representatives
- minutes of previous meetings
- new timing and location of meeting
- specific supporting documentation.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation,

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	environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law • strata, community and company titles • tenancy agreements • trade practices laws and guidelines.
Resolution of issues may be negotiated using techniques such as:	• active listening • clear presentation of options • culturally inclusive and sensitive engagement techniques • interpreting non-verbal and verbal messages • questioning to clarify and confirm understanding • seeking feedback • two-way interaction • using language and concepts appropriate to target audience.
Meeting style and structure may be formal or informal and include:	• guest speakers • meeting chair • structured agenda and timeframes • use of visuals.
Leadership styles and strategies may include:	• maintaining ethical practice and beliefs in the face of opposition • modelling behavioural and personal presentation standards • strategies for acknowledging and respecting attitudes and beliefs of others • strategies for not accepting unreasonable expectations • strategies for presenting a confident, assured and unhesitant manner in challenging situations • techniques for initiating action and directing decision making • techniques for promoting active and genuine participation • time management.
Meeting notes may include:	• participants and apologies • decisions made • future action to be taken • points discussed • suggestions made.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM4046A Manage tenancy disputes

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to use communication techniques to manage and resolve tenancy disputes. It requires the ability to assess tenancy dispute situations, accurately receive and relay information, adapt interpersonal styles and techniques to varying social and cultural environments, and evaluate responses to tenancy disputes.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives to use communication techniques to manage and resolve tenancy disputes.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess tenancy dispute.	1.1 ***Tenancy dispute*** is identified and responses are evaluated in line with agency practice and ***legislative requirements***.
	1.2 Causes of tenancy dispute are accurately recognised and appropriate responses are identified to prevent escalation in line with agency procedures.
	1.3 ***Rights of tenants and landlords*** in regard to dispute are identified in line with legislative requirements, ethical standards and agency practice.
	1.4 Effective ***interpersonal communication skills*** are used to elicit and interpret verbal and non-verbal information from landlords and tenants.
	1.5 Effective ***communication techniques*** are used to ensure an accurate exchange of information with landlords and or tenants.
	1.6 Situations requiring ***specialist advice*** are identified and assistance is sought as required in line with agency practice.
2 Resolve tenancy disputes.	2.1 ***Tenancy dispute is negotiated*** and resolved constructively in line with agency procedures.
	2.2 ***Negotiation techniques*** are used to maintain positive interaction, and divert and minimise aggressive

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ELEMENT	PERFORMANCE CRITERIA
	behaviour.
	2.3 Communication with others is conducted in a courteous manner that reflects sensitivity to individual, ***social and cultural differences*** in line with agency practice.
	2.4 Contradictions, ambiguity, uncertainty or misunderstandings are identified and clarified in line with agency practice.
	2.5 Factors that might affect the safety or security of ***clients and colleagues*** are identified and appropriate responses or ***contingency measures*** are formulated and implemented.
	2.6 ***Legal dispute resolution strategies*** are assessed and implemented if dispute is unable to be resolved.
3 Evaluate response to tenancy dispute.	3.1 Effectiveness of response to tenancy dispute is evaluated and reviewed in line with legislative requirements and agency practice.
	3.2 Response evaluation findings are organised in a format suitable for analysis in line with organisational requirements.
	3.3 Incident observations are provided in an accurate, concise and constructive manner when reviewing and debriefing situations.
	3.4 ***Business equipment and technology*** are used to prepare ***records and reports*** in line with applicable OHS, legislative and agency requirements.
	3.5 Information is securely maintained with due regard to confidentiality, legislative requirements and agency practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds
- analytical skills to interpret documents such as agency and statutory forms

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REQUIRED SKILLS AND KNOWLEDGE

associated with leases or tenancy agreements
- application of risk management strategies associated with the rights of landlords, agents and tenants with regard to tenancy disputes
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations associated with tenancy disputes and make decisions in line with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations, leases and tenancy agreements; prepare general information, papers, and formal and informal letters; and complete standard and statutory forms
- negotiation skills to reach agreement with landlords and tenants on tenancy disputes
- numeracy skills to calculate and interpret data, such as cost of damage to managed property and proportion of bond money or security deposit to be claimed by landlord to cover costs of repairs to damaged properties
- planning, organising and scheduling skills to perform tasks associated with resolving tenancy disputes
- research skills to identify and locate documents and information relating to leases and tenancy agreements.

Required knowledge and understanding:

- conflict resolution strategies
- consumer protection legislation, including:
  - consumer protection principles relevant to leases or tenancy agreements
  - effect of consumer protection legislation on contracts
  - effects of consumer protection legislation on leases and tenancy agreements
  - penalties and remedies available for breaches of consumer protection legislation
  - protection offered to consumers under consumer protection legislation in leases or tenancy agreements
  - purpose
  - rights and obligations of estate agents, landlords and tenants under consumer protection legislation in relation to leases or tenancy agreements
- contracts
- ethical practices associated with tenancy disputes
- powers of courts and tribunals with regard to tenancy disputes, including:
  - evidence
  - jurisdiction
  - orders
  - procedures
- relevant federal, and state or territory legislation and local government regulations

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REQUIRED SKILLS AND KNOWLEDGE

relating to:

- anti-discrimination and equal employment opportunity
- consumer protection, fair trading and trade practices
- employment and industrial relations
- financial services
- OHS
- privacy
- property management
- residential tenancies

- risks and risk management strategies associated with handling tenancy disputes
- leases and tenancy agreements, including:
  - condition report and disclosure statements
  - fixed and periodic
  - format of agreements
  - key features of the different types of leases and tenancy agreements
  - legal obligations of agent, landlord and tenant
  - renewal of leases and tenancy agreements
  - rents, security deposits and bond moneys
  - termination of leases and tenancy agreements
- tenancy disputes requiring agency and statutory documentation
- ways of managing tenancy disputes and resolution procedures that require documentation, procedures, advantages and disadvantages, include:
  - court
  - direct communication
  - mediation
  - negotiation
  - tribunals
- trust accounts.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment This unit of competency could be assessed through case

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studies and practical demonstration of using communication techniques to manage and resolve tenancy disputes. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- adapting interpersonal style and techniques to varying social and cultural environments in order to manage and resolve tenancy disputes in line with agency practice, ethical standards and legislative requirements
- assessing tenancy dispute situations in line with agency practice, ethical standards and legislative requirements
- evaluating effectiveness of agent and agency response to tenancy disputes
- knowledge of agency practice, ethical standards and legislative requirements in relation to tenancy disputes
- knowledge of agents, landlords and tenants rights and duties in relation to tenancy disputes
- knowledge of consumer protection principles in relation to tenancy disputes
- knowledge of tenancy dispute resolution strategies
- using communication techniques to manage and resolve tenancy disputes in line with agency practice, ethical standards and legislative requirements
- using different strategies, including negotiation, mediation, tribunals and courts, to manage and resolve tenancy disputes in line with agency practice, ethical standards and legislative requirements.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or

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assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Tenancy disputes ***may include***:	• accidents resulting in injury • cleanliness of property • discrimination • faulty appliances, fixtures and fittings • damage or destruction of property • health and safety • loss of landlord's or tenant's goods • non-performance of terms of lease or tenancy agreement • property repairs and maintenance • provision of property services • rent arrears • rent increases and reviews • security deposits or bonds • situations affecting the security of self, others or property • tenant abandoning the premises • tenant leaving the landlord to pay bills that the tenant should have paid • termination of lease or tenancy agreement • trust funds.

Legislative requirements may include:	• relevant federal, and state or territory legislation and local government regulations relating to:
	  • anti-discrimination and equal employment opportunity
	  • consumer protection, fair trading and trade practices
	  • employment and industrial relations
	  • financial services
	  • OHS
	  • privacy
	  • property management
	  • residential tenancies.

Rights of tenants and landlords ***may include rights and duties in relation to***:	• anti-discrimination law • business or commercial law • common law • consumer law • contract law • privacy law • property law.
Interpersonal communication skills may include:	• active listening • providing an opportunity for landlords or tenants to clarify their understanding of the sales process • soft questioning and seeking feedback from landlords or

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	tenants to confirm own understanding of their needs and expectations • summarising and paraphrasing to check understanding of landlord or tenant message • using appropriate body language.
Communication techniques ***may include***:	• active listening • clear, concise and legible writing • giving landlord or tenant full attention • maintaining eye contact • non-verbal communication, such as body language and personal presentation • speaking clearly and concisely • using appropriate language and tone of voice • using open and closed questions.
Specialist advice ***may be sought from***:	• agency principal • clients • colleagues • counsellors • emergency personnel • health and safety personnel • industry professionals and members of industry associations • legal representatives.
Tenancy dispute is negotiated ***may include***:	• direct communication with tenant or landlord • negotiation • mediation.
Negotiation techniques ***may include***:	• using strategic questioning and listening to gather information and direct the focus of people involved • using positive, confident and cooperative language • controlling tone of voice and body language • using language and concepts appropriate to the people involved • using clear presentation of options and consequences • demonstrating flexibility and willingness to negotiate • using summarising of positions and agreements to move understanding.
Social and cultural differences ***may be expressed in***:	• beliefs, values and practices • conventions of gender and sexuality • cultural stereotypes • diet • dress • food

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	• religious and spiritual observances • social conventions • traditional practices and observations • verbal and non-verbal language.
Clients and colleagues ***may include***:	• agency staff • building supervisors • company management • funds providers • government and legal instruments or agencies • institutions • insurers • landlords • licensed estate agents • owner-occupiers • property owners • real estate representatives • tenants.
Contingency measures ***may include***:	• counselling • cultural support • defusing strategies • first aid • intervention • mediation • selecting alternative actions that may require use of legal processes • separation and isolation • special watch • specialists and experts.
Legal dispute resolution strategies ***may include***:	• courts • tribunals.
Business equipment and technology ***may include***:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications such as databases, word applications.
Records and reports ***may***	• electronic or paper-based information

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include:

- incident reports
- logs and journals
- organisational forms
- radio and telephone records
- records of conversation
- running sheets
- task allocation sheets.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Real estate

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CPPDSM4047A Implement and monitor procurement process

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to implement and monitor purchasing processes for goods and services. It requires the ability to follow procurement procedures, determine and arrange appropriate suppliers, and check that final procurement meets client objectives.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in implementing and monitoring purchasing processes for goods and services.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine procurement requirements.	1.1 ***Procurement*** requirements and objectives are identified and confirmed according to ***organisational and legislative requirements***.
	1.2 Relevant ***information*** is gathered and reviewed to determine appropriate ***procurement process*** and time lines according to legislative requirements.
	1.3 ***Factors likely to affect procurement objectives*** are identified and agreed with ***relevant people*** according to organisational procedures.
	1.4 Personal limitations of authority are identified and ***appropriate approvals*** gained as required according to organisational and legislative requirements.
2 Implement and monitor procurement process.	2.1 Procurement process is systematically monitored and variations to supply are agreed with relevant people according to organisational requirements.
	2.2 Effective ***communication channels*** are used to ensure an effective and accurate communication flow with suppliers.
	2.3 Expenditure and resource usage are monitored to ensure procurement objectives are achieved within budget parameters.
	2.4 Reliable methods of monitoring procurement are used

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ELEMENT	PERFORMANCE CRITERIA
	according to organisational requirements, making efficient use of time and ***resources***.
3 Finalise procurement process.	3.1 Procurement process is finalised within agreed timeframes according to organisational requirements.
	3.2 Inspection is arranged to confirm procurement meets required quality standards and procurement objectives.
	3.3 Defects or variances to procurement objectives are identified and prompt remedial action is taken according to organisational requirements.
	3.4 ***Business equipment and technology*** are used to maintain systems, ***records and reports*** according to applicable OHS, organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to discuss and confirm procurement arrangements, interpret written and oral information, liaise with suppliers and obtain feedback
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information, including procurement policies and procedures; and access and understand a variety of information
- organisational skills to coordinate work schedules and time lines
- technology skills to complete documentation and maintain records, reports and a database of information about suppliers.

Required knowledge and understanding:

- benefits and risks of a range of procurement options, such as lease, purchase, sale and leaseback, and term contract
- best practice procurement principles
- implications of warranties, guarantees and exclusions
- key principles of procurement, including:

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REQUIRED SKILLS AND KNOWLEDGE

- accountability and recording
- ethics and fair dealing
- open and effective competition
- planning and professionalism
- value for money
- limitations of work role, responsibility and professional abilities
- organisation's policies and procedures for employment and tendering of services and procurement
- relevant Australian standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - property sales, leasing and management
- tendering and contracting processes, including a range of contractual arrangements
- user needs and requirements for facilities
- whole of life costing and price-quality relationship issues.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of implementing and monitoring purchasing processes for goods and services. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge

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and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- accurately reviewing procurement objectives and relevant information to determine procurement processes, and sourcing appropriate authority or delegations for procurement
- finalising procurement process within agreed timeframes and using business equipment and technology to maintain records and reports
- knowledge of organisation's practices, ethical standards and legislative requirements associated with implementing and monitoring purchasing processes for goods and services
- using communication to monitor effectively the implementation of the procurement process against budget parameters.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's

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competence

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Procurement may include:

- common use contracts
- facilities management
- franchising
- gainsharing and open book
- incentive contracting
- leasing and buying
- maintenance and support arrangements
- pre-qualification of suppliers
- prime contractors and subcontractors
- research and development
- short-term or long-term arrangements
- sole or multiple suppliers
- standard form agreements

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- standing orders.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Information may relate to:

- budgets and operating costs
- contracts and tender documentation
- facility and asset management plans
- goods and services
- legal documentation
- maintenance plans and strategies
- management policy and procedures
- organisational and business strategic plans
- procurement guidelines, practices and policies
- property drawings
- quotations and invoices

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- register of suppliers
- tenancy and other contracts.

Procurement process may include:

- advertisement
- complying and non-complying tendering
- direct appointments
- open quotations
- register of suppliers.

Factors likely to affect procurement objectives may relate to:

- budgetary constraints
- collaborative arrangements
- environmental issues
- factors and conditions that may affect supply
- industry involvement requirements
- leasing instead of up-front capital investment
- level of risk, complexity and sensitivity of information related to procurement
- political imperatives and strategies
- potential impact of intended contracting activity
- strategic and tactical issues
- supply market capacity, structure, maturity and strength.

Relevant people may include:

- agents
- clients
- colleagues
- government personnel
- legal representatives
- members of industry associations
- property and facility owners or managers
- supervisors
- technical experts
- tenants.

Appropriate approvals may be sought from:

- agents
- authorised delegations
- clients
- solicitors
- supervisors.

Communication channels may include:

- direct line supervision paths
- lateral supervision paths
- organisational communication protocols and procedures
- organisational networks.

Resources may include:

- contractors
- facilities
- information technology

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- materials
- personnel
- professional service providers
- services
- tools and equipment
- transport.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Records and reports may include:

- contracts and tenders
- electronic or paper-based information
- invoices
- logs and journals
- organisational forms
- procurement forms and reports
- quotations
- radio and telephone records
- records of conversation
- running sheets
- statements
- task allocation sheets.

Unit Sector(s)

Unit sector Property development, sales and management

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Competency field

Competency field Property operations and development

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CPPDSM4048B Implement customer service strategies in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to provide advice to customers and evaluate customer service in the property industry. It requires the ability to obtain and analyse client feedback and design strategies for future improvement to customer service strategies.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those in the property industry involved in providing advice to customers and evaluating customer service.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Advise on customer needs.	1.1 ***Customer needs*** are accurately assessed and clarified using appropriate ***communication techniques***.
	1.2 Problems matching service delivery to customer needs are diagnosed and options for improved service are developed within ***organisational requirements***.
	1.3 Relevant and constructive advice is provided that promotes the improvement of customer service delivery.
	1.4 ***Business equipment and technology*** are used to structure and present information on customer service needs according to applicable OHS and organisational requirements.
2 Support implementation of customer service strategies.	2.1 Customer service strategies and opportunities are promoted to ***relevant people*** according to organisational and ***legislative requirements***.
	2.2 Available resources are identified and allocated to fulfil customer service objectives according to organisational requirements.
	2.3 ***Procedures to resolve customer difficulties*** and complaints are actioned according to organisational procedures.
	2.4 ***Coaching and mentoring assistance*** is provided to

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ELEMENT	PERFORMANCE CRITERIA
	colleagues to overcome difficulties in meeting customer service standards.
3 Evaluate and report on customer service.	3.1 Client satisfaction with service delivery is reviewed using verifiable data according to organisational requirements. 3.2 Changes necessary to maintain service standards are identified and actions implemented according to organisational procedures. 3.3 Conclusions and recommendations are prepared from verifiable data and constructive advice is provided on future directions of customer service strategies. 3.4 Systems, records and reporting procedures are maintained to compare changes in customer satisfaction.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- application skills to apply relevant agreements, codes of practice or other legislative requirements to work processes
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- evaluation skills to assess effectiveness of customer service strategies
- interpersonal skills to develop a rapport with customers and relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- language skills to allow for adequate communication with customers
- literacy skills to interpret customer feedback and respond to customer complaints
- numeracy skills to analyse customer service data, interpret customer requirements and meet their needs
- problem solving skills to identify alternative services that better match customer needs
- technology skills to organise customer service data, prepare and present information to customers, and prepare reports on improvements to customer service strategies.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- common problems relating to customer service
- consultation methods, techniques and protocols
- organisational business structure, products and services
- organisational policy and procedures for customer service, including handling customer complaints
- principles of customer services
- product and service standards and best practice models
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - property sales, leasing and management
- techniques for dealing with customers with special needs.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of providing advice to customers and evaluating customer service. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- demonstrating appropriate customer relations behaviour and designing strategies to improve delivery of services
- distinguishing between different levels of customer satisfaction
- identifying and confirming needs, priorities and expectations of the organisation and owner in delivering services to customers
- knowledge of organisation's practices, ethical standards and legislative requirements associated with providing advice to customers and evaluating customer service
- providing constructive advice on customer service practices
- responding to and reporting on customer complaints and feedback.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct,

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indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Customers may include:
- corporate customers
- customers with routine or special requests
- individual members of the organisation
- internal or external customers
- members of the public
- other agencies
- people from a range of social, cultural or ethnic backgrounds
- regular or new customers.

Customer needs may relate to:
- advice or general information
- company information on services
- contract administration
- current and planned property development
- making an appointment

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	• management policy and procedures
	• property characteristics, including:
	  • availability of alternative energy sources
	  • accessibility for people with disabilities
	  • energy efficiency
	  • energy ratings
	  • water saving devices
	• property operations
	• sales and marketing services
	• specific information.

Communication techniques may include:	• active listening • clear, legible writing • maintaining eye contact • non-verbal communication, such as body language and personal presentation • speaking clearly and concisely • using appropriate language and tone of voice • using open and closed questions.
Organisational requirements may be outlined and reflected in:	• business and performance plans • complaint and dispute resolution procedures • legal and ethical requirements and codes of practice • marketing guidelines • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications.
Relevant people may include:	• colleagues • committees • customers • external organisations • supervisors.

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Legislative requirements may be outlined and reflected in:	• Australian standards
	• codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• home building requirements
	• privacy requirements
	• quality assurance and certification requirements
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

Procedures to resolve customer difficulties may include:	• external agencies, such as the Ombudsman • providing replacement products or services • referrals to supervisor • refund of monies • review of products or services • using conflict management techniques.
Coaching and mentoring assistance may include:	• fair and ethical practice • non-discriminatory processes and activities • presenting and promoting a positive image of the collective group • problem solving • providing encouragement • providing feedback to another team member • respecting the contribution of all participants and giving credit for achievements.

Unit Sector(s)

Unit sector	Property development, sales and management

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Competency field

Competency field Property operations and development

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CPPDSM4049A Implement maintenance plan for managed properties

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to develop and implement a maintenance plan for all types of managed properties. It includes determining property maintenance requirements, establishing a property maintenance plan, establishing and maintaining a key register, monitoring the security of managed properties and implementing and reviewing the property maintenance plan.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives involved in developing and implementing maintenance plans for all types of managed properties.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine property maintenance requirements.	1.1 Property reports, maintenance specifications, feedback from tenants, owner instructions and other relevant documentation are obtained and analysed to establish ***property maintenance requirements*** in line with agency practice and legislative requirements. 1.2 ***Industry benchmarks*** are reviewed to determine maintenance intervals and other requirements. 1.3 OHS and other relevant ***legislative requirements*** are interpreted and incorporated into maintenance requirements.
2 Develop property maintenance plan.	2.1 ***Property maintenance plan*** is established in line with owner instructions, legislative requirements and agency practice. 2.2 ***Reliable and efficient maintenance methods*** are identified in line with agency practice. 2.3 Maintenance costs are established in line with agency practice. 2.4 Contract specifications for maintenance services are developed and incorporated into tender documents, where appropriate, in line with agency practice and

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ELEMENT	PERFORMANCE CRITERIA
	legislative requirements.
	2.5 ***Safety and security requirements*** are incorporated into maintenance plan in line with legislative requirements and agency practice.
	2.6 ***Criteria for the selection of tradespeople and other service providers*** to provide repair and maintenance services are established.
	2.7 Register of tradespeople and other service providers is compiled and maintained in line with legislative and agency requirements.
	2.8 Property maintenance schedule is established in line with agency practice.
	2.9 Systems for recording and implementing property maintenance requirements and reporting to owners are established in line with agency practice.
	2.10 Aspects of maintenance plan requiring ***specialist advice*** are identified and assistance is sought as required.
3 Establish key register.	3.1 ***Key register*** system is established, administered and maintained in line with agency practice.
	3.2 Security of register and keys is maintained in line with agency practice.
4 Implement property maintenance plan.	4.1 Property maintenance plan, including agency fees, is presented to owners for discussion and approval in line with agency practice.
	4.2 Property maintenance plan is implemented in line with owner instructions, legislative requirements and agency practice.
	4.3 Regular reports are provided to owners in line with property maintenance plan and agency practice.
	4.4 Agency fees for property maintenance services are recorded and billed to owner in line with agency practice and legislative requirements.
5 Monitor security of managed properties.	5.1 Security risks associated with managed properties are identified and documented in line with agency and legislative requirements.
	5.2 Causes and potential impact of security risks on agency, clients and other stakeholders are determined.
	5.3 Property security measures are established in line with terms of the property management agreement, owner instructions, legislative requirements and agency practice.

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ELEMENT	PERFORMANCE CRITERIA
6 Review property maintenance plan.	6.1 Property maintenance plan is reviewed in consultation with ***owners and relevant people*** using ***appropriate data*** and ***interpersonal communication strategies***. 6.2 Outcomes of review are prepared in required format, style and structure and presented to owners and other relevant people within agreed timeframes. 6.3 Recommendations for improvement to property maintenance plan are presented to owners and other relevant people in line with agency practice. 6.4 ***Business equipment and technology*** are used to securely maintain documentation according to agency procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations, building plans and property maintenance reports and specifications
- application of risk management strategies associated with property maintenance
- computing skills to access the internet, access web pages, prepare and complete online forms and search online databases
- decision making and problem solving skills to analyse situations and make decisions regarding property maintenance consistent with legislative, safety and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations and building and safety codes; prepare general information, papers, formal and informal letters, reports and applications; and complete standard and statutory forms
- negotiation skills to establish contracts with tradespeople and service providers for provision of property maintenance and repair services
- numeracy skills to calculate and interpret data on property maintenance costs, such as the annual level of maintenance expenditure required to sustain a property at its current condition
- planning, organising and scheduling skills to provide cyclical, routine and

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REQUIRED SKILLS AND KNOWLEDGE

non-routine property maintenance services for managed properties
- research skills to identify and locate documents and information relating to the maintenance of managed properties.

Required knowledge and understanding:

- basic concepts of taxation for investment properties
- basic knowledge of property contracts and administrative requirements
- building codes and relevant Australian standards
- building construction practices
- common building faults and styles
- common hazards to public and personal safety associated with particular types of maintenance work in buildings
- industry benchmarks for property maintenance procedures
- ethical standards
- key register
- management strategies relevant to different types of industrial, commercial, rural and retail property
- OHS issues and requirements
- property maintenance methods
- property maintenance plan
- property maintenance requirements
- property maintenance schedule
- property safety and security requirements
- register of tradespeople and service providers
- relevant building services, trades and operation for maintenance operations
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - environmental issues
  - financial services
  - industrial relations
  - leases and tenancy agreements
  - OHS
  - privacy
  - property management
  - taxation
- reporting to owners on repairs and maintenance
- risks and management strategies associated with property maintenance

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REQUIRED SKILLS AND KNOWLEDGE

- selection of tradespeople and service providers
- systems for implementing property maintenance requirements
- tendering procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of developing, implementing and reviewing a maintenance plan for managed properties. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- establishing and implementing a property maintenance plan for managed properties
- determining property maintenance requirements for managed properties
- developing a property maintenance plan for managed properties that includes procedures for selecting maintenance contractors and maintaining safety and security of clients
- establishing and maintaining a key register for managed properties
- monitoring security of managed properties
- knowledge of agency practice, ethical standards and legislative requirements associated with establishing, implementing and reviewing a maintenance plan for managed properties

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- reviewing the property maintenance plan for managed properties.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being

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performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Property maintenance requirements may include:

- confirmation of operational effectiveness
- cyclical maintenance
- emergency repairs
- refurbishment
- non-routine repairs
- routine servicing and repairs.

Industry benchmarks may include:

- age of the properties with allowance for mid-life upgrades and refurbishments
- annual level of maintenance expenditure required to sustain a property at its current condition
- compliance with safety codes
- expenditure on repairs and maintenance as a percentage of asset value
- functionality and amenity of property
- strategic importance of individual properties
- structural soundness.

Legislative requirements may include:

- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - environmental issues
  - financial services
  - industrial relations
  - leases and tenancy agreements
  - OHS
  - privacy

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	• property management • taxation.
Property maintenance plan may include:	• cleaning • electrical • emergency lighting • evacuation • fencing and boundaries • fire lighting • garden • housekeeping • painting • pests • plant and equipment maintenance • plumbing • sanitary disposal • security • vertical movement • waste disposal • weather proofing.
Reliable and efficient maintenance methods may include:	• internal employee services • lease contractual obligations • outsourcing of external contracts with arms length organisations • subcontracting tradespeople and service providers.
Safety and security requirements may include adherence to OHS policies and procedures for the containment of:	• emergency situations, including fire, flood, bomb threats, suicide attempts or other actions likely to lead to property or bodily threat • potential safety and health hazards, such as physical, mechanical or chemical agents that are already in the property, or are brought to the property, or created as a by-product of work done in the property.
Tradespeople and other service providers may include:	• air conditioning and mechanical services technicians • builders • cleaners • electricians • gardeners • painters • pest exterminators • plant and equipment technicians • plasterers • plumbers • swimming pool technicians

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	• tilers.
Criteria for the selection of tradespeople and other service providers may include:	• cost • quality of work • service standards.
Specialist advice may include:	• architects • bankers and financiers • builders • government officials • industry professionals and members of industry associations • investment consultants • planners • real estate agents • solicitors • subcontractors • technical experts • tradespeople.
Key register may refer to:	• access to keys • coding of keys • entry of keys in register • non-return of keys • records • security and storage procedures.
Owners and relevant people may include:	• agency principal and management • clients • colleagues • engineers and technicians • government personnel • industry professionals and members of industry associations • installers • legal representatives • licensed real estate agents • owners • site personnel • subcontractors • technical experts • tenants • tradespeople.
Appropriate data may	• checklists

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include:	• cost data analysis • expert and peer review • interviews • observation • questionnaires • review of quality assurance data.
Interpersonal communication strategies may include:	• active listening • providing an opportunity for clients to clarify their understanding of the sales process • soft questioning and seeking feedback to confirm own understanding of client needs and expectations • summarising and paraphrasing to check understanding of client message • using appropriate body language.
Business equipment and technology may include:	• computers • data storage devices • facsimile machines • internet, extranet and intranet • email • photocopiers • printers and scanners • software applications such as databases, word applications.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM4050A Lease industrial, commercial and retail property

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to lease listed industrial, commercial and retail properties. It includes qualifying lessees, conducting property inspections, negotiating the terms and conditions of leases, coordinating completion of lease documentation and reviewing leasing arrangements.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives involved in arranging the lease of listed industrial, commercial and retail property.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Qualify lessees.	1.1 ***Enquiries from potential lessees*** regarding ***lease*** of ***property*** are handled promptly to enable high quality service delivery in line with agency requirements. 1.2 ***Appropriate rapport*** is established with potential lessees. 1.3 Enquiries from potential lessees are qualified to determine their preferences, needs, financial limits and capacity to pay in line with agency practice, ethical standards and ***legislative requirements***. 1.4 Factors likely to influence the lease of properties are identified and potential lessees' intentions are clarified. 1.5 Discussions with potential lessees are undertaken using ***promotional materials*** and ***effective interpersonal communication techniques*** to identify and match stated requirements with known listings. 1.6 Strategies for assisting potential lessees to decide to view properties are implemented in line with agency practice, ethical standards and legislative requirements. 1.7 Agency records associated with prospective lessee enquiries are completed in line with agency practice.
2 Undertake property	2.1 Appointments are made for property inspections in

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ELEMENT	PERFORMANCE CRITERIA
inspection.	line with agency practice, ethical standards and legislative requirements.
	2.2 Preparations are made for property inspection in line with agency practice.
	2.3 Procedure for property inspections is implemented in line with agency practice.
	2.4 Promotional material on the property is used to describe main features of the property and lease terms and conditions.
	2.5 ***Effective questioning techniques*** are used to clarify prospective lessee interest in the property.
	2.6 Agency documentation associated with inspections is completed in line with agency practice.
3 Negotiate terms and conditions of lease.	3.1 ***Terms and conditions of lease*** are negotiated with lessee in line with lessor instructions, agency practice, ethical standards and legislative requirements.
	3.2 Negotiation approach is established in line with lessor instructions, agency practice and legislative requirements.
	3.3 Negotiation is conducted in a professional manner, including showing respect for lessor and lessee in line with agency practice, ethical standards and legislative requirements.
	3.4 ***Effective negotiation techniques*** are used to persuade and reach agreement with lessor and lessee.
	3.5 Possible solutions are discussed and their viability assessed.
	3.6 ***Effective techniques are used for dealing with conflict and breaking deadlocks*** where required.
	3.7 Final position is confirmed, ensuring agreement and understanding of lessor and lessee.
	3.8 As necessary, follow-up communication or reports are provided to lessor and lessee to confirm any adjustments required to conditions of agreement.
4 Arrange lease agreement.	4.1 ***Lease agreement*** is arranged in line with agency practice and legislative requirements.
	4.2 Appropriate interpersonal techniques are used to facilitate an accurate and relevant exchange of information with legal advisers.
	4.3 Lease documentation is reviewed for accuracy and to ensure it meets client instructions, agreements with lessee, legislative requirements and agency practice.

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ELEMENT	PERFORMANCE CRITERIA
	4.4 Necessary amendments to documents are arranged prior to execution in line with legislative requirements and agency practice.
5 Formalise lease arrangements.	5.1 Lease arrangements are implemented in line with client instructions, agency practice and legislative requirements.
	5.2 Lease documentation is distributed to relevant people to enable necessary stamping and registration to occur.
	5.3 Copies of lease contracts are distributed to contracting parties to confirm respective obligations in line with legislative requirements and agency practice.
	5.4 Leasing documentation is completed in line with legislative requirements and agency practice.
	5.5 Lease records and relevant information are securely stored in line with legislative requirements and agency practice.
6 Review leasing arrangements.	6.1 Leasing arrangements and documentation are reviewed in line with client instructions, legislative requirements and agency practice.
	6.2 Variations to leasing requirements are identified and negotiated with relevant people and amendments are made in line with client instructions, legislative requirements and agency practice.
	6.3 Lease arrangements are monitored to ensure they meet the obligations of the lease agreement and relevant legislative requirements and agency practice.
	6.4 ***Business equipment and technology*** are used to maintain relevant documentation securely in line with legislative requirements and agency practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities

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REQUIRED SKILLS AND KNOWLEDGE

- analytical skills to interpret documents such as agency and statutory forms associated with the lease of industrial, commercial and retail property
- application of risk management strategies associated with leasing industrial, commercial and retail property
- computing skills to access agency databases, send and receive emails, and complete standard forms online
- decision making and problem solving skills to analyse situations associated with leasing industrial, commercial and retail property and make decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation and regulations; prepare general information, papers, and formal and informal letters; and complete standard and statutory forms
- negotiation skills to reach agreement with lessors and lessees on lease conditions
- numeracy skills to calculate and interpret data, such as rents and security deposits
- planning, organising and scheduling skills to finalise lease documentation
- research skills to identify and locate documents and information relating to leasing of industrial, commercial and retail properties.

Required knowledge and understanding:

- consumer protection and retail leases, including:
  - consumer protection principles relevant to retail leases
  - effect of consumer protection legislation on contracts
  - penalties and remedies available for breaches of consumer protection legislation
  - rights and obligations of estate agents under consumer protection legislation in relation to retail leases
- contracts
- ethical practices associated with leasing industrial, commercial and retail property
- negotiation skills and techniques
- property inspections, including:
  - agency documentation
  - benefits
  - conducting and following up property inspections
  - key control
  - planning property inspections
  - promotional materials
  - security of properties
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices

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REQUIRED SKILLS AND KNOWLEDGE

- employment and industrial relations
- environmental issues
- financial services
- franchises and business structure
- leases
- OHS
- privacy
- zoning

- rent, including:
  - calculation
  - rent increase
- qualifying lessees, including:
  - capacity to pay
  - financial limits
  - marketing aids
  - matching suitable properties to lessee needs
  - motives
  - needs and preferences
  - strategies for assisting potential lessee to view property
- leases, including:
  - condition report and disclosure statements
  - dispute resolution processes
  - format of agreements
  - key features and types of industrial, commercial and retail leases
  - legal obligations of agent, lessor and lessee
  - rents, security deposits and bond moneys
  - statutory and agency documentation
  - terms and conditions
  - risks and risk management strategies
- trust accounts.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of arranging and completing the lease of industrial, commercial and retail property. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- completing lease arrangements, including relevant agency and statutory documentation, in line with agency practice, ethical standards and legislative requirements
- conducting inspections for prospective lessees in line with agency practice, ethical standards and legislative requirements
- knowledge of agency practice, ethical standards and legislative requirements associated with the lease of industrial, commercial and retail property
- knowledge of consumer protection principles and the rights and obligations of licensed real estate agents and real estate representatives in regard to retail leases
- monitoring lease arrangements against lease agreement requirements, and safely and securely maintaining all relevant documentation
- negotiating terms and conditions of industrial, commercial and retail leases in line with agency practice, ethical standards and legislative requirements
- qualifying lessees in line with agency practice, ethical standards and legislative requirements
- recording lease arrangements in line with agency practices.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book

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- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Enquiries from potential lessees may be received through:	• advertising • email • inspections • office • referral • telephone • website.
Lease may include:	• business • commercial • industrial • retail.
Property may include:	• commercial properties • industrial properties • retail properties • specialist business properties, such as marinas, hotels, open space, resorts and caravan parks.
Appropriate rapport relates to use of techniques that:	• establish and build confidence and trust in the agency and its representatives • make the lessee or lessor feel valued • promote and maintain an effective relationship with the prospective lessee or lessor.

Legislative requirements may include:	• relevant federal, and state or territory legislation and local government regulations relating to:
	  • anti-discrimination and equal employment opportunity
	  • consumer protection
	  • employment
	  • environmental issues
	  • franchises and business structure
	  • industrial relations
	  • leases
	  • OHS
	  • privacy
	  • trade practices
	  • zoning.

Promotional materials	• agency email and website details

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may include:

- agent business card
- agent and agency profile
- brochures
- description of property
- list properties for lease
- pamphlets
- testimonials from past clients
- website.

Effective interpersonal communication techniques may include:

- active listening
- providing an opportunity for the client to clarify their understanding of the sales process
- soft questioning and seeking feedback from the client to confirm own understanding of their needs and expectations
- summarising and paraphrasing to check understanding of client message
- using appropriate body language.

Effective questioning techniques may include:

- active listening
- clear questions
- different question types
- reflection
- using silences.

Terms and conditions of lease may include:

- default provisions
- dispute resolution process
- duration
- equipment and services
- general rules that apply to all lessees in property
- goodwill
- gross or nett lease
- GST
- insurance
- options for extending period of lease
- outgoings
- permitted uses and access, including:
  - car parking
  - competitors
  - expansion or sale of business
  - hours of operation
  - licences
  - rights to use common areas
  - zoning
- personal guarantees

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- power of attorney
- rent, including:
  - method of calculation
  - rent increases
- renewal of lease or tenancy agreement, including:
  - exercise of option to renew
  - option to renew
  - renewal period
  - rent
- repairs and maintenance
- security
- security bond or deposit
- tenancy mix
- termination of lease or tenancy agreement.

Effective negotiation techniques may include:

- analytical skills
- listening techniques
- non-verbal communication skills
- personal attributes
- presentation techniques
- questioning techniques
- speaking skills.

Effective techniques for dealing with conflict and breaking deadlocks may include:

- calling in a third party
- clarifying the positions of both parties
- deferring the decision
- preparing a compromise
- restating the position
- summarising the progress to date.

Lease agreements may include:

- acceptance and consideration
- agreement to lease
- heads of agreement
- letters of intent
- negotiations containing offers
- relative lessee or lessor obligations.

Business equipment and technology may include:

- computers and data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Real estate

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CPPDSM4051A Lease rural property

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to administer the leasing of rural property. It includes screening tenant or lessee enquiries, conducting inspections, obtaining and reviewing tenancy or lease applications, completing tenancy or lease documentation, placing tenant or lessee in property, and recording tenancy or lease arrangements.

The unit may form part of the licensing requirements for persons engaged in stock and station agency activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed stock and station agents and stock and station representatives or certificate holders involved in administering the leasing of all types of rural property.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Screen tenant or lessee enquiries.	1.1 ***Enquiries from potential tenants or lessees*** regarding ***lease*** of ***rural property*** are handled promptly to enable high quality service delivery in line with agency requirements. 1.2 ***Appropriate rapport*** is established with potential tenants or lessees. 1.3 Enquiries from potential tenants or lessees undergo ***screening*** to determine their preferences, needs, financial limits and capacity to pay, in line with agency practice, ethical standards and ***legislative requirements***. 1.4 ***Factors likely to influence the lease of rural properties*** are identified and potential tenant or lessee intentions are clarified. 1.5 Discussions with potential tenants or lessees are undertaken using ***promotional materials*** and effective ***interpersonal communication techniques*** to identify and match stated requirements with known listings. 1.6 Strategies for assisting potential tenants or lessees to decide to view properties are implemented in line with agency practice, ethical standards and

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ELEMENT	PERFORMANCE CRITERIA
	legislative requirements.
	1.7 Matters being disputed are analysed and evaluated in line with agency practice and market expectations to enable resolution.
	1.8 Agency records associated with prospective tenant or lessee enquiries are completed in line with agency practice.
2 Undertake property inspection.	2.1 ***Need for property inspection*** is clarified with owner and potential tenant or lessee.
	2.2 Appointments are made for property inspections in line with agency practice, ethical standards and legislative requirements.
	2.3 Preparations are made for property inspection in line with agency practice.
	2.4 Procedures for rural property inspections, including key control, prospective tenant or lessee property orientation, and strategies for ensuring security of property, are implemented in line with agency practice.
	2.5 Promotional material on the property is used to describe main features of the property and agency tenancy or lease arrangements.
	2.6 ***Effective questioning techniques*** are used to clarify prospective lessee or tenant interest in property.
	2.7 Agency documentation associated with inspections is completed in line with agency practice.
3 Obtain and review tenancy or lease applications.	3.1 Tenancy or lease applications are reviewed in line with legislative requirements and agency practice to ensure that they are complete and accurate.
	3.2 Applicant references are checked and results recorded in line with legislative requirements, ethical standards and agency practice.
	3.3 Application processes are reviewed to ensure compliance with legislative requirements, ethical standards and agency practice.
	3.4 Procedures for gaining owner approval for tenancy or lease are implemented in line with legislative requirements, ethical standards and agency practice.
	3.5 ***Effective negotiation techniques*** are used to persuade and reach agreement between owner and tenant or lessee on terms of tenancy agreement or lease.
	3.6 Selected applicant is notified and details are

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ELEMENT	PERFORMANCE CRITERIA
	recorded in agency systems.
4 Complete tenancy or lease documentation and place tenant or lessee in property.	4.1 ***Tenancy agreement or lease documentation*** is produced and completed in line with agency practice, legislative requirements and owner instructions. 4.2 Procedures for ***placing new tenant or lessee in property*** are implemented in line with legislative requirements, ethical standards and agency practice. 4.3 Required government fees and duty are paid in line with legislative requirements. 4.4 Security deposits are obtained, deposited and recorded as required by agency practice and legislative requirements. 4.5 Tenancy agreement or lease documentation is served to relevant parties in required timeframes.
5 Record tenancy or lease arrangements.	5.1 Tenancy or lease database is updated to record details of tenancy or lease arrangements in line with agency practice. 5.2 Trust account transactions are accurately recorded to show moneys taken in and disbursements made according to agency practice, legislative requirements, and tenancy agreement or lease documentation.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to people from a range of social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents, such as agency and statutory forms associated with the lease of different forms of rural property
- application of risk management strategies associated with leasing different forms of rural property
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations associated with

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REQUIRED SKILLS AND KNOWLEDGE

leasing different forms of property and making decisions consistent with legislative and ethical requirements

- literacy skills to access and interpret a variety of texts, including legislation and regulations; prepare general information, papers, and formal and informal letters; and complete standard and statutory forms
- negotiation skills to reach agreement with owners and tenants or lessees on tenancy agreement or lease conditions
- numeracy skills to calculate and interpret data, such as rents and security deposits
- planning, organising and scheduling skills to place new tenants or lessees in rented or leased properties
- research skills to identify and source documents and information related to leasing of different types of rural properties.

Required knowledge and understanding:

- consumer protection legislation, including:
  - consumer protection principles relevant to the lease of rural property
  - effect of consumer protection legislation on contracts
  - penalties and remedies available for breaches of consumer protection legislation
  - protection offered to consumers under consumer protection legislation in relation to the lease of rural property
  - purpose of consumer protection legislation
  - rights and obligations of agents under consumer protection legislation in relation to the lease of rural property
- contracts
- ethical practices associated with leasing rural property
- placing new tenant or lessee in property, including:
  - government fees and duties
  - keys
  - rights and obligations
  - security deposits and bonds
  - tenancy or lease documentation
- property knowledge, including:
  - cropping properties: yields, seasons, types of crops, soils, facilities such as grain storage and transport, diseases and rotational cropping
  - dairies: quotas, breeds, lactation, dairy layout and equipment and conversion factors, such as dairy set up, herd, access and distance to market
  - general: local market conditions, trends in sector and industry, land titles, geophysical and topographical characteristics, carrying capacity and local land characteristics
  - grazing properties: dry sheep equivalent (DSE)/carrying capacity, pastures,

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REQUIRED SKILLS AND KNOWLEDGE

soil types and breeds
    - irrigated properties: water licence availability, soil types, topography, and types of reticulation, such as flood, drip, direct or row cropping
    - water
- property inspection, including:
    - agency documentation
    - benefits of property inspection
    - conducting and following up property inspection
    - key control
    - planning property inspection
    - promotional materials
    - security of managed properties
- relevant federal and state or territory legislation and local government regulations related to:
    - animal health
    - anti-discrimination
    - aquaculture
    - consumer protection
    - crown land
    - environmental issues
    - equal employment opportunity (EEO)
    - financial probity
    - franchises and business structure
    - industrial relations
    - livestock
    - native title
    - OHS
    - pastoral leases
    - privacy
    - rural property leasing and management
    - taxation
    - water rights
- rent or lease payments
- rights and duties of owners and tenants or lessees
- screening tenants or lessees, including:
    - capacity to pay
    - financial limits
    - match suitable properties to tenant or lessee needs

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REQUIRED SKILLS AND KNOWLEDGE

- motives
- needs
- preferences
- residential tenancy databases
- strategies for assisting potential tenant or lessee to view property

- tenancy agreements and leases, including:
  - condition reports and disclosure statements
  - fixed and periodic
  - format of agreements
  - key features of different types of tenancy agreements and leases
  - legal obligations of agent, owner and tenant or lessee
  - limitations associated with rejecting an application from a prospective tenant or lessee
  - rents, security deposits and bond money
  - statutory and agency documentation
  - types of tenancy agreements and leases in regard to rural property, including residential, retail, holiday, industrial, commercial and water
- tenancy or lease applications, including:
  - criteria for selecting tenants or lessees
  - gaining owner approval
  - interviewing lessees
  - notifying selected lessee
  - obtaining and reviewing tenancy or lease applications
  - recording tenancy or lease arrangements
  - references
  - tenancy or lease application forms
- trust accounts.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of administering the leasing of different types of rural property. Targeted written

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(including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- completing tenancy agreement or lease documentation in line with agency practice, ethical standards and legislative requirements
- conducting inspections of rural property for prospective tenants or lessees in line with agency practice, ethical standards and legislative requirements
- knowledge of agency practice, ethical standards and legislative requirements associated with leasing different forms of rural property
- knowledge of consumer protection principles and rights and obligations of licensed stock and station agents and stock and station representatives or certificate holders in regard to leasing property
- obtaining and reviewing tenancy or lease applications in line with agency practice, ethical standards and legislative requirements
- placing tenants or lessees in property in line with agency practice, ethical standards and legislative requirements
- recording tenancy or lease arrangements in line with agency practice
- screening tenant or lessee enquiries in line with agency practice, ethical standards and legislative requirements.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or

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assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Enquiries from potential tenants or lessees may be received through:

- email
- inspections
- office
- open houses
- referral
- telephone
- website.

Lease may include:

- commercial and industrial
- fixed and periodic
- holiday
- residential
- retail
- rural
- water.

Rural property may include:

- commercial
- farm, including:
  - acreage
  - aquaculture
  - cropping
  - dairy
  - grazing
  - horticulture
  - mixed uses
  - olive
  - orchard
  - trees and forests
  - viticulture
- industrial
- hobby farms
- residential
- retail
- water.

Appropriate rapport relates to use of techniques that:

- establish and build confidence and trust in the agency and its representatives
- make prospective tenant or lessee feel valued
- promote and maintain an effective relationship with

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prospective tenant or lessee.

Screening of lessees may include:

- capacity to pay
- financial limits
- match suitable properties to tenant or lessee needs.
- motives
- needs
- preferences
- residential tenancy databases.

Legislative requirements may include:

- relevant federal and state or territory legislation and local government regulations related to:
  - animal health
  - anti-discrimination
  - aquaculture
  - consumer protection
  - crown land
  - environmental issues
  - EEO
  - financial probity
  - franchises and business structure
  - industrial relations
  - livestock
  - native title
  - OHS
  - pastoral leases
  - privacy
  - rural property leasing and management
  - taxation
  - tenancy agreements or leases
  - water rights.

Factors likely to influence the lease of rural properties may include:

- climatic
- economic
- environmental
- financial
- government
- market
- technological.

Promotional materials may include:

- agency profile
- agency email and website details
- agent business card
- agent profile

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	• brochures and pamphlets • description of property • list of properties for lease or rent • testimonials from past tenants or lessees.
Interpersonal communication techniques may include:	• active listening • providing an opportunity for the tenant or lessee to clarify their understanding of the lease process • soft questioning and seeking feedback from owners or tenants to confirm own understanding of their needs and expectations • summarising and paraphrasing to check understanding of tenant or lessee's message • using appropriate body language.

Need for property inspection may include to establish:	• farm properties, including:
	  • access to irrigation
	  • cropping regime
	  • dams on property
	  • entitlement to standing crops and hay
	  • lease rental payable
	  • exclusion areas
	  • extent of areas for use of farming or grazing
	  • extent of use of farm structures and plant
	  • pasture improvement and rotation
	  • stocking limits
	  • type of livestock
	  • use of fertilisers and other chemicals used on rural properties
	• need to inspect other forms of rural property.

Effective questioning techniques may include:	• active listening • clear questions • different question types • reflection • using silences.
Effective negotiation techniques may include:	• analytical skills • listening techniques • non-verbal communication skills • personal attributes • presentation techniques • questioning techniques • speaking skills.
Tenancy agreement or lease	• residential tenancy agreement

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documentation may include:	• retail lease • special and other forms of leases • water lease.
Placing new tenant or lessee in property may refer to:	• government fees and duties • keys • rights and obligations • security deposits • tenancy or lease documentation.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Stock and station agency

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CPPDSM4052A List and market rural property for sale or lease

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to list and market rural property for sale or lease. It includes sourcing listings, researching and evaluating market conditions, delivering listing presentations, recording listings, and developing, implementing, reviewing and reporting on marketing plans and activities.

The unit may form part of the licensing requirements for persons engaged in stock and station agency activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed stock and station agents and stock and station representatives or certificate holders involved in listing and marketing rural properties for sale or lease.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Source property listings.	1.1 Key ***sources of property listings*** are identified in line with agency practice and legislative requirements. 1.2 ***Target groups*** are identified in line with agency practice. 1.3 Strategy is developed and implemented to access target groups in line with agency practice, ethical standards and ***legislative requirements***. 1.4 Target groups are ***canvassed*** in a thorough and systematic manner in line with agency practice, ethical standards and legislative requirements.
2 Establish client requirements.	2.1 ***Enquiries*** from potential ***clients*** regarding property listings are handled promptly to enable high quality service delivery according to agency practice. 2.2 ***Appropriate rapport*** is established with potential client. 2.3 Appointment is made with client to discuss property listing in line with agency practice. 2.4 ***Client requirements*** regarding listing and marketing of property are clarified and accurately assessed using appropriate ***interpersonal communication techniques***.
3 Plan property listing	3.1 Preparations are made for property listing presentation

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ELEMENT	PERFORMANCE CRITERIA
presentation.	in line with agency practice.
	3.2 ***Promotional material and listing kit*** are prepared to highlight benefits of agent and agency in line with agency practice, ethical standards and legislative requirements.
4 Deliver effective listing presentation and close agreement.	4.1 Potential clients are advised on ***market influences likely to affect rural property sales and leasing*** through the provision of reliable ***market information***.
	4.2 Available options are discussed with potential client before agreement is reached on ***method of sale*** or ***tenancy or lease agreement arrangements***.
	4.3 Agreement is confirmed in writing, including a ***market value assessment*** in line with agency practice and legislative requirements.
	4.4 Agreed instructions are recorded in line with agency practice and legislative requirements.
	4.5 Personal presentation is in line with expectations of client group and agency practice.
	4.6 Relevant parties are advised of the listing in a timely manner.
	4.7 Listing documentation is completed according to agency practice and legislative requirements.
5 Confirm marketing plan for rural property.	5.1 Potential ***buyer profile*** and benefits of effectively marketing property for sale or lease are discussed with seller or owner.
	5.2 Strategies and timeframe for marketing property, including possible marketing activities, are discussed with seller or owner.
	5.3 Costs of different ***marketing strategies and activities*** are discussed with seller or owner.
	5.4 ***Marketing plan*** for property is prepared and presented to seller or owner in line with agency practice.
	5.5 Marketing plan, including marketing activities and budget, is agreed with seller or owner.
6 Prepare marketing materials.	6.1 Marketing materials that reflect agreed property and agency marketing plan are developed within agreed budget and timeframes.
	6.2 Marketing materials are checked for accuracy and compliance with agency and legislative requirements.
7 Implement marketing activities.	7.1 Persons involved in marketing property for sale are briefed on their roles and responsibilities to ensure success of marketing activities.

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ELEMENT	PERFORMANCE CRITERIA
	7.2 Marketing activities are implemented in line with agreed marketing plan and budget.
	7.3 Responsibility is assigned for ongoing ***monitoring of marketing activities***.
	7.4 Implementation of marketing activities complies with agency practice, ethical standards and legislative requirements.
	7.5 Seller or owner is kept ***informed of progress*** of marketing activities according to agency practice and legislative requirements.
8 Review and report on marketing activities and plan.	8.1 Marketing activities are reviewed against aims and objectives of marketing plan.
	8.2 Feedback on outcomes of marketing activities is sought according to agency practice and using reliable methods and verifiable data.
	8.3 Need for alternative marketing activities and adjustments to marketing plan are assessed in consultation with relevant people ***if property proves difficult to sell or lease***.
	8.4 Effectiveness of planning and marketing processes is assessed to identify possible improvements in future activities.
	8.5 Costs and time lines are analysed to evaluate and improve future marketing initiatives.
	8.6 Conclusions are prepared from ***verifiable evidence*** and advice is provided on future marketing initiatives.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to people from a range of social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations and rural property market reports
- application of risk management strategies associated with advising clients on

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REQUIRED SKILLS AND KNOWLEDGE

listing and marketing rural property for sale or lease

- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions regarding listing rural properties that are consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations and rules of ethics; prepare general information, papers, formal and informal letters, advertisements, reports and applications; and complete standard and statutory forms
- negotiation skills to assist clients to list rural properties for sale or lease with agency
- numeracy skills to calculate and interpret data, such as commissions and entitlements
- planning, organising and scheduling skills to undertake work-related tasks, such as inspecting properties and advertising
- research skills to identify and source documents and information related to rural property.

Required knowledge and understanding:

- advertising
- listings, including:
  - agency fees and conditions
  - agency practices in relation to obtaining listings
  - business and personal referral networks
  - documentation
  - ethical standards associated with listing rural properties for sale or lease
  - farming area for prospecting for listings
  - networks that provide listing opportunities
  - sources of listings
  - target groups for obtaining listings
  - techniques for identifying needs and motivations of clients to list rural property for sale or lease
- listing presentation kit, including:
  - content
  - format
  - purpose
- marketing, including:
  - budget
  - materials
  - plan

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REQUIRED SKILLS AND KNOWLEDGE

- strategies if properties prove difficult to lease
- marketing activities, including:
  - advertising, including print and electronic media
  - agency property guide
  - brochures
  - business-to-business marketing
  - direct marketing
  - inspections
  - mail-outs
  - networking
  - open house
  - seminars
  - signboards
  - targetting markets by service type
  - internet and online advertising, including web pages, virtual tours and online directories
- market value, including:
  - forces that create value
  - types of value, such as value to owner, statutory value and security value
- methods of sale
- negotiation techniques
- presentation techniques
- principles underpinning effective listing and marketing materials, including:
  - action
  - attention
  - desire
  - interest
- property knowledge, including:
  - cropping properties: yields, seasons, types of crops, soils, facilities such as grain storage and transport, diseases and rotational cropping
  - dairies: quotas, breeds, lactation, dairy layout and equipment and conversion factors, such as dairy set up, herd, access and distance to market
  - general: local market conditions, trends in sector and industry, land titles, geophysical and topographical characteristics, carrying capacity and local land characteristics
  - grazing properties: dry sheep equivalent (DSE)/carrying capacity, pastures, soil types and breeds
  - irrigated properties: water licence availability, soil types, topography, and types of reticulation, such as flood, drip, direct or row cropping

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REQUIRED SKILLS AND KNOWLEDGE

  - water
- relevant federal and state or territory legislation and local government regulations related to:
  - animal health
  - anti-discrimination
  - aquaculture
  - consumer protection
  - crown land
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchises and business structure
  - industrial relations
  - livestock
  - native title
  - OHS
  - privacy
  - rural property sales, leasing and management
  - taxation
  - water rights
- role of stock and station agent in providing estimate of value
- ways of developing and maintaining a business network.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of listing and marketing a rural property for sale or lease. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and

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state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- completing standard and statutory documentation associated with listing and marketing rural properties for sale or lease
- identifying client requirements with regard to listing and marketing rural properties for sale or lease
- knowledge of agency practice, ethical standards and legislative requirements affecting listing and marketing properties for sale or lease
- knowledge of consumer protection principles that affect the listing and marketing of rural properties for sale or lease
- maintaining business records associated with listing and marketing properties for sale or lease
- maintaining communication with clients throughout the listing and marketing process
- planning and delivering effective listing and marketing presentations in line with agency practice, ethical standards and legislative requirements
- negotiating and finalising the listing of rural property for sale or lease in line with agency practice, ethical standards and legislative requirements
- planning and developing marketing plans for the sale or lease of rural property in line with agency practice, ethical standards and legislative requirements
- implementing marketing activities for the sale or lease of rural properties in line with agency practice, ethical standards and legislative requirements
- preparing marketing materials for the sale or lease of rural properties in line with agency practice, ethical standards and legislative requirements
- reviewing and reporting on marketing activities associated with the sale or lease of all types of rural properties.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

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Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Sources of property listings may include:

- advertising and promotion
- business newsletters
- cold prospecting
- mailing lists
- networks, including:
  - local community
  - personal
  - recommendations from friends, and past and present clients
  - social organisations
- targeted direct mail
- telephone canvassing
- website.

Target groups may include:

- buyers
- holiday makers and tourists
- investors
- new arrivals to town or district
- previous clients and customers
- prospective tenants
- retirees
- rural property owners
- seasonal workers
- students.

Legislative requirements may include:

- relevant federal and state or territory legislation and local government regulations related to:
  - animal health
  - anti-discrimination
  - aquaculture
  - consumer protection
  - crown land
  - environmental issues
  - EEO
  - financial probity
  - franchises and business structure
  - industrial relations
  - livestock

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- native title
- OHS
- privacy
- rural property sales, leasing and management
- taxation
- water rights.

Canvassed may refer to:

- advertising
- direct contact
- networking
- referrals.

Enquiries may be:

- direct contact
- email
- inspections
- referral
- telephone
- website.

Clients may include:

- potential sellers and buyers
- previous clients and customers
- prospective tenants and buyers
- rural property owners.

Appropriate rapport relates to use of techniques that:

- establish and build confidence and trust in the agency and its representatives
- make the client feel valued
- promote and maintain an effective relationship with client.

Client requirements may include:

- method of sale or lease
- price or rent expectations
- purpose of listing property for sale or lease, including:
  - business reasons
  - deceased estate
  - investment
  - relocation
  - replacing or upgrading existing property
- timeframe for sale or lease.

Interpersonal communication techniques may include:

- active listening
- providing an opportunity for clients to clarify their understanding of the sales process
- soft questioning and seeking feedback from clients to confirm own understanding of their needs and expectations
- summarising and paraphrasing to check understanding

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	of client message • using appropriate body language.
Promotional material and listing kit may include:	• advertisements • agent profile • agency and statutory documentation • agency profile • agency website and online service information, such as virtual tours and online directory • other marketing material.
Market influences likely to affect rural property sales and leasing may include:	• climatic • economic • historical • political • seasonal • technological.
Market information may include:	• property leasing • property sales.
Method of sale options may include:	• auction • off the plan • private treaty • reverse auction • specialised properties • tender.

Tenancy or lease agreement arrangements may include:	• conditions of lease or tenancy agreement
	• rental range
	• type of lease, including:
	  • residential tenancy agreement
	  • retail lease.

Market value assessment may include:	• agency details, including:
	  • advertising responsibility
	  • internal staff handling matter
	  • type of agency
	• estimations of:
	  • rental range of property
	  • selling range of property
	• rural property details, including:
	  • carrying capacity
	  • cropping
	  • description of geophysical aspects
	  • improvements

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- layout and fencing
- pastures
- services available
- title details
- type of sale
- use of land
- water
- seller and location details.

Buyer profile may include:

- buyer's property requirements
- buying intentions
- financial capacity
- timeframe for purchase.

Marketing strategies and activities may include:

- advertising, including print and electronic media
- agency property guide
- brochures
- business-to-business marketing
- direct marketing
- inspections
- mail-outs
- networking
- open house
- seminars
- signboards
- target markets by service type
- window displays
- internet and online advertising, including web pages, virtual tours and online directories.

Marketing plan may include:

- advertising and promotional materials prepared and scheduled
- advertising budget
- aims and objectives
- inspection of property by agency sales consultants
- property listed in agency property guide
- prospective buyers contacted
- sale board prepared and ordered as per schedule
- seller advised of advertising and marketing procedures and costs
- seller advised on optimal property presentation
- target group identified for marketing plan
- timeframe for marketing activities
- web-based advertising arranged.

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Monitoring of marketing activities may include:	• enquiry records • expenditure • feedback from prospective buyers • feedback from sales consultants • feedback from seller.
Information on progress may include:	• agency input into marketing of property • approaches and enquiries of interest regarding the property • costings • perception of levels of interest and worth of current marketing strategies • possible changes in the marketing activities and plan • strategies used in the marketing and promotion of property.
If property proves difficult to sell or lease strategies may include:	• advertising budget • advertising copy and promotional materials • involving other agencies.
Verifiable evidence may include:	• checklists • notes • qualitative and quantitative data. • records • testimonies.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Stock and station agency

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CPPDSM4053A List business for sale

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to list a business for sale with a business brokerage. It requires the ability to establish fees and cost structures; liaise with clients; assess documents relating to ownership of a business and associated plant, equipment, fixtures and fittings; and complete the steps required to prepare to list a business. The unit requires knowledge of agency fee structures and paperwork, and source business and legal documentation.

The unit may form part of the licensing requirements for persons engaged in business broking in those States and Territories where business broking is a regulated activity.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in the listing of businesses for sale with a business brokerage.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish client and agency requirements.	1.1 Agency fees and fee structures are explained to client and negotiated as necessary according to ***agency and legislative requirements*** and expectations.
	1.2 Schedules and budgets for listing and promotion are discussed with client according to agency practice.
	1.3 Client ***questions or concerns*** are canvassed, clarified and wherever possible resolved according to agency and legislative requirements.
	1.4 ***Client instructions*** in relation to the listing and potential sale are recorded to prepare the ***client profile*** and meet legislative and agency requirements regarding sales and listings.
2 Establish status and ownership of status.	2.1 Client guidelines in relation to the sales process are obtained and agreed to.
	2.2 ***Source documents*** for the business and owners and appropriate seller warranties are obtained according to legislative and agency requirements.
	2.3 ***Structure, ownership and status of associated plant and equipment*** are determined and verified according to legislative and agency requirements.
	2.4 ***Conditions of occupancy*** are identified and

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ELEMENT	PERFORMANCE CRITERIA
	verified.
	2.5 Identified ***status and ownership concerns*** are communicated to client and clarification is sought.
3 Complete listing.	3.1 ***Pricing structures and price break-ups*** are determined, discussed and agreed with the client according to agency practice.
	3.2 ***Marketing plans*** and budgets for the sale of business and related components are determined, drafted and agreed.
	3.3 Formal documents are produced and distributed to reflect agreements made by parties involved in the listing process.
	3.4 Information is provided to clients that reflects progress made in relation to determining the status of business, listing process and terms of the agreement.
	3.5 Clients are provided with ***further information*** about available choices for meeting their needs and are assisted in selection of preferred options.
	3.6 ***Formal documentation*** for listing of the business is finalised.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- access a variety of information relating to listing a business and relevant information regarding legislative requirements
- identify current market trends and positions and determine best listing options
- liaise with clients
- provide information on recommended methods for listing
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- resolve client concerns and issues
- select and use appropriate technology.

Required knowledge and understanding:

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REQUIRED SKILLS AND KNOWLEDGE

- agency's business structure
- mechanisms to obtain and analyse client comments and feedback
- organisation's policy and procedures for client service, including ethical behaviour and listing procedures
- principles and techniques for checking and validating ownership and status of a business, associated plant and equipment, and financial statements; and communicating concerns to clients
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - business broking
  - business operation and listings, especially in regard to franchises and business structures and the sale and listing of businesses
  - consumer protection
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- service standards and best practice models
- strategies for planning and monitoring business listing activities
- types of listings available and benefits and limitations of each for a variety of business types.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through a practical demonstration of listing a business for sale with a business brokerage. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This

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assessment may be carried out in a simulated or workplace environment.

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

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

- analysing business and associated plant and equipment ownership and status, as they relate to listing a business with a brokerage office
- clarifying concerns and communicating with clients to enable the listing process and to resolve complications
- documenting agreements and distributing relevant information to clients and relevant internal and external parties
- knowledge of agency practice, ethical standards and legislative requirements related to listing a business for sale
- preparing and structuring advice on the listing process for businesses.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable resources and simulated or real opportunities to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning

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experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Agency and legislative requirements may relate to:

- access and equity policy, principles and practice
- business and performance plans, including organisational goals and objectives
- client service policies
- confidentiality and privacy concerns
- goals, objectives, plans, systems and processes
- industry and agency codes of conduct and practice and code of ethics
- legislative and statutory requirements for provision of business brokerage services
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures relating to own role, responsibility and delegation
- policy documents on pricing and fee structures

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	• quality assurance and procedures manual, including continuous improvement processes and standards and sales and client liaison procedures • records and information systems • reporting and communication structures • terms and conditions of employment.
Questions or concerns may arise regarding:	• business broking opportunities and potential difficulties • fees and fee structures • possible price • the agency and its reputation • the business appraisal and marketing process • the listing process • the sales and market climate • type and term of agency agreement.
Client instructions may relate to:	• agency processes that may affect client • frequency and contact details for provision of information in relation to listing and sale • how they would like the business listed and marketed • selling price expectations.
Client profile may relate to:	• availability of finance • commitments to suppliers, staff, and clients or customers • existence of a management succession plan • intended use of sale proceeds • involvement client is prepared to have in sale process • limitation on due diligence, if any • opinions of professional advisers • reason for sale • support and training provided to buyer where needed • tax position in terms of capital gains and superannuation rollover provisions • timeframe expected by client for settlement of sale.
Source documents may include:	• current documentation and official records • financial records, including owner's financial position • fittings and fixtures documentation • franchise agreements • leases • plant and equipment inventories • statutory paperwork.
Structure, ownership and status of plant and	• current documentation and official records • relevant federal, state or territory, and local

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equipment may be determined and verified against:	government legislation and by-laws • statutory arrangements and regulations regarding incorporated bodies, public companies, corporations, businesses, sole proprietors, partnerships and franchises.
Conditions of occupancy may include:	• agreements • certificates • contracts • environmental conditions • franchise • lease • licences • native title • permits • statutory concerns • title.
Status and ownership concerns may include:	• authority to sell • debtors • financial viability • intellectual property • management and staff • ownership structure • plant, fixtures, fittings and equipment • security of tenure • stock • warranties and liabilities.
Pricing structures and price break-ups may relate to:	• client-financed sale • encumbered or unencumbered • method of sale, such as auction or direct purchase • plant and equipment as separate sales • pricing for sale of business as a whole or in component parts • staggered purchase and/or retention arrangements • tax implications.
Marketing plans may relate to:	• market trends and conditions • preferred, optimum and minimum acceptable outcomes • timeframes for listing and marketing • type of listing • where and how business would be marketed.
Further information may	• agency procedures • appraisal processes

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relate to:	• marketing processes.
Formal documentation may include:	• agency agreements • agreements on listing and appraisal process between the agency and client • draft contracts • information for client on the listing appraisal and marketing process • listing forms, including fee negotiations • sellers' disclosure statement.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Business broking

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CPPDSM4055A Maintain asset management system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to set up a system of asset control that applies to all property assets. It requires the ability to classify assets in line with organisational requirements.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in setting up a system of asset control for all property assets.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine system requirements.	1.1 ***System*** requirements are determined according to business and operational plans and ***organisational requirements***. 1.2 Opportunities are given to ***relevant people*** to contribute to identification of system requirements. 1.3 Recommendations on system requirements are presented in required format, style and structure using relevant ***business equipment and technology***. 1.4 Appropriate ***interpersonal techniques*** are used to obtain information from relevant people according to organisational requirements.
2 Classify assets.	2.1 ***Assets*** are identified and classified according to organisational procedures. 2.2 Assets are recorded according to Australian accounting standards and ***legislative requirements***. 2.3 Level of security and disclosure of financial statements are determined according to organisational requirements. 2.4 Reliable processes for classifying and recording assets are used according to organisational requirements, making efficient use of business technology and available time and resources.

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ELEMENT	PERFORMANCE CRITERIA
3 Monitor and report on systems.	3.1 System effectiveness is monitored and evaluated to ensure it meets organisational and system requirements. 3.2 ***Feedback*** from client and colleagues is used to identify and develop improved systems. 3.3 Existing technology is assessed against newly available technology to determine needs and priorities. 3.4 ***Asset information*** is securely maintained with due regard to ***client*** confidentiality according to organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to analyse property asset records and classify assets
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to liaise with relevant people to obtain asset information and to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to access and understand a variety of information and interpret property asset records
- organisational skills to maintain records and databases and to use organisational asset systems
- problem solving skills to solve routine database problems and source additional information
- technology skills to use software packages to classify, record and monitor assets and to select and use technology appropriate to the task.

Required knowledge and understanding:

- company record-keeping policies and procedures
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- relevant financial record-keeping standards, practice and codes
- relevant asset financial record-keeping manuals
- relevant Australian standards and legislation, including Australian accounting

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REQUIRED SKILLS AND KNOWLEDGE

standards

- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of setting up a system of asset control that applies to all property assets. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • determining asset system requirements through consultation and analysis of business and operational plans • classifying and recording assets using Australian

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accounting standards
- knowledge of organisation's practices, ethical standards and legislative requirements associated with setting up a system of asset control that applies to all property assets
- monitoring and improving systems using existing technology and obtaining feedback.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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

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underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Systems may be:	• computer-based • manual.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Relevant people may include:	• clients • colleagues • legal representatives • members of industry associations • supervisors • valuers.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines

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- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Interpersonal techniques may include:

- active listening
- consultation methods
- interpreting non-verbal and verbal messages
- questioning to clarify and confirm understanding
- seeking feedback
- using language and concepts appropriate to cultural differences.

Assets may include:

- buildings
- business and marketing contracts
- equipment
- furniture
- goodwill
- land
- property
- vehicles.

Legislative requirements may be outlined and reflected in:

- Australian standards, and quality assurance and certification requirements
- award and enterprise agreements
- consumer protection
- freedom of information
- home building requirements
- privacy requirements
- public health
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Feedback may be obtained

- clients and colleagues

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from:	• documentation and reports • quality assurance data • questionnaires • regular meetings.
Asset information may relate to:	• historical data • insurance • key personnel • lines of responsibility • maintenance schedules • operating environment of organisation, including financial markets, competitors, core business activities, functions and stakeholders • property management reports • register of assets • reports and relevant documentation • residual life of assets.
Clients may include:	• agents • company or business enterprises • fund managers • government agencies • insurers • internal and external property groups • legal advisers • private investors • project managers • property agents • property owners • risk assessors.

Unit Sector(s)

Unit sector	Property development, sales and management

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Competency field

Competency field Property operations and development

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CPPDSM4056A Manage conflict and disputes in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to use communication techniques to manage and resolve conflict and disputes in the property industry. It requires the ability to assess conflict or dispute situations, accurately receive and relay information, adapt interpersonal styles and techniques to varying social and cultural environments, and evaluate responses.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in using communication techniques to manage and resolve conflict and disputes in the property industry.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess conflict or dispute.	1.1 ***Conflict or dispute*** is identified and responses are evaluated according to ***organisational and legislative requirements***.
	1.2 Causes of conflict or dispute are recognised and appropriate responses to prevent escalation are identified according to organisational procedures.
	1.3 Effective observation and active listening skills are used to elicit and interpret verbal and non-verbal information.
	1.4 Effective ***communication techniques*** are used to ensure an accurate exchange of information.
	1.5 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
2 Negotiate resolution.	2.1 Conflict or dispute is negotiated and resolved constructively using strategies that comply with established organisational procedures.
	2.2 ***Negotiation techniques*** are used to maintain positive

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ELEMENT	PERFORMANCE CRITERIA
	interaction, and divert and minimise aggressive behaviour.
	2.3 Communication with others is conducted in a courteous manner that reflects sensitivity to individual, ***social and cultural differences*** according to organisational requirements.
	2.4 Contradictions, ambiguity, uncertainty or misunderstandings are identified and clarified according to organisational procedures.
	2.5 Factors that might impact on the safety or security of ***clients*** and colleagues are identified and appropriate responses or ***contingency measures*** are formulated and implemented.
3 Evaluate response.	3.1 Effectiveness of response is evaluated and reviewed according to legislative and organisational requirements.
	3.2 Response evaluation findings are organised in a format suitable for analysis according to organisational requirements.
	3.3 Incident observations are provided in an accurate, concise and constructive manner when reviewing and debriefing situations.
	3.4 ***Business equipment and technology*** are used to prepare records and reports according to applicable OHS, legislative and organisational requirements.
	3.5 Information is securely maintained with due regard to confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- evaluation skills to assess appropriate responses to conflict or disputes and assess effectiveness of resolution processes
- interpersonal skills to adapt personal styles to suit conflict or dispute situation, consult and negotiate in a culturally sensitive and appropriate manner, and relate to

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REQUIRED SKILLS AND KNOWLEDGE

people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities

- language skills to communicate adequately
- negotiation skills to support people involved in a conflict or dispute, negotiate agreement of all parties to resolve conflict or dispute
- problem solving skills to identify causes and incidences of conflict or dispute and determine contingency responses
- technology skills to prepare and present records and reports.

Required knowledge and understanding:

- conflict or dispute resolution techniques and procedures
- consultation methods, techniques and protocols
- ethical practices and relevant codes of conduct
- negotiation strategies
- organisational policies and procedures for property services, including handling of complaints
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- techniques for dealing with people with special needs.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of using communication

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techniques to manage and resolve conflict and disputes. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- evaluating resolution process and accurately recording and reporting facts and outcomes
- knowledge of organisation's practices, ethical standards and legislative requirements associated with managing and resolving conflict and disputes
- negotiating conflict or dispute situations to an effective resolution where possible
- using communication techniques to accurately identify causes and incidences of conflict or dispute.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point

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when the assessor has complete confidence in the person's competence

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Conflict or dispute situations may include:

- accidents resulting in injury
- arguments and disagreements
- conflict or disputes between staff and members of the public
- destruction of property
- ejection of persons
- persons suffering from emotional distress or mental illness
- persons under the influence of intoxicating substances
- persons with criminal intent
- refusal to follow directions and guidance
- riots and demonstrations

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- situations affecting the security of self, others or property.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Legislative requirements may be outlined and reflected in:

- Australian Securities and Investments Commission, Australian Competition and Consumer Commission, and Foreign Investment Review Board requirements
- Australian standards
- federal and state taxation requirements
- consumer protection laws and guidelines
- court and tribunal precedents
- environmental and zoning laws affecting access security, access and property use
- freedom of information
- home building requirements
- licensing requirements
- privacy and confidentiality requirements and laws applying to owners, contractors and tenants
- public health
- quality assurance and certification requirements
- relevant common law
- relevant federal, and state or territory legislation and regulations affecting organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law

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	• relevant local government policies and regulations • strata, community and company titles • tenancy agreements • trade practices laws and guidelines.
Communication techniques may include:	• active listening • clear, legible writing • giving customers full attention • maintaining eye contact • non-verbal communication, including body language and personal presentation • speaking clearly and concisely • using appropriate language and tone of voice • using open and closed questions.
Specialist advice may be sought from:	• clients • colleagues • counsellors • emergency personnel • health and safety personnel • legal representatives • members of industry associations • supervisors.
Negotiation techniques should include:	• control of tone of voice and body language • demonstrating flexibility and willingness to negotiate • using positive, confident and cooperative language • using clear presentation of options and consequences • using language and concepts appropriate to the people involved • using strategic questioning and listening to gather information and direct the focus of people involved • using summarising of positions and agreements to move understanding.
Social and cultural differences may be expressed in:	• beliefs, values and practices • conventions of gender and sexuality • cultural stereotypes • dress • food and diet • religious and spiritual observances • social conventions • traditional practices and observations • verbal and non-verbal language.
Clients may include:	• building supervisors • company management

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- fund managers
- fund providers
- government and legal instruments or agencies
- institutions
- insurers
- internal and external property groups
- owner-occupiers
- private investors
- property agents
- property owners
- strata companies
- tenants.

Contingency measures may include:

- counselling
- cultural support
- defusing strategies
- first aid
- intervention
- mediation
- selecting alternative actions that may require use of force within legal requirements
- separation or isolation of source of conflict
- special watch
- specialists and experts.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Unit Sector(s)

Unit sector Property development, sales and management

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Competency field

Competency field Property operations and development

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CPPDSM4057A Monitor a safe workplace in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to follow and promote OHS policies and procedures to ensure own safety and that of others in the workplace. It requires the ability to identify and control workplace risks and hazards and communicate workplace safety requirements.

The unit has been contextualised and is based on Generic Competency 'B' in the National Guidelines for Integrating OHS Competencies into National Industry Competency Standards.

This unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in following and promoting OHS policies and procedures to ensure own safety and that of others in the workplace.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Provide information on safety policy and procedures in the workplace.	1.1 Relevant provisions of ***OHS legislation*** and codes of practice are accurately and clearly explained to team members. 1.2 Documentation is developed and maintained to support implementation of ***OHS policies and procedures***. 1.3 Recommendations are made to improve effectiveness of OHS and workplace policies and procedures.
2 Implement and monitor participative arrangements.	2.1 ***Consultative processes*** are implemented and monitored to ensure all team members have an opportunity to contribute to management of OHS in the workplace. 2.2 Health and safety issues raised through consultation are resolved or referred to ***relevant people*** for resolution according to ***organisational requirements***.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Outcomes of consultation over OHS issues are reported to team members according to organisational procedures.
3 Implement and monitor hazard and risk control procedures.	3.1 Existing and potential ***risks and hazards*** in work area are identified and appropriate actions are implemented according to OHS policies and procedures. 3.2 Individual and team adherence to control risks and hazards in work area is maintained and monitored according to organisational requirements. 3.3 Inadequacies in existing ***procedures to control risks*** are identified and appropriate actions are implemented according to organisational requirements. 3.4 Cause of ***hazardous events*** is investigated according to legislative requirements and organisational policies and procedures. 3.5 ***Measures to minimise risk*** and prevent recurrence of hazardous events are implemented based on hierarchy of control and own role.
4 Support OHS training.	4.1 OHS ***training needs*** of individuals and teams are identified and discussed with relevant people according to organisational policies and procedures. 4.2 Arrangements are made for addressing identified OHS training needs in consultation with relevant people according to organisational policies and procedures. 4.3 Coaching and mentoring assistance is provided to team members to support the effective development of personal OHS competencies.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to assess resources required to apply risk control measures, determine OHS training requirements of the work team, and identify potential or existing risks and hazards in the workplace

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REQUIRED SKILLS AND KNOWLEDGE

- application skills to comply with ergonomic and environmental protection requirements and follow safe operating practices and procedures when using tools and equipment
- coaching and mentoring skills to provide support to colleagues
- communication skills to follow and give written and verbal instructions accurately, explain information on OHS issues clearly, and report details of incidents in the work area
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- problem solving skills to determine when intervention to control risks is necessary and identify inadequacies in risk control measures.

Required knowledge and understanding:

- consultative processes for improving workplace OHS culture
- legal responsibilities of employers, supervisors and employees in the workplace
- organisational communication channels and procedures
- organisational policies and procedures relating to hazard management, fire, emergency, evacuation, and incident or accident investigating and reporting
- range of hazards and associated risks that exist in the workplace and their control measures
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - property sales, leasing and management
- techniques to control risks, such as the hierarchy of control.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of following and promoting OHS policies and procedures to ensure own safety and that of others in the workplace. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- assessing and controlling risks according to the hierarchy of control
- complying with a range of health and safety legislative and organisational procedures
- identifying and addressing OHS training needs of team members
- providing clear and accurate information and advice to team members on workplace hazards and risks.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace

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- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

OHS legislation may include:

- Australian standards, and quality assurance and certification requirements
- maintenance and confidentiality of records of occupational injury and disease
- relevant federal, and state or territory legislation with regard to:

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- common law
- general duty of care
- issue resolution
- provisions relating to roles and responsibilities of OHS representatives and committees

- relevant industry codes of practice
- requirements of provision of OHS information and training.

OHS policies and procedures may relate to:

- consultative arrangements for employees
- emergency and evacuation procedures
- equipment maintenance and use
- first aid
- hazard and risk identification and reporting
- hazard, incident and accident investigation
- OHS audits and safety inspections
- on-site contractors, visitors and members of the public
- risk assessment and control measures
- safe operating procedures and instructions
- transport, use and storage of dangerous goods and hazardous substances
- use and maintenance of personal protective clothing and equipment.

Consultative processes may include:

- formal and informal meetings
- health and safety representatives
- OHS committees
- other committees, such as consultative, planning and purchasing
- suggestions, requests and concerns put forward by employees to management.

Relevant people may include:

- clients
- colleagues
- designated OHS representatives
- emergency personnel
- supervisors.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans

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- OHS policies, procedures and programs
- policies and procedures in relation to client service
- policies and procedures relating to own role and responsibility
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals
- records and information systems and processes.

Risks and hazards:

- may be:
  - environmental
  - ergonomic
  - mechanical
  - electrical
- may relate to:
  - hazardous materials
  - loose objects and fixtures
  - obstructions
- may be identified through:
  - audits and review of audit reports
  - checking work area and equipment before and during work
  - ongoing training
  - regular housekeeping activities
  - regular formal and informal consultation and meetings with colleagues
  - review of OHS records, including registers of hazardous substances and dangerous goods
  - workplace inspections in area of responsibility.

Procedures to control risks may include:

- compliance with environmental requirements
- compliance with ergonomic requirements, including safe lifting and manual handling procedures
- correct selection, use, storage and maintenance procedures for personal protective clothing and equipment
- emergency, fire and accident procedures
- safe operating procedures
- hazard, accident and incident reporting procedures
- regular OHS consultations.

Hazardous events may include:

- accidents
- bomb scares
- emergencies, such as chemical spills

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	• fires and explosions • violent incidents.

Measures to minimise risk may include:	• application of the hierarchy of control:
	  • elimination of the risk
	  • substitution
	  • engineering controls
	  • administrative controls
	  • personal protective equipment
	• consultation with workers and their representatives
	• measures to remove the cause of a risk at its source.

Training needs may include:	• coaching, mentoring and supervision • formal and informal learning programs • internal and external training provision • personal study • quality assurance assessments and recommendations • recognition of prior learning • seminars and conferences • work experience and exchange opportunities.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM4058A Monitor service requirements in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to build and maintain customer service relationships with tenants to respond effectively to service requests in the property industry. It requires the ability to analyse and prioritise tenant service needs to determine appropriate action.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in building and maintaining customer service relationships with tenants in order to respond effectively to service requests in the property industry.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine tenant requirements.	1.1 Professional rapport is established with ***tenant*** contacts to encourage accurate and relevant exchange of information.
	1.2 Communication protocols and points of contact for tenancy liaison services are clearly communicated to tenants.
	1.3 Tenant ***service requests*** are handled in a professional manner and prioritised according to ***organisational and legislative requirements***.
	1.4 Tenant service requests are documented detailing time, location and nature of service according to organisational requirements.
2 Review service requests.	2.1 Service requests and timeframes are confirmed with ***relevant people*** according to organisational requirements.
	2.2 Services are reviewed to ensure compliance with contract specifications and allocated budget according to organisational requirements.
	2.3 Situations are analysed to determine risk factors and referred to emergency services as required according

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ELEMENT	PERFORMANCE CRITERIA
	to organisational risk management procedures. 2.4 Service entries are checked and ***feedback*** is sought from relevant people regularly to monitor tenant satisfaction.
3 Prepare progress reports.	3.1 Draft progress report is prepared detailing tenancy liaison service requirements, costs and outcomes. 3.2 Meetings held with tenants allow non-conformance and quality issues to be discussed in an open and participative environment. 3.3 Records of tenant meetings, including suggestions for improvement to tenancy services and action plans, are incorporated into draft progress report. 3.4 Draft report is distributed to relevant people and feedback sought regarding improvements to quality of tenancy liaison services. 3.5 Identified non-conformances that may impact on resource allocations are highlighted in progress report and referred to relevant people for future action.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to interpret feedback and improve service, determine level of risk and identify and solve problems with property asset service requests
- communication skills to interpret and clarify tenant service requirements, and written and oral information; log service requests; and prepare property asset service reports
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to develop and maintain rapport with tenants and relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- self-evaluation skills to assess and improve own performance
- technology skills to use different forms of information and communication technologies.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- contract law
- fundamentals of customer service
- individual and collective tenancy service arrangements
- industry practices and benchmarks with regard to service provision
- lease rights and responsibilities
- organisational and professional procedures, ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- risk management associated with tenancy
- standard operating procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of building and maintaining customer service relationships with tenants to respond effectively to service requests. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of

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ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- consulting with tenants to determine service requirements
- knowledge of organisation's practices, ethical standards and legislative requirements associated with building and maintaining customer service relationships with tenants
- logging and reporting service requests
- obtaining feedback on customer service from tenants, colleagues and supervisors
- responding to service requests promptly and determining appropriate action.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct,

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	indirect and supplementary evidence • where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time • assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Tenant may include the following users:	• commercial • hospitality • industrial • residential • retail • single • multiple, with a known contact point in the premises.
Service requests may:	• vary from those outside the terms of the service contract • require authorisation to proceed to those which are within the service contract and level of authority designated to liaison personnel.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures

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- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Legislative requirements may be outlined and reflected in:

- Australian standards
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- environmental and zoning laws affecting access security, access and property use
- general duty of care to clients
- home building requirements
- local regulations and by-laws
- quality assurance and certification requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant privacy laws
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Relevant people may include:

- agents
- clients
- colleagues
- engineers and technicians
- government personnel
- legal representatives
- members of industry associations
- property owners
- subcontractors
- supervisors
- technical experts
- tenants.

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Feedback may be sought from:	• tenants • supervisors and colleagues • formal and informal performance appraisals • tenant meetings • workplace assessment.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM4059A Monitor space use in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to monitor the ongoing use of space in the property industry. It requires the ability to determine space requirements, analyse compliance with lease agreements and make recommendations on space optimisation and efficiency.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in monitoring the ongoing use of space in the property industry.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine space use requirements.	1.1 ***Space*** use requirements are agreed in consultation with ***relevant people*** according to ***organisational requirements***. 1.2 ***Client*** needs are assessed and clarified using appropriate ***interpersonal techniques***. 1.3 Lease terms and conditions are determined from ***relevant documentation*** and compared with client needs and appropriate market evidence. 1.4 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
2 Review space use.	2.1 Space use is regularly monitored to ensure compliance with contractual obligations regarding lease and relevant organisational and ***legislative requirements***. 2.2 ***Variations*** to space use requirements are identified and addressed according to organisational policies and procedures. 2.3 Actual space use is calculated and benchmarked against ***spatial guidelines*** to establish degree of space optimisation. 2.4 Monitoring process, including regular reviews with users, is reliable and makes efficient use of time and

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ELEMENT	PERFORMANCE CRITERIA
	resources according to organisational requirements.
3 Record and report results.	3.1 Recommendations are organised in a format suitable for analysis and dissemination to relevant people according to client and organisational requirements.
	3.2 Identified non-conformances are highlighted in report and referred for future action according to organisational requirements.
	3.3 Space use assessment is supported by verifiable evidence and is consistent with relevant legislative and organisational requirements.
	3.4 ***Business equipment and technology*** are used to maintain relevant documentation according to applicable OHS, legislative and organisational requirements.
	3.5 Report is distributed to relevant people according to client and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to clarify ideas and perspectives, and negotiate client and tenant requirements
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- analytical skills to interpret property plans, analyse space use, and research space application and usage and benchmark for optimisation
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information, and complete documentation and report findings
- technical skills to use property-use software and prepare and complete reports.

Required knowledge and understanding:

- administration of property usage plans
- contract law with regard to property use
- industry practice and benchmarks

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REQUIRED SKILLS AND KNOWLEDGE

- lease rights and responsibilities
- organisational and professional procedures, ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- risk management associated with property use.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of monitoring the ongoing use of space. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate	A person who demonstrates competency in this unit must be able to provide evidence of: • determining requirements for space use through an

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competency in this unit

accurate assessment of client needs and identification of lease terms and conditions

- knowledge of organisation's practices, ethical standards and legislative requirements associated with monitoring the ongoing use of space
- monitoring space use against contractual obligations, including conducting regular user reviews and addressing variations in compliance or space usage
- recording and reporting an assessment of the efficient use of space and securely maintaining all relevant documentation.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time

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- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Space may include:

- buildings
- car parking
- facilities
- land
- lettable areas
- properties.

Relevant people may include:

- agents
- clients
- government personnel
- legal representatives
- members of industry associations
- property owners
- site personnel
- supervisors and colleagues
- tenants.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures

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- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Clients may include:

- bankers
- company management
- fund managers
- fund providers
- government and legal instruments or agencies
- institutions
- internal and external property groups
- owner-occupiers
- private investors
- property agents
- property owners
- tenants.

Interpersonal techniques may include:

- active listening
- clear presentation of options
- consultation methods
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding
- seeking feedback
- two-way interaction
- using language and concepts appropriate to cultural differences
- verbal or non-verbal language.

Relevant documentation may include:

- building codes
- contracts
- lease agreements
- licences
- maps
- permits
- plans
- spatial guidelines
- specifications.

Specialist advice may be

- architects
- bankers and financiers

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sought from:	• builders • business consultants • government officials • investment consultants • members of industry associations • planners • real estate agents • solicitors • subcontractors • technical experts • valuers.

Legislative requirements may be outlined and reflected in:	• Australian standards
	• codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• environmental and zoning laws affecting access security, access and property use
	• general duty of care to clients
	• home building requirements
	• local regulations and by-laws
	• privacy laws applying to owners, contractors and tenants
	• quality assurance and certification requirements
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

Variations may relate to:	• changes to agreed terms for use of space • changes to fittings and fixtures • work outside or producing results outside the terms and conditions of contract.
Spatial guidelines may include:	• building codes • building services corporation policy • fit-out guidelines

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- industry practices
- industry trends.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM4060A Negotiate sale and manage sale to completion or settlement

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to negotiate and execute the sale of listed businesses within the context of a business brokerage. It requires the ability to provide information to clients, negotiate and complete sales, draft and distribute contracts and encourage sellers, landlords and buyers to accept appropriate offers. The knowledge requirements for this unit include interpersonal communication and negotiation techniques, sales completion strategies and legislative requirements.

The unit may form part of the licensing requirements for persons engaged in business broking in those States and Territories where business broking is a regulated activity.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in providing business broking services, particularly negotiating and executing sales of listed businesses.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Qualify buyer.	1.1 ***Appropriate rapport*** is established with buyers and their enquiries are handled promptly to enable high quality service delivery according to ***agency requirements***.
	1.2 Buyer requirements are clarified and assessed using ***appropriate interpersonal communication techniques***.
	1.3 Potential buyers/lessees are provided with ***information*** about available and prospective listings and assisted to find the listing that best matches their requirements.
2 Provide information to clients.	2.1 Appropriate rapport is established with sellers/buyers and their enquiries are handled promptly to enable high quality service delivery according to agency requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Seller/buyer requirements are clarified and assessed using appropriate interpersonal communication techniques.
	2.3 Preparation and presentation of documents are discussed with seller to assist in best promoting business for sale.
	2.4 Buyers and sellers are encouraged to seek clarification as required and are assisted to make an informed choice.
3 Manage negotiation.	3.1 ***Factors*** that may affect success of a sale are identified and accounted for in negotiations with sellers and buyers.
	3.2 Relationships between the parties are managed according to agency requirements.
	3.3 ***Action plans*** are implemented to assist in moving negotiations through to successful completion.
	3.4 ***Potential areas of conflict*** between seller and buyer are managed and resolved to the satisfaction of parties to facilitate sale/lease.
	3.5 Documentation for impending sale/lease is completed with due consideration of ***legislative and industry requirements*** and ***seller and buyer requirements***.
4 Execute contract.	4.1 Seller/landlord is provided with clear information about offer and encouraged to make an informed and positive choice regarding the sale/lease of the business.
	4.2 Deposits are secured and appropriate arrangements are made to administer the deposit on subsequent settlement.
	4.3 Arrangements for exchange of contracts are completed according to agency and legislative requirements.
	4.4 ***Feedback*** is collected and provided to personnel and agencies involved in the sale according to legislative requirements.
	4.5 Recommendations on future directions of sales processes and completion rates are made based on verifiable evidence.
5 Manage contract to settlement.	5.1 ***Standard and special conditions*** are completed in line with agency and legislative requirements.
	5.2 Progress of contract is monitored in line with agency practice.

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ELEMENT	PERFORMANCE CRITERIA
	5.3 Progress of ***assisting professionals*** is monitored in line with agency practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- access a variety of information relating to selling a business
- determine most appropriate sales methods
- identify current market trends and positions
- interpersonal communication and negotiation skills to negotiate and execute a sale
- interpret and comply with relevant legislative requirements
- liaise with sellers, buyers and their respective agents and other staff
- obtain information relevant to selling a business and provide information on the sales process and its progress
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- resolve potential negotiation dilemmas, buyer or seller concerns and issues, and conflict arising from the sale process
- select and use appropriate technology.

Required knowledge and understanding:

- agency's business structure
- conflict resolution techniques as they relate to sales processes
- interpersonal communication and negotiation techniques
- mechanisms to obtain and analyse buyer or seller comments and feedback
- organisation's policy and procedures for client service and sales, including ethical behaviour and marketing procedures
- principles and techniques for communicating concerns to buyers and sellers
- principles and techniques for selling a business
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - business broking
  - consumer protection
  - environmental issues

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REQUIRED SKILLS AND KNOWLEDGE

- equal employment opportunity
- financial probity
- franchise and business structures
- industrial relations
- OHS
- selling a business, particularly through an agency
- risk factors relating to various transactions
- service standards and best practice models
- types of sales techniques and benefits and limitations of each for a variety of clients and settings.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of negotiating and executing the sale of a listed business within the context of a business brokerage. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • analysing sales process, buyer intentions and seller expectations • communicating and negotiating with relevant parties and monitoring the sales process to ensure successful completion of the sale of the business • documenting and distributing information to all parties pertaining to the sale • knowledge of agency practices, ethical standards and

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legislative requirements associated with negotiating and executing the sale of a listed business
- preparing and structuring information and documents relating to the negotiation and completion of a sale.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable resources and simulated or real opportunities to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that

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may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Appropriate rapport relates to use of techniques that:	• establish and build confidence and trust in the agency and its representatives • make the seller or buyer feel valued • promote and maintain an effective relationship with the seller or buyer.
Agency requirements may be outlined within:	• access and equity policy, principles and practice • business and performance plans • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies and guidelines • mission statements and strategic plans • OHS policies, procedures and programs • privacy and confidentiality requirements • quality and continuous improvement processes and standards • quality assurance and procedures manuals, including sales and client liaison procedure manuals.
Appropriate interpersonal communication techniques may include:	• active listening • providing an opportunity for the buyer or seller to clarify understanding of the sales process • soft questioning and seeking feedback from the seller or buyer to confirm own understanding of their needs and expectations • summarising and paraphrasing to check understanding of seller or buyer's message • using appropriate body language.
Information may include:	• advantages of various purchases and purchasing options

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- seller's views on sale of business or lease of property
- business profile portfolio
- levels of interest in business
- packaging and presentation of sales proposal to the prospective seller.

Factors may include:

- arranging appointments
- buyer capacity
- buyer credentials, including financial position
- buyer entity or status
- buyer needs
- confidentiality agreements
- involvement of third or other parties in process and negotiations
- legal documentation and agreements regarding sales
- seller motivation and requirements.

Action plans may include:

- arrangements for obtaining deposits
- arrangements for suitable inspection times
- arrangements to secure seller's initial interest
- arranging and facilitating a stocktake
- attending to legal requirements, including preparation and exchange of required legal documents
- contingency plans to accommodate changes and resolve complications
- developing the terms of contract
- strategies for maintaining relationships between the parties during negotiation and providing exchange of information directly or via third parties/agents
- strategies to ensure time lines are met.

Potential areas of conflict may relate to:

- inventory, fixtures and fittings, valuations and determining level of goodwill
- involvement of agents and other parties
- price
- pricing structure
- responsibility for future employee entitlements
- sales process
- time lines
- transfer and transitional arrangements.

Legislative and industry requirements may include:

- access and equity policy, principles and practice
- business and performance plans, including organisational goals and objectives
- client service policies
- industrial awards

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	• industry and agency codes of conduct and practice, and code of ethics • legislative and statutory requirements for provision of business brokerage services • legislative and statutory requirements for the sale of a business or provision of business brokerage services to sell a business • OHS policies, procedures and programs • organisational policy, guidelines and requirements • policies and procedures relating to own role, responsibility and delegation • records and information systems • reporting and communication structures • terms and conditions of employment.
Seller and buyer requirements may include:	• clarification of business structure • need for quick sale • need for transparency • need to specify plant, equipment, fittings and fixtures to determine ownership • transfer of franchise agreements • transitional arrangements • use of business name.
Feedback may be collected from:	• formal and informal discussions with existing and previous clients • information from potential buyers • information provided by others involved in the appraisal process, both internal and external to the organisation • market share data • sales and completion results.
Standard and special conditions may include:	• additional options • assign new lease, option, site licence or variation • transfer or renewal of licences and permits • franchise agreements • intellectual property, such as business names, patents and copyrights • trademarks • domain names and email addresses • telephone and facsimile numbers.
Assisting professionals may include:	• accountants • financiers and financial institutions • landlords and managing agents • legal advisers

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- licensed settlement agents
- nominated conveyancers.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Business broking

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CPPDSM4061A Obtain prospects for listing

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to seek out and secure the listing of businesses with a business brokerage. It requires the ability to identify marketing opportunities that match the agency's focus and area of expertise, engage prospective clients and promote the agency in order to secure new listings and custom. Knowledge of the agency's business goals, current market trends and conditions, and sales and promotion techniques is required.

The unit may form part of the licensing requirements for persons engaged in business broking in those States and Territories where business broking is a regulated activity.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in obtaining and securing listings of businesses with a business brokerage.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify and develop marketing opportunities.	1.1 Relationships with ***targeted groups*** are established and conducted according to ***agency practice***.
	1.2 ***Potential clients*** suitable to agency's brokerage are identified and targeted in line with agency's expertise, focus, business plan and ***marketing strategies***.
	1.3 Potential clients are engaged through use of ***appropriate interpersonal communication skills*** and marketing strategies.
	1.4 ***Appropriate rapport*** is established and maintained with potential clients to ensure delivery of a quality service to maximise new business opportunities.
2 Discuss options to encourage client patronage.	2.1 Potential ***client needs***, ***motivation and expectations*** are established, clarified and discussed sensitively.
	2.2 Potential clients are provided with information about available ***options*** for meeting their needs and expectations.
	2.3 Potential clients are assisted in the selection of preferred and realistic options.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 ***Benefits*** to potential clients of listing business with agency and agency's approach to business broking are highlighted.
	2.5 Recommendations are made to potential clients, emphasising suitable service and listing options according to agency practice.
	2.6 Prospective client's agreement to list with agency is sought and wherever possible secured.
3 Secure client patronage.	3.1 ***Points of agreement*** and ***rights and obligations*** are discussed and documented to ensure clarity and to avoid potential misunderstanding and conflict.
	3.2 Documentation relating to obtaining and beginning listings is completed according to ***legislative***, ***industry and agency requirements***.
	3.3 ***Suitable arrangements*** are made for further contact with the agency to complete the listing process.
	3.4 Opportunities for repeat or future business are maximised according to agency procedures and requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- access a variety of information relating to business broking services and relevant market information
- engage clients, promote agency services, provide information on products, and encourage business from potential clients
- identify market trends and positions and business broking opportunities
- prepare and present information specific to target audience that clearly communicates intended message regarding the agency's services
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- resolve potential client concerns and issues
- select and use appropriate technology.

Required knowledge and understanding:

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REQUIRED SKILLS AND KNOWLEDGE

- client engagement methods and promotional techniques and protocols
- organisation's policy and procedures for client service, including ethical behaviour and promotional strategies
- mechanisms to obtain and analyse client comments and feedback
- organisation's business structure, services and client service procedures
- principles and techniques of public relations
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - business broking
  - business operation and listings, especially in regard to franchise and business structures and the sale and appraisal of businesses
  - consumer protection
  - environmental issues
  - equal employment opportunity
  - financial probity
  - industrial relations
  - OHS
  - taxation
- service standards and best practice models.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through a practical demonstration of obtaining and securing the listing of a business. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or

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workplace environment.

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

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

- analysing market trends as they relate to business broking opportunities and threats
- clarifying concerns and explaining listing procedures to clients
- engaging potential clients and providing the best opportunity to secure their business
- knowledge of agency practice, ethical standards and legislative requirements associated with listing a business
- preparing and structuring advice on services provided by the agency.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable resources and simulated or real opportunities to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition

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(RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Targeted groups may include:
- business sectors or groupings identified as fitting within the agency's focus and expertise
- local community networks
- new emerging areas of business opportunity for the agency
- professional associations
- specific business sectors and industries.

Agency practice may be outlined within:
- access and equity policy, principles and practice
- business and performance plans
- ethical standards
- goals, objectives, plans, systems and processes
- legal and organisational policies and guidelines
- marketing plans
- mission statements and strategic plans
- OHS policies, procedures and programs
- privacy and confidentiality requirements
- quality and continuous improvement processes and standards

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	• quality assurance and procedures manuals, including sales and client liaison procedure manuals.
Potential clients may include:	• new business types identified by the agency • specific business types identified as fitting within the agency's brief and focus.
Marketing strategies may include:	• advertisements • client functions • literature and materials that explain and promote agency's services • media announcements • presentations and displays • promotion of the agency's services • sales pitch that suits agency's philosophy and target audience • service launches • web pages.
Appropriate interpersonal communication skills may include:	• active listening • providing opportunities for potential clients to clarify their understanding of services offered • soft questioning and seeking feedback from potential clients to confirm own understanding of their needs • summarising and paraphrasing to check understanding of potential client's message • using appropriate body language.
Appropriate rapport relates to use of techniques that:	• establish and build confidence and trust in the agency and its representatives • make the seller or buyer feel valued • promote and maintain an effective relationship with the seller or buyer.
Client needs, ***motivation and expectations*** may relate to:	• expectations of market • expectations of agency • motivation for selling • need to consider exit strategy or succession planning • need to sell within a specified timeframe.
Options may include:	• auction • closure of business • employee or family buy out • employee share option plan (ESOP) • liquidation • open market sale • operating under a deed of agreement • partial or progressive sale

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	• receivership • sale of business out of company • sales of shares of company • strategic acquirer sale • tender.
Benefits may include:	• accreditation, certification and qualifications • associations and networks • market knowledge • range of services, such as marketing and backup • reputation and market position.
Points of agreement need to be identified by:	• agency • clients and/or those acting as their agents.
Rights and obligations relate to those of:	• the agency • the client.
Legislative, industry and agency requirements may relate to:	• access and equity policy, principles and practice • business and performance plans, including organisational goals and objectives • client service policies • industry and agency codes of conduct and practice, code of ethics • legislative and statutory requirements for the provision of business broking services • OHS policies, procedures and programs • organisational policy, guidelines and requirements • policies and procedures relating to own role, responsibility and delegation • privacy and confidentiality requirements • records and information systems • reporting and communication structures • terms and conditions of employment.
Suitable arrangements may include arrangements for:	• conducting an appraisal • listing the business.

Unit Sector(s)

Unit sector	Property development, sales and management

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Competency field

Competency field Business broking

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CPPDSM4062A Occupy space

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan, monitor and complete the occupation of space. It requires the ability to monitor the fit-out and occupancy process, schedule various operations to meet client needs, and review work performed.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in planning, monitoring and completing the occupation of space.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine occupancy requirements.	1.1 ***Space*** occupancy requirements are determined in consultation with ***relevant people*** according to ***organisational requirements***.
	1.2 Occupancy process, objectives and time lines are negotiated and agreed in consultation with relevant people.
	1.3 ***Relevant documentation*** and ***legislative requirements*** are gathered and reviewed to identify critical requirements of occupancy process.
	1.4 Action plan is developed which details suitable activities that reflect ***client*** needs.
	1.5 Special requirements of clients are identified and plans adjusted as required according to organisational procedures.
2 Monitor occupation process.	2.1 Occupation process is monitored to ensure it meets requirements of ***tenancy guidelines*** and relevant legislative and organisational requirements.
	2.2 Reliable monitoring processes are used that include regular reviews with ***users*** and make efficient use of time and ***resources*** according to organisational requirements.
	2.3 Appropriate ***interpersonal techniques*** are used to

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ELEMENT	PERFORMANCE CRITERIA
	facilitate accurate and relevant exchange of information.
	2.4 Problems and delays are communicated to relevant people and contingency plans implemented within an appropriate timeframe.
	2.5 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
3 Review and record results of process.	3.1 Relevant documentation including certificates of occupancy is prepared and executed to confirm contractual or regulatory requirements as appropriate.
	3.2 ***Feedback*** is used to confirm quality of performance and identify areas for improvement.
	3.3 ***Business equipment and technology*** are used to access, record and organise information according to relevant OHS requirements.
	3.4 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to negotiate client requirements and communicate problems and delays
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information, complete documentation and report findings
- organisational skills to plan and arrange activities to occupy a space, and schedule and meet time lines for fit-out and occupation
- technical skills to use planning and scheduling software and to complete reports.

Required knowledge and understanding:

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REQUIRED SKILLS AND KNOWLEDGE

- basic knowledge of property contracts and administrative requirements
- building codes and practices relating to fit-out
- building construction practices
- building control legislation, codes and relevant Australian standards
- industry practices and benchmarks for contracts and fit-out
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- planning and scheduling techniques and software
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of planning, monitoring and completing the occupation of space. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal,

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and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- completing a space occupation under normal industry operating conditions in compliance with relevant industry and legal requirements
- implementing, monitoring and completing a fit-out process within designated timeframes
- knowledge of organisation's practices, ethical standards and legislative requirements associated with planning, monitoring and completing the occupation of space
- reviewing and reporting a space occupation, including analysing feedback and suggesting improvements to future processes.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct,

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indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Space may include:
- buildings
- car parking
- facilities
- land
- lettable areas
- properties.

Relevant people may include:
- architects
- builders
- clients
- colleagues and supervisors
- legal representatives
- members of industry associations
- principals
- service providers

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- users.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Relevant documentation may include:

- agreements
- building codes
- certificates of occupancy
- contracts
- leases
- licences
- permits
- plans
- specifications.

Legislative requirements may be outlined and reflected in:

- Australian standards, and quality assurance and certification requirements
- award and enterprise agreements
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

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Clients may include:	• company management • fund managers • fund providers • government and legal instruments or agencies • institutions • internal and external property groups • owner-occupiers • private investors • property agents • property owners • tenants • users.
Tenancy guidelines may cover:	• access and egress • building codes • material types and use • permitted use • presentation • style of fit-out • types of finish.
Users may include:	• bankers • clients • company boards • fund managers • fund providers • institutions • internal and external property groups • owner-occupiers • private investors • tenants.
Resources may include:	• materials • personnel • tools and equipment • training • transport.
Interpersonal techniques may relate to:	• active listening • clear presentation of options • culturally inclusive and sensitive engagement techniques • questioning to clarify and confirm understanding • two-way interaction • use of language and concepts appropriate to cultural differences

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	• verbal or non-verbal language.
Specialist advice may be sought from:	• architects • bankers and financiers • builders • business consultants • government officials • investment consultants • members of industry associations • planners • real estate agents • solicitors • subcontractors • technical experts • valuers.
Feedback may be sought from:	• clients and their legal representatives • supervisors and colleagues • formal and informal performance appraisals • workplace assessment.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications.

Unit Sector(s)

Unit sector	Property development, sales and management

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Competency field

Competency field Property operations and development

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CPPDSM4063A Participate in developing and establishing property or facilities contracts

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to participate in the development of contracts for property or facility management and maintenance operations. It requires the ability to determine accurately and comply with contract specifications and guidelines, and to prepare and finalise contract documentation.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in the development and establishment of contracts for property or facility management and maintenance operations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine contract requirements.	1.1 Contract requirements are reviewed and agreed according to ***client***, ***organisational and legislative requirements***.
	1.2 ***Consultative processes*** are used to negotiate and confirm contract specifications with ***relevant people***.
	1.3 ***Information*** is sourced and assessed for currency, accuracy and relevance according to organisational requirements.
	1.4 Reliable methods for gathering information are used according to organisational requirements, making efficient use of time and ***resources***.
	1.5 Personal limitations in assessing contract requirements are identified and assistance is sought as required from relevant people.
2 Prepare contract.	2.1 Contract is prepared according to contract specifications and in consultation with relevant people using appropriate ***communication techniques***.
	2.2 ***Business equipment and technology*** are used to prepare contract in the required format, style and

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ELEMENT	PERFORMANCE CRITERIA
	structure according to applicable OHS requirements. 2.3 Advice is sought to confirm that contract captures and addresses identified ***risks*** and protection of contracted parties, and provides basis for due performance. 2.4 Contract is distributed to relevant people to check accuracy of information and that contract specifications and requirements are clearly addressed. 2.5 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
3 Finalise contract.	3.1 ***Feedback*** on suitability of contract is sought from relevant people and recommended improvements are incorporated into contract where appropriate. 3.2 Gaps or deficiencies are identified and appropriate actions implemented according to client, organisational and legislative requirements. 3.3 Contract is finalised within agreed timeframes and according to client, organisational and legislative requirements. 3.4 Information is securely maintained with due regard to client confidentiality according to legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to evaluate sufficiency of contract and interpret contract requirements
- communication skills to discuss and confirm contract specifications, obtain feedback and interpret written and oral information
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities

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REQUIRED SKILLS AND KNOWLEDGE

- organisational skills to organise work schedules and time lines
- technical skills to prepare contract documentation.

Required knowledge and understanding:

- contract layout, format and presentation methods
- contract law with regard to property use
- limitations of work role, responsibility and professional abilities
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - contracts
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of participating in the development of contracts for property or facility management and maintenance operations. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- finalising contract within agreed timeframes using obtained feedback to rectify gaps or deficiencies
- knowledge of organisation's practices, ethical standards and legislative requirements associated with developing contracts for property or facility management and maintenance operations
- seeking advice as required to confirm contract specifications have been addressed
- using business equipment and technology to prepare contract documentation
- using consultative processes to review and confirm contract requirements and specifications.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be

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current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- building supervisors
- company management
- fund managers
- government and legal instruments or agencies
- institutions
- internal and external property groups
- owner-occupiers
- private investors
- project managers
- property agents
- property owners
- tenants.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice

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- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Legislative requirements may be outlined and reflected:

- Australian standards
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- environmental and zoning laws affecting access security, access and property use
- general duty of care to clients
- home building requirements
- local regulations and by-laws
- privacy laws applying to owners, contractors and tenants
- quality assurance and certification requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication.

Relevant people may include:

- clients
- colleagues
- government agencies
- industry regulators and associations
- legal representatives
- parties to contract
- supervisors.

Information may relate to:

- agreements
- building codes
- company services

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- contracts
- depreciation schedules
- licences
- operating costs
- permits and plans
- specifications.

Resources may include:

- materials
- personnel
- tools and equipment
- training
- transport.

Communication techniques may include:

- active listening
- clear presentation of options
- consultation methods
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding
- seeking feedback
- two-way interaction
- using language and concepts appropriate to cultural differences
- verbal or non-verbal language.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers and scanners
- software applications, such as databases and word applications.

Risks may relate to:

- changes to regulations and legislation
- client and staff satisfaction
- competition
- emergencies and disasters
- failure of a contracted party to comply with contract terms and conditions
- fire and security
- health and safety
- loopholes in contracts
- market influences
- physical, financial or human resources

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	• project control and cash flow • suppliers and contractors • time constraints.
Specialist advice may be sought from:	• government officials • members of industry associations • solicitors and legal representatives • supervisors and colleagues • technical experts.
Feedback may be sought from:	• clients and their legal representatives • supervisors and colleagues • formal and informal performance appraisals • workplace assessment.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM4064A Participate in research of property investment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to research and provide advice on a current or proposed property investment. It requires the ability to determine client requirements and collect and analyse appropriate data from a range of sources.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in researching and providing advice on current or proposed property investments.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine client requirements.	1.1 Consultative processes are used to verify ***client expectations*** and objectives according to ***organisational requirements***. 1.2 Valid and relevant ***information*** is obtained to determine the complexity of client needs according to organisational requirements. 1.3 Client investment history is analysed to determine ***client profile*** according to ***legislative requirements***. 1.4 Specialised resources and ***sources of property market information*** are identified and accessed according to organisational requirements.
2 Access property market information.	2.1 Property market information is gathered and organised in a format suitable for analysis and interpretation. 2.2 Reliable methods for gathering information are used according to organisational requirements, making efficient use of time and resources. 2.3 Appropriate ***communication techniques*** are used to access relevant information from individuals and groups. 2.4 ***Comparative market data*** is documented and categorised to enable valid comparisons to be made against ***industry benchmarks***.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Discrepancies in data are identified by obtaining and comparing data from a variety of sources.
3 Interpret trends and market developments.	3.1 Relevant industry benchmarks are identified and used in providing clients with information on property market.
	3.2 Property trends and ***market conditions*** are identified and evaluated against industry benchmarks to determine risk.
	3.3 ***Analysis*** is undertaken of comparative market data using standard industry analysis techniques.
	3.4 Factors increasing or diminishing investment risk are identified, analysed and discussed with the client.
	3.5 Limitations in evaluating market information are identified and ***specialist advice*** is sought as required according to organisational requirements.
4 Make recommendations.	4.1 Property investment research and options are documented and distributed according to organisational requirements.
	4.2 Recommendations are made that are verifiable, current and sufficiently detailed to meet client, organisational and legislative requirements.
	4.3 ***Business equipment and technology*** are used to complete and process client and market information according to applicable OHS and organisational requirements.
	4.4 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to apply basic statistical research methods and techniques
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases

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REQUIRED SKILLS AND KNOWLEDGE

- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities and to liaise with property investment stakeholders
- organisational skills to maintain records and databases, use organisational filing systems, organise and prepare property investment submissions and propose models for property investment
- problem solving skills to anticipate factors that may affect property markets
- research skills to identify relevant sources of information and to source, analyse and interpret property and market information
- technology skills to use financial and assessment software and spreadsheets efficiently and to access market information.

Required knowledge and understanding:

- building and construction methods
- concepts and strategies for placement of capital in property for investment
- effective communication strategies
- ethical practices and relevant codes of conduct
- industry benchmarks
- investment risk factors and relationship to return expectations
- investor psychology
- local property market conditions and overall trends in the industry
- range of research methods and analysis techniques
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - property sales, leasing and management
- theory and practice of land economics
- valuation and appraisal methods.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of researching and providing advice on a current or proposed property investment. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- carrying out comprehensive data analysis of relevant market information sufficient to make valid recommendations
- knowledge of organisation's practices, ethical standards and legislative requirements associated with researching and providing advice on a current or proposed property investment
- providing accurate property investment information for defined client purposes
- sourcing specialist advice when required
- sourcing, organising, analysing and maintaining information using appropriate technology
- using appropriate research and data analysis techniques.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy

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capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Clients may include:	• bankers and fund managers • fund providers • institutions • internal and external property groups • owner-occupiers • private investors.
Client expectations may relate to:	• immediate capital gains • long-term capital gains.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Information may relate to:	• required and projected cash flows • existing client risk management strategies • individual investment preferences and aversion or tolerance to risk • other client details, such as employment security, and likely events and their impact on the client • relevant personal, financial and business details • taxation obligations.
Client profile may include:	• client current and proposed operating environment, assets and systems • details of client needs and objectives for income, security, liquidity and time period.

Legislative requirements may be outlined and reflected in:	• Australian standards
	• general duty of care to clients
	• home building requirements
	• privacy requirements
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations

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- OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Sources of property market information may include:

- consultants
- industry and organisational databases
- information services
- press clippings
- published industry data, including industry indices
- third parties
- trade journals.

Communication techniques may include:

- active listening
- clear, legible writing
- maintaining eye contact
- non-verbal communication, including body language and personal presentation
- speaking clearly and concisely
- using appropriate language and tone of voice
- using open and closed questions.

Comparative market data may include:

- best practice information
- national and international benchmarking
- inter-organisation comparison data.

Industry benchmarks may include:

- discounted cash flow
- employment rates
- industry association performance index
- inflation rate
- internal rate of return
- life cycle costing
- published vacancy factors
- tenancy mix.

Market conditions may include:

- availability of alternatives
- business confidence
- economic conditions
- level of competition.

Analysis:

- may be:
  - explorative, descriptive, causative or predictive
  - quantitative and qualitative

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- may include:
  - basic statistical analysis
  - critical analysis
  - mathematical calculations
  - problem solving.

Specialist advice may be sought from:

- architects
- bankers and financiers
- business consultants
- land economists
- members of industry associations
- other developers
- planners
- real estate agents
- solicitors
- taxation and accounting practitioners
- valuers.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM4066A Plan and coordinate property and facility inspection

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan and coordinate a property or facility inspection to evaluate its condition, worth and redevelopment requirements. It requires the ability to plan and document work activities effectively, monitor and conduct inspection tasks and record and report results of the inspection.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in planning and coordinating property and facility inspections to evaluate their condition, worth and redevelopment requirements.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan property or facility inspection.	1.1 Research and analysis are conducted of relevant ***property or facility information*** to determine ***status*** and occupancy details. 1.2 Context and ***purpose of inspection*** are determined in consultation with ***relevant people*** and according to ***organisational requirements***. 1.3 Property or facility inspection plan is developed detailing a range of suitable inspection activities and time lines that accurately reflect ***client*** and organisational requirements. 1.4 Property or facility inspection plan is developed that is sufficiently flexible and adaptable to accommodate unforeseen ***contingencies*** that may arise. 1.5 ***Business equipment and technology*** are used to access, organise and monitor information according to applicable OHS and organisational requirements. 1.6 Property or facility access arrangements and approvals to conduct inspection are negotiated with relevant people according to ***legislative requirements*** and

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ELEMENT	PERFORMANCE CRITERIA
	organisational procedures.
2 Conduct property or facility inspection.	2.1 Property or facility is inspected according to inspection plan, ensuring all relevant aspects of the property or facility are sighted and noted.
	2.2 ***Variations*** to inspection plan are determined and implemented to meet changing circumstances and improve service delivery.
	2.3 Reliable ***inspection processes*** are used according to organisational requirements, making efficient use of time and resources.
	2.4 ***Condition*** of ***features*** associated with property or facility is recorded according to industry and organisational requirements.
	2.5 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
3 Review and report inspection outcomes.	3.1 Inspection outcomes are reported and reviewed against aims and objectives of activities outlined in inspection plan.
	3.2 Recommendations and issues are prepared in required format according to organisational requirements and in a style and structure suitable for review and interpretation.
	3.3 ***Feedback*** on client satisfaction with inspection outcomes is sought using valid methods and verifiable data according to organisational requirements.
	3.4 Relevant documentation is completed and processed according to legislative and organisational requirements.
	3.5 Information is securely maintained with due regard to client confidentiality and according to legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

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REQUIRED SKILLS AND KNOWLEDGE

Required skills:

- analytical skills to determine critical aspects of inspection and provide recommendations on future options for subject property or facility
- communication skills to interpret written and oral information and to negotiate client requirements and access arrangements
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to complete documentation and report findings
- organisational skills to manage risk, plan and arrange property or facility inspection, and schedule and meet time lines and client requirements
- research skills to source property or facility information and review client satisfaction
- technical skills to schedule tasks and report outcomes.

Required knowledge and understanding:

- basic knowledge of property and facility contracts and administrative requirements
- inspection methods for different property and facility types
- limitations of work role, responsibility and professional abilities
- local regulations affecting use and conditions of subject property or facility
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- principles of business and property law, and specific precedents likely to influence conduct of inspection
- relevant building codes
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - property sales, leasing and management
- sources of information and assistance for property or facility.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of planning and coordinating property or facility inspections to evaluate the condition, worth and redevelopment requirements of properties or facilities. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- conducting a property or facility inspection under normal industry conditions ensuring condition of features is recorded
- knowledge of agency practices, ethical standards and legislative requirements associated with inspecting a property and assessing its condition
- reporting inspection conclusions and recommendations, including client feedback on level of satisfaction with service
- undertaking sufficient research of property or facility to develop an inspection plan detailing a range of suitable inspection activities and incorporating appropriate contingency arrangements.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include

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equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Property or facility information may include information relating to:	• agreements • building codes • company services • construction costs • current and planned property, facility or site developments • deposited, survey and other plans • depreciation schedules • land and water rates • land title documentation • leasing rates • legal documentation • licences • management policy and procedures • marketing services • occupancy rates • operating costs • permits • sales information • specifications • taxation • tenancy and other contracts • utilities usage.
Status of property or facility may relate to:	• financial situation • legal ownership • location by lot • location by section number • occupancy.
Purpose of inspection may:	• be defined through a contract between enterprise providing inspection service and legal entity commissioning the service • form part of internal procedures of property management organisation.
Relevant people may include:	• agents • clients • colleagues • government personnel

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- legal representatives
- management
- members of industry associations
- property owners
- site personnel
- supervisors
- tenants.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Clients may include:

- agents
- building supervisors
- government and legal instruments or agencies
- managers
- project managers
- property and facility agents
- property and facility owners
- tenants.

Contingencies may include:

- budget constraints
- building delays
- competing work demands of contractor
- environmental factors, such as time and weather
- industrial disputes
- non-availability of resources and materials
- public holidays and shut-down periods
- equipment and technology breakdown
- unforeseen incidents
- workplace hazards, risks and controls.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers

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- printers
- scanners
- software applications, such as databases and word applications.

Legislative requirements may be outlined and reflected in:

- Australian standards, and quality assurance and certification requirements
- award and enterprise agreements
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- environmental and zoning laws affecting access security, access and property use
- general duty of care to clients
- home building requirements
- local regulations and by-laws
- privacy laws applying to owners, contractors and tenants
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Variations may include:

- alternative suppliers
- changes to fittings and fixtures
- changes to inspection schedules
- work outside or producing results outside the terms and conditions of contract.

Inspection processes may relate to:

- complexity of construction
- statutory limitations
- timeframe
- type of construction
- type of job.

Conditions may include general state of repair and condition of:

- ancillary structures
- current ownership structures
- evidence of pre-existing or potential issues affecting quality of the environment

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	• financial claims over property or facility • fittings and fixtures • observable external or internal defects or non-compliance with regulations • service and ground improvements to original property or facility • signs of pest infestation.
Features may include:	• associated structures • formal and informal inclusions • modifications to building approvals • modifications to original property or facility • physical aspects of land and buildings.
Specialist advice may be sought from:	• architects • bankers and financiers • builders • business consultants • colleagues • government officials • investment consultants • members of industry associations • OHS representatives • planners • real estate agents • solicitors • subcontractors • supervisors • technical experts • valuers.
Feedback may be sought from:	• clients, supervisors and colleagues • formal and informal performance appraisals • workplace assessment.

Unit Sector(s)

Unit sector	Property development, sales and management

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Competency field

Competency field Property operations and development

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CPPDSM4067A Plan for and complete sale of rural property by auction

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan for and complete the sale of rural property by auction. It includes preparing for the auction sale and completing the sale. The outcomes required to conduct an auction for the sale of rural property are addressed in CPPDSM4037A Conduct auction of rural property.

The unit may form part of the licensing requirements for persons engaged in stock and station agency activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed stock and station agents and stock and station representatives or certificate holders involved in preparing auctions and completing the sale of rural property.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for auction sale.	1.1 Agreement to auction rural property is obtained in line with agency practice and ***legislative requirements***.
	1.2 ***Assisting professionals*** are instructed to prepare ***auction documentation*** in line with seller instructions, agency practice and legislative requirements.
	1.3 Assisting professionals are followed up in a timely manner to ensure that auction documentation is delivered prior to auction date.
	1.4 ***Auction details*** are established in line with agency practice.
	1.5 ***Staff*** and resource requirements for auction day are identified and booked in advance in line with agency practice.
	1.6 Property is inspected by auctioneer prior to auction in line with agency practice and legislative requirements.
	1.7 ***Auction day procedures***, method of conduct of sale and the reserve price are discussed and confirmed in writing with seller prior to auction day.
	1.8 Marketing is monitored on a regular basis to establish

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ELEMENT	PERFORMANCE CRITERIA
	its effectiveness.
	1.9 Enquiries from prospective buyers and other interested parties are addressed and where required copies of relevant documentation are provided.
	1.10 Offers from prospective buyers prior to auction are referred to seller in line with agency practice and legislative requirements.
	1.11 Order of auction is determined to permit preparation of catalogue in line with agency practice.
2 Implement auction day procedures.	2.1 ***Preparation of auction area***, including deployment of staff, promotional materials and equipment is undertaken in line with agency practice.
	2.2 Auction documentation is prominently displayed in line with agency practice and relevant legislation.
	2.3 Property inspection is facilitated on auction day prior to the commencement of the auction, if applicable.
	2.4 Previously identified potential buyers are located in the audience to facilitate sale.
	2.5 Questions from interested parties are answered or referred to informed sources in line with agency practice.
	2.6 Auction day procedures are implemented in line with agency practice and legislative requirements.
3 Complete sale of rural property.	3.1 ***If property is sold***, ***follow-up procedures*** are implemented in line with agency practice and legislative requirements.
	3.2 ***Sales documentation*** is accurately completed and deposits are taken in line with agency practice and legislative requirements.
	3.3 ***If property is passed in***, ***follow-up procedures*** are implemented consistent with agency practice and legislative requirements.
	3.4 Accurate ***sales data*** is compiled that reflects auction outcomes for use in follow-up procedures.
	3.5 Appropriate ***records of attendance or interest*** are compiled to expand agency contact lists of potential clients identified through the auction process.
	3.6 Publication of auction results and post-auction information are arranged in line with agency practice and legislative requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to people from a range of social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations, contracts of sale and auction rules
- application of risk management strategies associated with the preparation and completion of the sale of rural property by auction
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations and sales documentation; prepare general information, papers, formal and informal letters, reports and applications; and complete standard and statutory forms
- negotiation skills to assist sellers to establish auction marketing plans, reserve price and auction day procedures
- numeracy skills to calculate auction marketing expenses within agreed budget
- planning, organising and scheduling skills to undertake work-related tasks associated with preparing for an auction, including determining staff and equipment requirements
- research skills to identify and source documents and information related to the sale of rural property by auction.

Required knowledge and understanding:

- auction day procedures
- auction documentation, including:
  - authorities
  - contracts
  - display
  - statutory and agency documentation
- auction equipment, including:
  - audiovisual equipment
  - bell
  - display boards
  - flags
  - gavel

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REQUIRED SKILLS AND KNOWLEDGE

- lectern
- signs
- stickers

- auction marketing plan, including:
  - advertising and promotional strategies
  - communicating with seller
  - contact with prospective buyers
  - outcomes of auction marketing
  - post-listing conference
  - property descriptions
  - reasons for confirming auction marketing procedures and expenses
- auction rules, including:
  - advertising auction results
  - auctioneer requirement to identify bidders
  - bidders
  - cooling off
  - disruption of an auction
  - dummy bids
  - estimated selling price
  - oral information to be provided by auctioneer
  - post-auction information
  - public inspection of auction rules and conditions
  - questioning of auctioneer
  - rebates
  - rules and conditions of auctions
  - vendor bids
- consumer protection principles that impact on the sale of rural property, including:
  - cooling off provisions
  - false representation and misleading conduct in relation to the sale of land
  - impact of consumer protection legislation on contracts
  - insurance provisions
  - penalties and remedies for breaches
  - protection offered for consumers
  - rights and obligations of agents
  - secret commissions
- follow-up procedures if property is passed in, including:
  - highest bidder

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REQUIRED SKILLS AND KNOWLEDGE

  - other bidders
  - seller
- follow-up procedures if property is sold, including:
  - buyer
  - losing bidder
  - other bidders
  - seller
- penalties for breach of auction legislation and regulations
- preparation of auction area, including:
  - auction equipment
  - distractions and hazards
  - property inspection
  - security
- property knowledge, including:
  - cropping properties: yields, seasons, types of crops, soils, facilities such as grain storage and transport, diseases and rotational cropping
  - dairies: quotas, breeds, lactation, dairy layout and equipment and conversion factors, such as dairy set up, herd, access and distance to market
  - general: local market conditions, trends in sector and industry, land titles, geophysical and topographical characteristics, carrying capacity and local land characteristics
  - grazing properties: dry sheep equivalent (DSE)/carrying capacity, pastures, soil types and breeds
  - irrigated properties: water licence availability, soil types, topography, and types of reticulation, such as flood, drip, direct or row cropping
- relevant federal and state or territory legislation and local government regulations related to:
  - animal health
  - anti-discrimination
  - anti-money laundering
  - aquaculture
  - auctions
  - consumer protection
  - crown land
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchises and business structure
  - industrial relations

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REQUIRED SKILLS AND KNOWLEDGE

- livestock
- native title
- OHS
- privacy
- rural property sales
- taxation
- water rights

- reserve price, including:
  - definition
  - purpose
  - setting
- sales data, records of attendance and interest in auctions, including:
  - collection techniques
  - reasons for collection
  - types of data
- sales documentation, including:
  - contract of sale
  - contract inclusions, such as the pasturing of livestock, clearing of timber and verification of equipment specifications
  - declaration of selling agent
  - finance statement to purchaser
  - receipts for purchase money paid
  - vendor's statement.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through case study or practical demonstration of the procedures associated with planning for and completing the sale of a rural property by auction. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence.

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The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- arranging publication of auction results and post-auction information in line with agency practice and legislative requirements
- compiling accurate sales data for use in follow-up procedures
- compiling records of attendance or interest in auction to expand agency contact lists of potential clients
- finalising auction sale, including the completion of sales documentation and implementation of follow-up procedures if properties are sold or passed in
- knowledge of auction marketing procedures, auction day procedures and auction process associated with the sale of rural property
- knowledge of ethical standards, legislative and regulatory requirements and agency practices associated with the preparation for and conduct of an auction
- planning and implementing an auction marketing plan in line with agency practice and legislative requirements
- planning and implementing auction day procedures in line with agency practice and legislative requirements
- preparing auction documentation consistent with seller instructions, agency practice and legislative requirements
- taking instructions on reserve price from seller in line with agency practice and legislative requirements
- using effective communication and presentation techniques in conducting auctions.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book.

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Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislative requirements may include:

- relevant federal and state or territory legislation and local government regulations related to:
  - animal health
  - anti-discrimination
  - anti-money laundering
  - aquaculture
  - auctions
  - consumer protection
  - crown land
  - environmental issues
  - EEO
  - financial probity
  - franchises and business structure
  - industrial relations
  - livestock
  - native title
  - OHS
  - privacy
  - rural property sales, leasing and management
  - taxation
  - water rights.

Assisting professionals may include:

- auctioneers
- conveyancers
- solicitors.

Auction documentation may include:

- contract
- contract inclusions.

Auction details may include:

- date
- time
- venue.

Staff may include:

- agency support staff
- auctioneer
- licensed stock and station agents.

Auction day procedures may include:

- advertising and marketing materials
- auction documentation
- channels of communication

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- deposits
- managing the auction process
- property inspection arrangements
- roles and responsibilities of agency staff
- security arrangements.

Preparation of auction area may include:

- auction documentation
- auction equipment, including:
  - audiovisual equipment
  - bell
  - display boards
  - flags
  - gavel
  - lectern
  - signs
  - stickers
- distractions
- hazards
- marketing materials
- security.

If property is sold, ***follow-up procedures*** may refer to:

- buyer
- losing bidder
- other bidders
- seller.

Sales documentation may include:

- contract inclusions such as the pasturing of livestock, clearing of timber and verification of equipment specifications
- contract of sale
- declaration of selling agent
- finance statement to purchaser
- receipts for purchase money paid
- special conditions may include insurance, natural increases, timber, crops, water licences, permissive occupancy, possession prior to completion or depasturing
- vendor's statement.

If property is passed in, ***follow-up procedures*** may refer to:

- highest bidder
- other bidders
- seller.

Sales data may refer to:

- collection techniques
- reasons for collection
- types of data.

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Records of attendance or interest may refer to:

- collection techniques
- reasons for collection
- types of data.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Stock and station agency

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CPPDSM4068A Prepare livestock for sale at saleyards

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to take delivery of and prepare livestock for sale at saleyards. It includes the procedures associated with arranging transport and delivery of livestock to saleyards as well as drafting and penning livestock.

The preparation of livestock for sale requires knowledge of the national livestock identification system (NLIS), national vendor declarations (NVD) and relevant federal and state or territory legislative and regulatory arrangements. It also requires knowledge of risks and animal welfare issues associated with preparing livestock for sale at saleyards.

The unit may form part of the licensing requirements for persons engaged in livestock sales in those States and Territories where the selling of livestock is a regulated activity.

Application of the Unit

Application of the unit

This unit of competency supports the work of those who have responsibility for arranging transport and delivery of livestock at saleyards, ensuring the drafting and penning of livestock prior to sale as well as the checking and completion of required documentation associated with the NLIS, NVD and relevant federal and state or territory legislative and regulatory arrangements.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Arrange transport of livestock to saleyards.	1.1 ***Transport requirements*** are agreed with client for movement of livestock to saleyards in line with agency practice.
	1.2 ***Risks*** associated with transport, delivery, drafting and penning of livestock are assessed and managed in line with agency practice.
	1.3 Transport arrangements are implemented in line with agreed delivery schedule.
2 Take delivery of livestock at saleyards.	2.1 ***Labour requirements*** are determined to ensure that adequate staff is available for delivery of livestock at

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ELEMENT	PERFORMANCE CRITERIA
	saleyards. 2.2 ***Staff*** members are advised of delivery details to facilitate the safe and timely delivery of ***livestock***. 2.3 ***Delivery details*** are recorded in line with saleyard and agency requirements. 2.4 Receival penning is arranged to ensure that it is available on delivery of livestock. 2.5 ***Pre-sale catalogues*** are prepared according to sale requirements, NVD and NLIS guidelines and regulations.
3 Draft and pen livestock.	3.1 Livestock may be paint-branded in line with sale requirements. 3.2 Livestock are drafted and, where applicable, ***weighed*** prior to final penning in line with sale requirements. 3.3 Livestock are placed in final allocated pens in line with sale requirements. 3.4 ***Information on livestock*** is displayed in line with agency and saleyard requirements. 3.5 Details of livestock are entered into the sales register in line with sale requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- application of initial and final livestock drafting procedures
- application of livestock penning procedures
- application of paint-branding procedures
- application of pre and post-sale livestock weighing procedures
- application of risk management strategies in the preparation of livestock for sale
- computing skills to access agency databases, send and receive emails and complete standard forms online
- numeracy skills, including the ability to perform and apply measurements and calculations
- literacy skills, including the ability to interpret industry documentation associated with livestock sales, such as NVD and pre-sale catalogues

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REQUIRED SKILLS AND KNOWLEDGE

- planning, organising and scheduling skills to undertake work-related tasks such as arranging transport of livestock
- written and verbal communication skills associated with livestock sales.

Required knowledge and understanding:

- federal and state or territory legislation and local government regulations related to selling and transporting livestock, including:
  - animal health and welfare
  - anti-discrimination
  - aquaculture
  - brands and earmarks
  - chemical treatments and residues, export slaughter intervals and withholding periods
  - consumer protection
  - financial probity
  - fees and charges
  - food safety
  - livestock sales and auctions
  - livestock-specific legislation and regulations
  - NLIS
  - NVD
  - OHS
  - privacy
  - public health
  - public liability
  - tagging
  - water curfew
  - waybills, including combined waybills
- HACCP
- initial and final livestock drafting procedures
- livestock, including:
  - ages
  - breeds
  - classes
  - grades
  - pregnancy status
  - values
  - varieties
  - weights

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REQUIRED SKILLS AND KNOWLEDGE

    - yields
- livestock penning procedures
- livestock transport, including:
    - costs
    - insurance
    - legislative requirements
    - methods
    - payments
    - risks
- national saleyard quality assurance scheme
- paint-branding procedures
- pre and post-sale livestock weighing procedures
- pre-sale catalogue, including:
    - distribution
    - importance of accuracy of catalogue content
    - legislative requirements
    - misleading advertising
- risks associated with the following aspects of preparing livestock for sale, including:
    - care and handling of livestock
    - chemical treatment and residues
    - client misrepresentation
    - inspection, assessment and drafting of livestock
    - NLIS
    - ownership of livestock and encumbrances
    - saleyards
    - staff supervision
    - transport
- saleyard auctions.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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Overview of assessment

This unit of competency could be assessed through arranging the transport and delivery of livestock to saleyards as well as preparing the livestock for sale. This would include demonstration of arranging livestock transport, taking delivery of livestock at the saleyards, drafting and penning livestock, and checking and completing relevant documentation. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. Assessment may be carried out in a simulated or workplace environment.

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

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

- correctly completing documentation related to the sale of livestock, including entry of livestock details into the sales register
- correctly preparing pre-sale catalogues according to sale requirements, NVD and NLIS guidelines and regulations
- accessing NLIS devices
- safely and correctly applying procedures for taking delivery of, drafting and penning livestock at saleyards
- safely and correctly applying the procedure for paint-branding livestock
- understanding and applying agency codes and relevant federal and state or territory legislation and regulations in relation to preparing livestock for sale
- understanding and applying risk management strategies associated with the delivery, drafting and penning of livestock.

Context of and specific resources for assessment

Resource implications for assessment include access to:

- computerised or manual systems for recording information on livestock, including the sales register and NLIS database
- federal, state and territory legislation and regulations relevant to livestock sales
- livestock
- livestock saleyard, including staff and equipment

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required for taking delivery of livestock as well as drafting and penning livestock
- NVD, NLIS and other relevant documentation on livestock.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Transport requirements may include:	• delivery location and time • insurance • loading requirements • time and venue of pick up • type of vehicle.
Risks may be associated with:	• care and handling of livestock • chemical treatment and residues • inspection, assessment and drafting of livestock • ownership of livestock and encumbrances • saleyards • staff supervision • transport.
Labour requirements may include:	• number of staff • person hours • skills of staff • timing.
Staff may include:	• company staff • contractors. • saleyard staff.
Livestock may include:	• alpacas • cattle • deer • goats • horses • ostriches • pigs • sheep.
Delivery details may include:	• curfew • feeding • livestock details • NLIS scanning • penning requirements

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	• time and date of delivery.
Pre-sale catalogues may include:	• accreditation information • history of chemical treatment and exposure • hormonal growth promotant (HGP) • lifetime traceable • names and addresses of sellers • NLIS device • period of ownership if not bred on seller's property • property of origin • stockfeeds used.
Weighing may include:	• post-sale • pre-sale.
Information on livestock may include:	• age and sex • average weight • category of livestock • chemical status • HGP • NLIS • time and date of arrival at saleyard, if applicable • district of origin • lot number • number of livestock • pregnancy status • seller's name • time of weighing • total weight.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Stock and station agency

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CPPDSM4069A Promote and market listed business

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to market a listed business within the context of a business brokerage. It requires the ability to assess appropriate marketing strategies, develop business profiles, consult with clients and potential markets and review the effectiveness of the marketing strategy. The knowledge requirements for this unit include marketing strategies and techniques within a business broking context, legislative requirements when selling a business, and budgetary considerations.

The unit may form part of the licensing requirements for persons engaged in business broking in those States and Territories where business broking is a regulated activity.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in marketing listed businesses within the context of a business brokerage.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop business profile.	1.1 Possible ***marketing strategies*** and budgets for the sale of the business and related components are discussed, drafted and agreed.
	1.2 Business profile that accurately portrays the listed business to prospective buyers is prepared, developed and made available according to ***legislative and agency requirements***.
	1.3 Necessary ***source documents*** are identified, obtained and made available for inspection according to legislative and agency requirements.
	1.4 Client is informed of any ***potential difficulties*** related to the sale of listed business in its current state and is advised of appropriate options.
2 Develop buyer profile.	2.1 Potential buyer profile is discussed with seller.
	2.2 Profile of potential buyer is agreed with seller.
	2.3 ***Buyer profile*** is compared to business buyer database.
3 Prepare marketing material.	3.1 ***Marketing materials*** that reflect agreed property and agency marketing strategies are developed

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ELEMENT	PERFORMANCE CRITERIA
	within agreed budget constraints and timeframes.
	3.2 ***Promotional methods*** that best fit the listed business and potential market are selected and used to ensure maximum impact within specified markets.
	3.3 ***Networks*** are used to assist in the implementation of promotional activities.
	3.4 If appropriate, business technology is used to structure and present information on listings.
4 Implement marketing options.	4.1 Marketing strategies are implemented and monitored against agreed budget.
	4.2 Personnel and resources required to support, promote and market the listed business are identified and prepared to support the achievement of a successful outcome.
	4.3 Client is informed of marketing strategy and is kept ***informed of progress*** according to legislative and agency requirements.
5 Review and report on marketing activities.	5.1 Need for alternative marketing strategies and adjustments is assessed in consultation with appropriate personnel and agreement is reached with the client on any substantial change in direction.
	5.2 ***Feedback*** is collated and provided to personnel and agencies involved in the promotion and marketing of the listed business.
	5.3 Effectiveness of planning and marketing processes is assessed to identify possible improvements in future activities.
	5.4 Marketing costs and time lines are analysed to evaluate and improve upon future marketing strategies.
	5.5 Recommendations on future promotion and marketing initiatives are made based on verifiable evidence.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

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REQUIRED SKILLS AND KNOWLEDGE

Required skills:

- access and interpret a variety of information relating to marketing a business
- determine most appropriate marketing methods
- identify current market trends and positions
- interpret and comply with legislative requirements
- liaise with clients, marketing agents and other staff
- obtain information relevant to marketing a business and provide information on the marketing process and its progress
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- resolve potential marketing dilemmas and client concerns and issues
- select and use appropriate technology.

Required knowledge and understanding:

- agency's business structure
- agency's policy and procedures for client service, including ethical behaviour and marketing procedures
- mechanisms to obtain and analyse client comments and feedback
- principles and techniques for communicating concerns to clients
- principles and techniques for marketing a business
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - business broking
  - business operation and appraisals, especially in regard to franchise and business structures and the sale and appraisal of businesses
  - consumer protection
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
  - sale and listing of businesses
- service standards and best practice models
- strategies for planning and monitoring marketing activities
- types of marketing, and benefits and limitations of each for a variety of business types.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of marketing a listed business within the context of a business brokerage. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- analysing marketing options and current market trends
- communicating and negotiating with relevant parties and monitoring the marketing process to ensure effective marketing of the property
- documenting relevant information on the marketing process
- knowledge of agency practice, ethical standards and legislative requirements associated with marketing a listed business
- preparing and structuring marketing materials and options.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable resources and simulated or real opportunities to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy

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capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Marketing strategies may include:	• advertising options and frequency • canvassing

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	• e-business listings • media releases • promotional activities • targeting known areas of potential interest in the listed business.
Legislative and agency requirements may relate to:	• access and equity policy, principles and practice • business and performance plans, including organisational goals and objectives • industry and agency codes of conduct and practice, and code of ethics • legislative and statutory requirements for provision of business broking services • marketing plans • mission statements and strategic plans • OHS policies, procedures and programs • organisational policy, guidelines and requirements • policies and procedures relating to own role, responsibility and delegation • privacy and confidentiality requirements • quality assurance and procedures manual, including sales and client liaison procedure manuals • records and information systems • reporting and communication structures.
Source documents may include:	• financial statements • franchise agreements • asset and property leases • plant and equipment inventories • statutory paperwork, such as incorporation documents.
Potential difficulties may relate to:	• allocated budgets relating to marketing and promotion • legislative requirements • levels of interest • market trends and current selling prices • terms and conditions of tenure.
Buyer profile may include:	• business skills, experience and knowledge • financial capacity and return expectations • health status • income needs • time constraints • workforce support expectations.
Marketing materials may include:	• advertising copy • brochures and pamphlets • portfolio of the business

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	• preparation of displays.
Promotional methods may include:	• advertising copy • multi-listing or sole agency • poster and window displays • presentations • web listings.
Networks may include:	• branches of own or associated agencies • local community and regional organisations and contacts • local, regional and national media • professional associations.
Progress may relate to:	• buyer interest • impact of current marketing strategies.
Information on progress may include:	• agency input into marketing the business so far • approaches and enquiries of interest regarding the listed business • costings of marketing activities • perception of levels of interest and worth of current marketing strategies • possible changes in the marketing strategy • strategies used in the marketing and promotion of the business.
Feedback may be collected from:	• formal and informal discussions with existing and previous clients • information from potential buyers • information provided by others involved in the appraisal process, both internal and external to the organisation • market share data • sales and completion results.

Unit Sector(s)

Unit sector	Property development, sales and management

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Competency field

Competency field Business broking

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CPPDSM4071A Promote process improvement in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to research and implement improvement processes in the property industry to reduce costs and improve quality services. It requires the ability to promote the use and implementation of innovative work practices to affect change.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in researching and implementing improvement processes in the property industry to reduce costs and improve quality services.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify opportunities for improvement.	1.1 ***Work practices*** and procedures are analysed to determine ***opportunities for improvement*** according to ***organisational requirements***.
	1.2 ***Business equipment and technology*** are used to gather and organise information in a format suitable for analysis.
	1.3 ***Consultative processes*** are used to actively encourage ***feedback*** from colleagues and clients in order to identify opportunities for improvement.
	1.4 ***Opportunities for improvement*** are assessed against organisational business goals and objectives.
2 Determine change requirements.	2.1 Purpose of ***change***, objectives and time lines are negotiated and agreed in consultation with ***relevant people***.
	2.2 ***Risk factors*** likely to affect change are analysed to identify potential constraints.
	2.3 Improvement plan is developed that details a range of suitable activities that accurately reflect change requirements.
	2.4 Roles, responsibilities and accountabilities for the

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ELEMENT	PERFORMANCE CRITERIA
	change process are established according to improvement plan.
	2.5 ***Communication channels*** are used to promote objectives of change clearly to relevant people, according to organisational requirements.
3 Implement and monitor change processes.	3.1 ***Leadership styles and methods*** are used to provide clear direction and support to individuals and teams throughout change process.
	3.2 ***Future support services*** required for change processes are identified and delivery is planned in consultation with relevant people.
	3.3 Suitable organisational systems and technology are used to monitor change processes systematically to ensure consistency with improvement plan.
	3.4 Feedback on change processes is obtained and analysed according to organisational procedures.
	3.5 ***Evidence and information*** on impact of change are documented and distributed to relevant people according to organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to identify opportunities for improvement and monitor effects of change
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to develop a rapport with customers and relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- leadership skills to implement process improvement and provide leadership to the team during change process
- literacy skills to access and understand a variety of texts, prepare general information and papers according to target audience, spell with accuracy and use grammar and punctuation effectively as an aid to understanding
- planning skills to schedule work activities and priorities

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REQUIRED SKILLS AND KNOWLEDGE

- technology skills to prepare and present information, and prepare reports on process improvements.

Required knowledge and understanding:

- common effects of change and innovation in the workplace
- industrial and organisational context of change
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational policies, plans, procedures and structure
- principles and techniques for goal setting and recording priorities
- principles of negotiation
- processes to interpret and apply feedback
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of researching and implementing improvement processes to reduce costs and improve quality services. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The

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demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- assessing opportunities for improvement against business goals and objectives
- determining change requirements through development of an improvement plan incorporating an analysis of risk
- identifying opportunities for improving processes through an accurate assessment of work practices, information gathering and consultation
- implementing and monitoring change using organisational systems and technology, and documenting and reporting the results
- knowledge of organisation's practices, ethical standards and legislative requirements associated with researching and implementing improvement processes to reduce costs and improve quality services.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice

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with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Work practices may relate to:	• conducting appraisals • engaging clients • implementing, promoting and reviewing processes • promoting the organisation and its services • providing support within the organisation • securing custom • undertaking research • undertaking routine functions.
Opportunities for	• career planning and development

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improvement may include:	• coaching, mentoring and supervision • formal and informal learning programs • internal and external training provision • performance appraisals • personal study • work experience, exchange and opportunities • workplace skills assessment, including recognition of prior learning and current competencies.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers and scanners • software applications, such as databases and word applications.
Consultative processes may include:	• face-to-face meetings • telephone, facsimile and written communication • use of staff bulletins and memos.
Feedback may be sought from:	• clients and their legal representatives • supervisors and colleagues • formal and informal performance appraisals • workplace assessment.
Opportunities for improvement may be assessed for:	• ability to add value • ability to improve customer satisfaction • cost-effectiveness • degree of management support • ease of implementation • practicality • viability.

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Change may include:	• change in work location • implementation of new work practices and services • introduction of new technology • job role changes • new client base • organisational restructures • staffing changes • work priorities.
Relevant people may include:	• clients • colleagues • legal representatives • members of industry associations • supervisors.
Risk factors that may impact on change may include:	• budget constraints • changes to government policy • level of expertise • safety and security issues • staffing requirements • technological advances • time constraints.
Communication channels may include:	• direct line supervision paths • lateral supervision paths • organisational communication protocols and procedures • organisational networks.
Leadership styles and methods may include:	• maintaining ethical practice and beliefs in the face of opposition • modelling behavioural and personal presentation standards • strategies for acknowledging and respecting the attitudes and beliefs of others • strategies for resolving unreasonable expectations • strategies for presenting a confident, assured and unhesitant manner in challenging situations • techniques for initiating action and directing decision making • techniques for promoting active and genuine participation • time management.
Future support services may relate to:	• additional resources • coaching • counselling

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- guidance
- training.

Evidence and information may include:

- cost savings
- customer surveys
- employee satisfaction
- industrial disputes
- market share data
- productivity measures
- supplier feedback.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM4072A Provide leadership in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to provide effective leadership in the property industry. It requires the ability to model high standards of performance and behaviour, and positively influence individuals and work teams. It requires knowledge of applicable financial, legal and procedural requirements relevant to the property industry.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in leadership roles within the property industry.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Model high standards of performance.	1.1 Own work practices model high standards of performance and ethics in providing ***property services*** according to ***organisational***, ***legislative***, ***financial and procedural requirements***.
	1.2 Property services and work practices are planned and implemented according to ***client*** and organisational values and requirements.
	1.3 Work practices reflect an understanding of and respect for individual differences, and are adapted as appropriate to meet ***specific needs*** of ***relevant people***.
	1.4 Individual and team efforts and contributions are encouraged, valued and rewarded according to organisational requirements.
	1.5 Breaches of organisational ***codes of ethics and practices*** are recognised and reported according to organisational and industry standards and procedures.
2 Interpret and comply with financial, legislative and procedural requirements.	2.1 Financial, legislative and procedural requirements relevant to property services are identified and accessed according to organisational requirements.
	2.2 Key financial, legislative and procedural principles relating to organisational values and requirements are identified and interpreted.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 ***Information*** relevant to property services is identified and assessed according to organisational requirements.
	2.4 Own interpretation and application of financial, legislative and procedural requirements are confirmed with relevant people to ensure consistency.
	2.5 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational procedures.
3 Facilitate commitment to workplace change.	3.1 Opinions and suggestions on improving work practices are encouraged to facilitate participation in change processes.
	3.2 Goals and objectives of ***change*** are communicated clearly and promptly to individuals and teams.
	3.3 ***Business equipment and technology*** are used to manage and provide access to information on progress towards objectives of change.
	3.4 ***Mentoring and coaching*** are provided to support individuals and groups through introduction of change.
	3.5 Decisions to overcome problems in implementation of change are made in consultation with relevant people.
	3.6 Effective relations and communications are maintained with clients and colleagues during process of change.
4 Develop and maintain professional competence.	4.1 Own ***professional development*** is maintained in consultation with relevant people according to organisational requirements.
	4.2 ***Feedback*** from clients and colleagues is used to determine professional competency and quality of performance, and to identify key areas for improvement in providing property services.
	4.3 Personal knowledge and skills in providing property services are assessed against ***competency standards and other relevant benchmarks*** to determine professional development needs and priorities.
	4.4 Strategies to maintain currency of professional competency in providing effective property services are identified, planned and implemented.
	4.5 ***Professional networks*** are participated in to identify and build relationships with relevant individuals and organisations in the property industry to obtain and maintain personal knowledge.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- coaching and mentoring skills to be a positive influence on others and provide support to colleagues
- communication skills to consult effectively with clients and colleagues
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities and to respect individual differences
- literacy skills to interpret and apply legislative, financial and procedural requirements and to access and understand a variety of information
- organisational skills to introduce and monitor change, plan and maintain own professional development, and plan and meet work priorities
- reflection skills to differentiate between professional and personal values
- self-evaluation skills to review and assess own work practices systematically in order to identify ways to improve performance or understanding.

Required knowledge and understanding:

- characteristics of a positive role model
- common effects of change in the workplace
- industrial and organisational context of change
- limitations of work role, responsibility and professional abilities
- mechanisms to obtain and analyse feedback
- methods to identify and prioritise personal learning needs
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards, including:
    - acting in principal's best interests
    - adequate disclosure of relevant information, including management fees
    - declaration of beneficial interests
    - ethical representation of organisation and clients
    - fair and honest provision of property services
    - identification and disclosure of conflicts of interest
    - maintenance of confidentiality
    - non-discriminatory practices

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REQUIRED SKILLS AND KNOWLEDGE

- principles and techniques associated with:
  - establishing effective consultative processes
  - establishing key performance indicators
  - influencing others
  - leading people
  - making decisions
  - preparing performance plans
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of providing effective leadership in the property industry. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for	A person who demonstrates competency in this unit must be

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assessment and evidence required to demonstrate competency in this unit

able to provide evidence of:

- knowing and accurately interpreting and complying with relevant legislative, financial and procedural requirements and prescribed codes of conduct, and checking own understanding and application with relevant people
- demonstrating high standards of work practices and ethics in providing property services, including accurate determination and clarification of expectations of owner corporations; acting in principal's best interests; adequate disclosure of relevant information, including management fees; declaration of beneficial interests; ethical representation of organisation and clients; fair and honest provision of property services; identification and disclosure of conflicts of interest; maintenance of confidentiality; non-discriminatory practices; over-servicing; and fixed charges rather than fee for service
- using constructive feedback and industry competency standards and benchmarks to identify and implement opportunities for developing and maintaining own professional development
- using effective communication techniques to introduce and monitor change, while providing support to, and maintaining relationships with, clients and colleagues throughout the change process.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace

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- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Property services may relate to:

- business broking
- buyer advocacy or agent
- facilities management for a range of property types
- marketing, sale and leasing a range of property types
- on-site residential property management
- property management for a range of property types

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- residential, commercial and industrial property and facilities
- rural agency practice
- strata and community title management
- urban agency practice.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- agency policies and guidelines
- business and performance plans
- complaint and dispute resolution procedures
- ethical standards and codes of practice, such as:
  - acting in principal's best interests
  - clear communication of services offered and fee for services
  - clear negotiation of fees
  - declaration of beneficial interest
  - misrepresentation
  - over-servicing
  - fixed charges rather than fee for service
- goals, objectives, plans, systems and processes
- legal policies and guidelines
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals
- sales, marketing and leasing management procedure manuals.

Legislative, financial and procedural requirements may be outlined and reflected in:

- Australian Securities and Investments Commission, Australian Competition and Consumer Commission, Foreign Investment Review Board requirements
- Australian standards
- federal and state taxation requirements
- consumer protection laws and guidelines
- court and tribunal precedents
- environmental and zoning laws affecting access security, access and property use
- freedom of information
- home building requirements
- licensing requirements
- privacy and confidentiality requirements and laws applying to owners, contractors and tenants

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- public health
- quality assurance and certification requirements
- relevant common law
- relevant federal, and state or territory legislation and regulations affecting organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - equal employment opportunity (EEO)
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- relevant local government policies and regulations
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Clients may include:

- agents or third parties for purchasers and vendors
- in-house staff and office contractors
- other agency staff
- owner corporations and community title groups
- potential vendors
- prospective and existing landlords
- prospective and existing tenants
- prospective purchasers
- purchasers
- vendors.

Specific needs may relate to:

- beliefs and values
- conventions of gender and sexuality
- cultural stereotypes
- dress
- food and diet
- religious and spiritual observances
- social conventions
- traditional practices and observations
- verbal and non-verbal language.

Relevant people may include:

- agents
- clients
- legal representatives

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	• members of industry associations • property owners • supervisors and colleagues • tenants.
Codes of ethics and practice may relate to:	• accurate determination and clarification of expectations of owner corporations • acting in principal's best interests • clear communication of services offered and fee for services • clear negotiation of fees • declaration of beneficial interest • declaration of conflict of interest • disclosure of relevant information, including management fees • fair and honest provision of property services • individual behaviour • maintaining confidentiality • misrepresentation • non-discriminatory practices • over-servicing, fixed charges rather than fee for service • representation of organisation and clients • use of organisational property.
Information may relate to:	• agency records • asset registers • client and colleague surveys • financial and budgetary procedures, policies and guidelines • historical data • insurances • operating environment of organisation, including financial markets, competitors, core business activities, functions and stakeholders • organisational procedures, policies and guidelines • property management reports • reports and relevant documentation • taxation records.
Specialist advice may be sought from:	• architects • bankers and financiers • government officials • investment consultants • members of industry associations • planners

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- real estate agents
- solicitors
- supervisors and colleagues
- technical experts
- valuers.

Change may relate to:

- change in work location
- implementation of new work practices and services
- introduction of new technology
- job role changes
- new client base
- organisational restructures
- staffing changes
- work priorities.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Mentoring and coaching may relate to:

- fair and ethical practices
- non-discriminatory processes and activities
- presenting and promoting a positive image of the collective group
- problem solving
- providing encouragement
- providing feedback to team members and colleagues
- respecting the contribution of all participants and giving credit for achievements.

Professional development strategies may include:

- coaching, mentoring and supervision
- formal and informal learning programs
- identifying and establishing new career paths
- involvement in community and industry activities
- updating and maintaining knowledge base on current issues for work and professional practice
- use of existing strengths to focus future career development
- work rotation to facilitate changing work priorities.

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Feedback may include:	• formal and informal discussions, reviews and evaluations with:
	  • existing and previous clients
	  • peers, colleagues and managers
	• information provided by others involved in a professional capacity, both internal and external to the organisation.

Competency standards and other relevant benchmarks may relate to:	• other benchmarks such as:
	  • industry code of conduct and code of ethics
	  • statutory and legislative requirements in terms of working in the property industry
	• personal and technical knowledge, skills and attitudinal aspects (competencies) required to undertake the day-to-day tasks and duties of the work function effectively and efficiently, specifically:
	  • competency standards for the property industry
	  • other relevant industry, cross-industry and enterprise competency standards.

Professional networks may include:	• advisory committees • committees • government agencies • internal and external customers • lobby groups • local inter-agency groups • other organisations • professional and occupational associations • project-specific ad hoc consultative and reference groups • specific interest or support groups • suppliers • work teams.

Unit Sector(s)

Unit sector	Property development, sales and management

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Competency field

Competency field Property operations and development

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CPPDSM4073A Provide rural property management services

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to manage property in rural environments. It includes identifying owner requirements, planning the provision of property management services, delivering property management proposals, recording management agreements, establishing key registers, implementing management agreements, monitoring and reporting to owners and planning tenancy or lease renewals.

The unit may form part of the licensing requirements for persons engaged in stock and station agency activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed stock and station agents and stock and station representatives or certificate holders involved in managing rural property.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish owner requirements.	1.1 Appointment is made with owner to discuss property management services in line with agency practice. 1.2 ***Appropriate rapport*** is established with owner or lessor. 1.3 ***Owner or lessor requirements*** regarding ***property*** are clarified and accurately assessed using appropriate ***interpersonal communication techniques***. 1.4 ***Extent of services*** to be offered and ***risks*** to be covered are framed after consultation with owner. 1.5 Respective obligations of owner or lessor and agency are determined and agreed with owner in line with agency practice and ***legislative requirements***.
2 Establish rural property management agreement.	2.1 Owner or lessor is advised on ***market influences likely to affect property*** in line with agency practice. 2.2 Property management services are discussed and agreed with owner in line with agency practice. 2.3 Agency fees, property management budgeting and reporting arrangements are discussed and agreed

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ELEMENT	PERFORMANCE CRITERIA
	with owner in line with agency practice.
	2.4 Agreed instructions are documented in line with agency practice and legislative requirements.
3 Establish key register.	3.1 ***Key register*** system is established, administered and maintained in line with agency practice.
	3.2 Security of register and keys is maintained in line with agency practice.
4 Implement rural property management agreement.	4.1 ***Internal and external systems*** are established in line with agency practice and management agreement.
	4.2 Necessary agency staff and ***external contractors*** are identified and accessed in line with management agreement and agency practice.
	4.3 Trust accounts are established and operated in line with management agreement, legislative requirements and agency practice.
	4.4 Required reports on trust accounts are prepared and audited in line with management agreement, legislative requirements and agency practice.
	4.5 ***Risk management strategies***, including insurance, are implemented in line with management agreement, legislative requirements and agency practice.
	4.6 ***Property security measures*** are implemented in line with management agreement, legislative requirements and agency practice.
	4.7 Inspections are conducted in line with management agreement, legislative requirements and agency practice.
	4.8 Property maintenance schedules are implemented in line with management agreement, legislative requirements and agency practice.
5 Monitor and report to owners on rural property management agreement.	5.1 Properties are monitored on a regular basis in line with management agreement, legislative requirements and agency practice.
	5.2 ***Corrective action*** in relation to problems with property revealed through monitoring of property is taken within the constraints of property management agreement, legislative requirements and agency practice.
	5.3 Communication with owners or lessors and tenants or lessees is maintained in line with management agreement, legislative requirements and agency practice.

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ELEMENT	PERFORMANCE CRITERIA
	5.4 Disputes involving owners or lessors and tenants or lessees are managed in line with management agreement, legislative requirements and agency practice.
	5.5 Reports are prepared for owners in line with property management agreement and agency practice.
6 Manage renewal of rural property tenancy agreements and leases.	6.1 ***Agency renewal patterns for tenancy agreements and leases*** are assessed and strategies developed to maximise benefits for agency and owners or lessors.
	6.2 ***Tenancy agreement and lease expiries are scheduled*** to ensure renewals are obtained prior to expiry dates.
	6.3 Property is inspected and an accurate report is produced on property condition and maintenance requirements in line with legislative requirements and agency practice.
	6.4 Property condition reports and rental details are provided to tenants or lessees prior to renewal of tenancy agreement or lease.
	6.5 Conditions of tenancy agreement or lease renewal are negotiated and agreed with all ***parties***.
	6.6 Tenancy agreement or lease renewal documentation is prepared and provided to tenant or lessee and finalised in line with legislative requirements and agency practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to people from a range of social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations, leases and contracts with subcontractors
- application of risk management strategies associated with advising owners on rural property management services

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REQUIRED SKILLS AND KNOWLEDGE

- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations and property management agreements; prepare general information, papers, formal and informal letters, advertising, reports and applications; and complete standard and statutory forms
- negotiation skills to assist in establishing and agreeing terms of property management agreements with owners
- numeracy skills to calculate and interpret data, such as agency fees for the provision of rural property management services
- planning, organising and scheduling skills to undertake work-related tasks such as inspecting properties
- research skills to identify and source documents and information relating to rural property management.

Required knowledge and understanding:

- access to tenanted retail properties
- consumer protection legislation, including:
  - consumer protection principles relevant to lease or tenancy agreements
  - effect of consumer protection legislation on contracts
  - penalties and remedies available for breaches of consumer protection legislation
  - protection offered to consumers under consumer protection legislation in relation to lease or tenancy agreements
  - purpose
  - rights and obligations of agents under consumer protection legislation in relation to lease of rural property
- contracts
- ethical practices associated with lease or tenancy agreements
- insurance for managed properties
- inspection methods for different types of rural property
- key register
- property knowledge, including:
  - cropping properties: yields, seasons, types of crops, soils, facilities such as grain storage and transport, diseases and rotational cropping
  - dairies: quotas, breeds, lactation, dairy layout and equipment and conversion factors, such as dairy set up, herd, access and distance to market
  - general: local market conditions, trends in sector and industry, land titles, geophysical and topographical characteristics, carrying capacity and local land characteristics

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REQUIRED SKILLS AND KNOWLEDGE

    - grazing properties: dry sheep equivalent (DSE)/carrying capacity, pastures, soil types and breeds
    - irrigated properties: water licence availability, soil types, topography, and types of reticulation, such as flood, drip, direct or row cropping
    - water
- property inspection, including:
    - agency documentation
    - benefits
    - conducting and following up property inspections
    - key control
    - planning for property inspection
    - security of managed properties
- property repairs and maintenance, including:
    - property maintenance methods
    - property maintenance plan and schedule
    - property maintenance requirements
    - property safety and security requirements
    - register of tradespeople and service providers
    - relevant building services, trades and operation for maintenance operations
    - reporting to owners on repairs and maintenance
    - risks and management strategies associated with property maintenance
    - selection of tradespeople and service providers
    - systems for implementing property maintenance requirements
    - tendering procedures
- relevant federal and state or territory legislation and local government regulations related to:
    - animal health
    - anti-discrimination
    - aquaculture
    - consumer protection
    - crown land
    - environmental issues
    - equal employment opportunity (EEO)
    - financial probity
    - franchises and business structure
    - industrial relations
    - livestock
    - native title

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REQUIRED SKILLS AND KNOWLEDGE

- OHS
- pastoral leases
- privacy
- rural property leasing and management
- taxation
- water rights

- renewal of tenancy agreements and leases, including:
  - benefits of tenancy renewal
  - renewal strategies relevant to different types of property, such as residential, commercial, industrial and rural
  - scheduling tenancy renewals
  - strategies for gaining tenancy renewals
  - tenancy lease and renewal patterns
- rent or lease payments
- rights and duties of tenants, lessees, owners and lessors
- risk and risk management strategies for rural properties
- tenancy agreements and leases, including:
  - condition reports and disclosure statements
  - fixed and periodic
  - format of agreements
  - key features of the different types of tenancy agreements and leases
  - legal obligations of agent, owner and tenant or lessee
  - limitations associated with rejecting an application from a prospective tenant or lessee
  - rents, security deposits and bond moneys
  - statutory and agency documentation
  - types of tenancy agreements and leases in regard to rural property, including residential, retail, holiday, industrial or commercial, and water
- trust accounting and bookkeeping.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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Overview of assessment

This unit of competency could be assessed through practical demonstration of providing property management services for a rural property. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- completing standard and statutory documentation associated with the management of rural properties
- establishing and managing a key register
- implementing property management agreements in line with owner or lessor instructions, agency practice and legislative requirements
- knowledge and application of security and risk management practices associated with the management of rural properties
- knowledge of agency practice, ethical standards and legislative requirements affecting the management of rural properties
- knowledge of consumer protection principles that affect the management of rural properties
- maintaining business records associated with the maintenance and management of rural properties
- maintaining communication with owners or lessors, tenants or lessees, agency staff and contractors throughout the property management process
- managing the renewal of tenancy agreements and leases for rural property in line with agency practice, legislative requirements and owner or lessor instructions
- monitoring and reporting to owners or lessors on property management agreements
- negotiating property management agreements with owners or lessors in line with agency practice and legislative requirements.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to a registered provider of assessment services

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- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Appropriate rapport relates to use of techniques that:

- establish and build confidence and trust in the agency and its representatives
- make the client feel valued
- promote and maintain an effective relationship with client.

Owner or lessor requirements may include:

- lease conditions
- lease payments and rent expectations
- purpose of listing property for lease, including:
  - business reasons
  - deceased estate
  - investment
  - relocation
  - replacing or upgrading existing property
- timeframe for lease.

Property may include:

- acreage
- commercial
- farm, including:
  - aquaculture
  - cropping
  - dairy
  - grazing
  - horticulture
  - mixed uses
  - olive
  - orchard
  - trees
  - viticulture
- hobby farms
- residential
- water.

Interpersonal communication techniques may include:

- active listening
- providing an opportunity for the client to clarify their understanding of the process

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	• soft questioning and seeking feedback from clients to confirm own understanding of their needs and expectations • summarising and paraphrasing to check understanding of client message • using appropriate body language.
Extent of services may include:	• communication with tenants or lessees • dispute resolution • keys • lease or tenancy agreement renewals and terminations • payment of accounts, including local government rates and contractors • property condition reports • property inspections • property marketing • property repairs and maintenance • property security • rent or lease payment arrears and bad debts • rent or lease payment collection.
Risks may relate to:	• administrative and business systems risks • consumer protection risks • financial risks • OHS • livestock risks • public liability risks • risk of physical damage to managed property • risks associated with actions of individuals • risks associated with natural events and hazards • risks to rental income • safety risks • security risks • water quality and quantity risks.

Legislative requirements may include:	• relevant federal and state or territory legislation and local government regulations related to:
	  • animal health
	  • anti-discrimination
	  • aquaculture
	  • consumer protection
	  • crown land
	  • environmental issues
	  • equal employment opportunity (EEO)
	  • financial probity

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- franchises and business structure
- industrial relations
- livestock
- native title
- OHS
- pastoral leases
- privacy
- rural property leasing and management
- taxation
- water rights.

Market influences likely to affect property may include:

- availability of comparable properties
- banking
- climatic
- economic
- financial
- historical
- interest rates
- investment trends
- overseas trends
- political
- seasonal factors
- taxation.

Key register may refer to:

- access to keys
- coding of keys
- entry of key in register
- non-return of keys
- records
- security and storage procedures.

Internal and external systems may include:

- accounting
- agistment of livestock
- bad debt collection
- cleaning
- communication and reporting
- dispute resolution
- fencing
- gardening
- insurance
- lease renewal and termination
- pest maintenance
- property inspection
- purchasing and procurement

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- rent or lease payment collection
- repairs and maintenance
- risk management
- security.

External contractors may include:

- air conditioning and mechanical services technicians
- builders
- cleaners
- dam construction contractors
- earthmoving contractors
- electricians
- farm contractors
- farm equipment repairs and service contractors
- farm plant repairs and servicing contractors
- fencing contractors
- gardeners
- grass slashing contractors
- harvest contractors
- painters and plasterers
- pest exterminators
- picking and packing contractors
- plant and equipment technicians
- plumbers
- swimming pool technicians
- tilers
- transport and haulage contractors
- veterinary services
- water carriers
- water quality technicians
- water storage technicians.

Risk management strategies may include:

- avoid the risk - make decision not to become involved in a risk situation
- finance the risk - fund risk treatment and the financial consequences of risk
- reduce the risk - apply appropriate techniques and management principles to reduce the likelihood of an occurrence and its consequences
- retain the risk - intentionally or unintentionally retain responsibility for loss or financial burden of loss
- transfer the risk - shift responsibility or burden for loss to another party through contract, insurance or other means.

Property security measures

- measures to address risks associated with things such as:

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may include:

- conflict between members of public
- persons with criminal intent
- riots
- security breaches
- theft
- unauthorised access
- violence and physical threat

- measures to address risks associated with property, such as:
  - bomb threats
  - break in
  - contamination of water
  - deliberate or accidental damage
  - destruction of property
  - fire
  - livestock
  - loss or destruction of records
  - natural disaster
  - vandalism
  - water quality and quantity.

Corrective action may be:

- financial
- material
- procedural.

Agency renewal patterns for tenancy agreements and leases may include:

- duration of tenancy agreements and leases
- frequency
- number
- proportion of leases and tenancy agreements renewed
- reasons for renewal and non-renewal of lease or tenancy agreements
- relationship with key events, such as start of school or university year, holiday seasons and start of financial year
- levels of rent in renewed leases and tenancy agreements
- timing of renewals.

Tenancy agreement and lease expiries are scheduled may refer to:

- expiry date of lease
- owner or lessor plans
- tenant or lessee plans.

Parties may include:

- agency principals
- licensed stock and station agents

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- owners and lessors
- legal representatives and other assisting professionals
- property managers
- stock and station representatives or certificate holders
- tenants and lessees.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Stock and station agency

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CPPDSM4074A Select and appoint contractors in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to coordinate contractor requirements for a variety of projects in the property industry. It requires the ability to administer contracts and coordinate the selection and monitoring of contractor arrangements.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in coordinating contractor requirements for a variety of projects in the property industry.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine selection requirements.	1.1 Selection purpose and context are discussed with ***relevant people*** to determine selection requirements. 1.2 Selection ***information*** is gathered to assist in understanding the ***selection process*** and ***types of contractors*** required. 1.3 Draft selection documentation is prepared and presented to relevant people to check that information is accurate and clearly addresses contract requirements. 1.4 Selection processes and time lines are negotiated and agreed with relevant people according to ***organisational requirements***.
2 Arrange selection process.	2.1 Selection process and criteria comply with organisational and ***legislative requirements***. 2.2 Relevant people involved in the selection process are nominated and organised according to organisational requirements. 2.3 ***Selection criteria*** are written in a clear, concise manner and comply with relevant legislative and organisational format requirements. 2.4 Reliable selection processes are used according to organisational requirements, making efficient use of

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ELEMENT	PERFORMANCE CRITERIA
	time and resources. 2.5 ***Business equipment and technology*** are used to gather and organise evidence in a format suitable for analysis and interpretation.
3 Assess and select contractors.	3.1 Assessment and selection process is conducted according to organisational procedures. 3.2 Information obtained from each contractor is judged against specified selection criteria according to organisational requirements. 3.3 Appropriate ***interpersonal techniques*** are used to develop a professional relationship that reflects sensitivity to individual differences. 3.4 Contractor preferences, needs and expectations are clarified and addressed using appropriate ***consultative processes***. 3.5 Selection decision is based on selection criteria and evaluation of sufficient evidence to enable a judgement to be made on the best candidate. 3.6 Personal limitations in interpreting selection criteria or making selection decision are identified and ***appropriate support*** is sought as required.
4 Record and report results.	4.1 Selection decisions are recorded and reported accurately according to legislative and organisational requirements. 4.2 Clear and constructive ***feedback*** is provided to candidates regarding the outcomes of the selection process and guidance on future options. 4.3 Relevant documentation is completed and processed according to legislative and organisational procedures. 4.4 Selection process is reviewed against established criteria in consultation with relevant people to improve and modify future assessment practices.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

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REQUIRED SKILLS AND KNOWLEDGE

Required skills:

- communication skills to conduct assessment and selection process, interpret written and oral information, and complete documentation
- computing skills to access the internet and web pages, and prepare and complete online forms
- decision making skills to make recommendations on selection of contractor
- interpersonal skills to negotiate selection process, resolve conflict and relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information and complete documentation
- organisational skills to plan and arrange selection process, and schedule and meet time lines
- research skills to source selection information and resource requirements.

Required knowledge and understanding:

- building construction practices, principles and processes
- building control legislation, codes and relevant Australian standards
- contract law applied to property contracts
- contractor roles and capabilities
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of coordinating contractor requirements for a variety of projects. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- completing selection of contractors, including reviewing criteria and reporting recommendations
- evaluating and selecting contractors using appropriate selection criteria and communication techniques
- determining contractor requirements through research and consultation
- knowledge of organisation's practices, ethical standards and legislative requirements associated with coordinating contractor requirements for a variety of projects
- preparing selection schedule and criteria, and arranging people to be involved in the selection process.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

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- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant people may include:

- agents
- architects
- builders

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- clients
- colleagues
- engineers and technicians
- financial institutions
- government personnel
- investors
- legal representatives
- members of industry associations
- specialist consultants
- supervisors
- surveyors.

Information may relate to:

- budgets and operating costs
- company services
- current and planned property or site developments
- deposited, survey and other plans
- land title documentation
- legal documentation
- management policy and procedures
- project terms and conditions
- property drawings
- relevant project contracts
- selection criteria
- tenancy and other contracts.

Selection process may include:

- advertisement
- complying and non-complying tendering
- direct appointment
- open quotations
- register of consultants.

Types of contractors may include:

- one or multiple builders
- one or multiple service providers.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

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Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Selection criteria may relate to:

- contractor philosophy
- current workload
- demonstrated capacity to perform
- financial security
- performance record
- quality of subcontractors
- technical capability.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Interpersonal techniques may include:

- active listening
- clear presentation of options
- consultation methods
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding

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	• seeking feedback • two-way interaction • using language and concepts appropriate to cultural differences • verbal or non-verbal language.
Consultative processes may include:	• face-to-face meetings • telephone, facsimile and written communication.
Appropriate support may be sought from:	• colleagues • legal representatives • property specialists, including architects, surveyors, engineers, property managers, real estate agents, lawyers, local government personnel and industry consultants • supervisors.
Feedback may be sought from:	• clients and legal representatives • industry specialists • supervisors and colleagues • workplace assessment.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM4075A Select livestock for sale

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to select livestock for sale. It includes arranging for livestock to be inspected, drafting and inspecting the livestock, confirming ownership and encumbrances on the livestock, gaining commitment to sell the livestock and establishing the method of sale.

The unit may form part of the licensing requirements for persons engaged in livestock sales in those States and Territories where the selling of livestock is a regulated activity.

Application of the Unit

Application of the unit

This unit of competency supports the work of those who have responsibility for selecting livestock for sale. It includes arranging and conducting inspections and drafting and assessing livestock, as well as checking and completing required documentation associated with the national livestock identification system (NLIS), national vendor declarations (NVD) and relevant federal and state or territory legislative and regulatory arrangements.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Arrange livestock inspection.	1.1 Seller is notified of ***livestock inspection requirements***. 1.2 Timing of livestock inspection is confirmed with seller. 1.3 Variations in arrival time for livestock inspection are promptly communicated to seller to minimise disruptions. 1.4 ***Sale details*** are arranged and advised to relevant ***parties***.
2 Inspect and draft livestock.	2.1 ***Client instructions*** are obtained to assist in accurate drafting of livestock. 2.2 Initial ***assessment of livestock*** is advised to client and instructions are received to permit final drafting. 2.3 Livestock is drafted in line with ***agreed criteria***.
3 Obtain commitment to	3.1 Ownership of livestock is confirmed in line with

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ELEMENT	PERFORMANCE CRITERIA
sell.	agency practice. 3.2 ***Encumbrances*** on livestock are established to ensure that clear title may be transferred to buyer. 3.3 Agreement to sell and ***method of sale*** are confirmed with seller so that sale process can proceed. 3.4 ***Documentation*** required for sale of livestock is prepared in line with agency and legislative requirements. 3.5 Signatures are obtained from seller on relevant documentation to confirm commitment to sell livestock.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- application of initial and final livestock drafting procedures
- application of livestock inspection procedures
- application of risk management strategies in preparing livestock for sale
- computing skills to access agency databases, send and receive emails and complete standard forms online
- literacy skills, including the ability to interpret industry documentation associated with livestock sales, such as NVD, and to prepare and complete documentation related to livestock sales
- negotiation skills to gain commitment to sell livestock
- numeracy skills, including the ability to perform and apply measurements and calculations
- verbal communication skills required for face-to-face communication with livestock sellers and buyers
- planning, organising and scheduling skills to undertake work-related tasks such as arranging livestock inspections.

Required knowledge and understanding:

- chemicals that affect health of livestock in pens or during transportation
- chemical treatments and residues
- encumbrances on livestock, including:

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REQUIRED SKILLS AND KNOWLEDGE

- agent fees
- bills of sale
- livestock mortgages
- overdrafts
- procedures for identifying encumbrances
- removing encumbrances
- types of encumbrances

- establishing and verifying title of livestock
- federal and state or territory legislation and local government regulations related to selling and transporting livestock, including:
  - animal health and welfare
  - anti-discrimination
  - aquaculture
  - brands and earmarks
  - chemical treatments and residues, export slaughter intervals (ESI) and withholding periods
  - consumer protection
  - financial probity
  - food safety
  - livestock sales and auctions
  - livestock-specific legislation and regulations
  - NLIS
  - NVD
  - OHS
  - privacy
  - public health
  - public liability
  - tagging
  - water curfew
  - waybills, including combined waybills
- initial and final livestock drafting procedures
- livestock, including:
  - ages
  - breeds
  - classes
  - grades
  - pregnancy status
  - values

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REQUIRED SKILLS AND KNOWLEDGE

- varieties
- weights
- yields
- livestock inspection requirements
- livestock sale methods, including:
  - advantages and disadvantages of different methods of sale
  - direct consignment
  - electronic - Auctions Plus
  - forward contract
  - on-property auctions and feature sales
  - over the hooks marketing auction
  - private paddock sale
  - saleyard auctions
- procedures for identifying and verifying ownership of livestock
- risks associated with the following aspects of selecting livestock for sale:
  - care and handling of livestock
  - chemical treatments and residues
  - inspection, assessment and drafting of livestock
  - NLIS requirements
  - ownership of livestock and encumbrances
  - staff supervision.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through the candidate demonstrating the process of arranging the inspection of livestock, inspecting and drafting livestock, and securing seller commitment to sell the livestock. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards

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and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- applying correct procedures for notifying client of inspection requirements and preparing visit schedules
- safely and correctly applying procedures for inspecting, assessing and drafting livestock
- applying correct procedures for accurately establishing ownership and encumbrances on livestock
- understanding and applying risk management strategies associated with inspecting and drafting livestock and descriptions
- correctly completing documentation relating to sale of livestock
- understanding and applying agency codes, ethical standards and relevant federal, and state or territory legislation and regulations in relation to the sale of livestock.

Context of and specific resources for assessment

Resource implications for assessment include access to:

- federal, and state or territory legislation and regulations relevant to livestock inspections and sales
- livestock
- NVD, NLIS and other relevant documentation on livestock
- venue for inspecting and drafting livestock, including staff and equipment required for drafting livestock.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a

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number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Livestock may include:
- alpacas
- cattle
- deer
- goats
- horses
- ostriches
- pigs
- sheep.

Inspection requirements
- conditions of inspection, including:

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may include:

- on the water
- paddock
- yarding
- date of inspection
- time of inspection
- venue of inspection.

Sale details may include:

- date of sale
- time of sale
- venue for sale.

Parties may include:

- buyers
- saleyards
- sellers.

Client instructions may include:

- advertising
- drafting for presentation
- livestock descriptions
- NLIS tags
- ownership details
- proceeds distribution, including:
  - payment to owners
  - splits between partners, holders or encumbrances, financial institutions and other third parties
- reserve prices
- transportation requirements.

Assessment of livestock may include:

- dentition
- fat score
- weight.

Agreed criteria may include:

- age
- breed
- pregnancy status
- sex
- weight
- specific breed requirements, including:
  - fat
  - wool.

Encumbrances may include:

- agent fees
- bills of sale
- livestock mortgages
- overdraft.

Method of sale may include:

- saleyard auctions
- direct consignment
- electronic - Auctions Plus

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- forward contract
- on-property auctions and feature sales
- over the hooks marketing
- private paddock sale.

Documentation may include:

- animal health statement
- crossing papers
- delivery dockets for feedlots and shipping
- footrot-free declarations
- NVD
- NLIS tags
- pregnancy test data
- sale contracts
- stud registration papers
- veterinary certificates
- waybills.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Stock and station agency

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CPPDSM4077A Sell livestock by private sale

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to sell livestock by private sale. It includes advertising the livestock, responding to buyer enquiries, arranging inspections, negotiating the sale, completing sales documentation and arranging delivery to the buyer. A variety of selling systems is used in private livestock sales. These include direct consignment, electronic, forward contracts and over the hooks marketing.

The unit may form part of the licensing requirements for persons engaged in livestock sales in those States and Territories where the selling of livestock is a regulated activity.

Application of the Unit

Application of the unit

This unit of competency supports the work of those who have responsibility for the private sale of livestock using selling methods such as direct consignment, forward contracts and over the hooks marketing. Such sales must be consistent with agency practice, ethical standards and relevant federal, and state or territory legislative and regulatory arrangements.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite unit

The following unit is a prerequisite requirement for this unit:

- CPPDSM4075A Select livestock for sale.

Employability Skills Information

Employability skills

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Advertise livestock for sale.	1.1 Inspection of ***livestock*** is conducted to establish description of animals to be sold. 1.2 ***Value of livestock*** is discussed and agreed with seller. 1.3 ***Advertising copy*** is prepared based on outcomes of livestock inspection and discussion with seller. 1.4 Advertising copy and ***schedule*** are agreed with seller and implemented in line with seller instructions.
2 Respond to buyer enquiries.	2.1 ***Buyer*** enquiries are received and recorded in line with agency practices. 2.2 Bona fide nature of potential buyers is established to streamline the selling process in line with agency practices.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Buyer enquiries are answered or referred to ***informed sources*** in line with agency practices.
3 Inspect livestock.	3.1 Seller is contacted to confirm livestock is still for sale. 3.2 Inspection of livestock is arranged at a mutually convenient time for seller and buyer. 3.3 Seller is advised of ***inspection requirements***. 3.4 ***Inspection arrangements*** are confirmed with buyer. 3.5 Inspection of livestock is conducted in line with agreed inspection requirements and agency practice.
4 Negotiate and close sale of livestock.	4.1 Negotiations are conducted in line with agency practice, ethical standards and relevant legislative requirements to reach agreement and to close sale. 4.2 ***Sales documentation*** is completed in line with agency practice and relevant legislative requirements and reflects the final draft and agreed selling price. 4.3 Deposits are secured and appropriate arrangements are made to account for the deposit on subsequent settlement. 4.4 Arrangements for payments are completed according to agency practice, ethical standards and legislative requirements.
5 Arrange delivery of livestock to buyer.	5.1 ***Transport requirements*** are agreed with seller and buyer. 5.2 Delivery of livestock is arranged in line with seller or buyer instructions. 5.3 ***Documentation*** associated with delivery of livestock to buyer is completed in line with agency practice, ethical standards and relevant legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- application of procedures associated with the private sale of livestock, including direct consignment, forward contracts and over the hooks marketing

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REQUIRED SKILLS AND KNOWLEDGE

- application of risk management strategies in the private sale of livestock
- computing skills to access agency databases, send and receive emails and complete standard forms online
- literacy skills, including the ability to interpret federal, and state or territory legislation, codes of practice and other industry documentation associated with selling and transporting livestock
- negotiation skills to close sale of livestock
- numeracy skills, including the ability to perform and apply measurements and calculations
- planning, organising and scheduling skills to undertake work-related tasks such as organising inspections of livestock
- written communication skills to prepare advertising copy and complete sales documentation
- verbal communication and presentation skills to negotiate the private sale of livestock.

Required knowledge and understanding:

- advertising, including:
  - costs of advertising
  - procedures for preparation of advertising copy
  - procedures for scheduling advertising
  - types of advertising
- federal and state or territory legislation and local government regulations related to selling and transporting livestock, including:
  - animal health and welfare
  - anti-discrimination
  - aquaculture
  - brands and earmarks
  - chemical treatments and residues, export slaughter intervals and withholding periods
  - consumer protection
  - financial probity
  - fees and charges
  - food safety
  - livestock sales and auctions
  - national livestock identification scheme (NLIS)
  - national vendor declaration (NVD)
  - OHS
  - privacy
  - public health

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REQUIRED SKILLS AND KNOWLEDGE

  - public liability
  - tagging requirements
  - water curfew
  - waybills, including combined waybills
- livestock, including:
  - ages
  - breeds
  - classes
  - grades
  - pregnancy status
  - values
  - varieties
  - weights
  - yields
- livestock selling systems used in private sales, including:
  - direct consignment
  - electronic - Auctions Plus
  - forward contracts
  - over the hooks marketing
  - paddock to paddock
- livestock transport, including:
  - costs
  - insurance
  - legislative requirements
  - methods
  - responsibility for payment
  - risks
- risks and risk management strategies associated with the following aspects of livestock auctions:
  - care and handling of livestock
  - chemical treatment and residues
  - client misrepresentation
  - conflict of interest
  - health of livestock
  - non-compliance with financial services advice legislation
  - ownership of livestock and encumbrances
  - sale documentation
  - staff supervision

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REQUIRED SKILLS AND KNOWLEDGE

- transport
- sale price, including:
  - price per head
  - live weight cents per kilo
  - carcass weight cents per kilo.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through the candidate demonstrating the process of conducting the private sale of livestock through the use of at least one selling system - direct consignment, electronic, forward contracts and over the hooks marketing. This should include arranging advertising, screening buyers, conducting inspections, negotiating and closing the sale, completing the sales documentation and arranging the delivery of the livestock to the relevant buyer. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • conducting the private sale of livestock through a variety of selling systems in line with agency practice, ethical standards and relevant federal, and state or territory legislation • completing all documentation associated with livestock sales in line with agency practice, ethical standards and relevant federal, and state or territory

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legislation
- arranging delivery of livestock to the appropriate buyer in line with buyer or seller instructions following sale, including preparation of relevant documentation associated with transportation of livestock
- knowledge and practical application of the relevant federal, and state or territory legislative requirements for the private sale of livestock
- knowledge and practical application of the risk management strategies associated with all stages of the private sale of livestock, including advertising, screening buyer enquiries, conducting inspections, negotiating, completing relevant documentation and facilitating delivery of livestock to the buyer.

Context of and specific resources for assessment

Resource implications for assessment include access to:

- computerised or manual systems for recording livestock sales
- federal and state or territory legislation and regulations relevant to livestock sales
- livestock
- normal agency documentation and requirements for sale of livestock, such as agency policy and procedures relating to auctions and standard industry forms, contracts and agreements
- venue, staff and equipment for sale of livestock.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence

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- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Livestock may include:

- alpacas
- cattle
- deer
- goats
- horses
- ostriches
- pigs
- sheep.

Value of livestock may include:

- carcass weight cents per kilo
- live weight cents per kilo
- price per head.

Advertising copy may include:

- graphics
- legislative requirements
- photographs

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- text, including:
  - contact details of agent
  - description of livestock
  - inspection arrangements
  - sale price.

Schedule may include:

- placement of advertising:
  - industry publications
  - internet
  - newspapers
- time and date of advertising.

Buyer may include:

- agents
- feedlot operators
- individuals
- live exporters
- processors
- supermarket chains.

Informed sources may include:

- government agencies
- producers
- professional sources of advice, including:
  - accountants
  - banks and finance companies
  - exporters
  - financial advisers
  - veterinarians
- sellers
- stock and station agents.

Inspection requirements may include:

- conditions of inspection, including:
  - on the water
  - paddock
  - yarding.

Inspection arrangements may include:

- date of inspection
- time of inspection
- venue of inspection.

Sales documentation may include:

- animal health statement
- crossing papers
- delivery dockets for feedlots and shipping
- footrot-free declarations
- NVD
- NLIS tags
- pregnancy test data

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	• sale contract • stud registration papers • veterinary certificates • waybills.
Transport requirements may include:	• delivery location and time • loading requirements • time and venue of pick up • type of vehicle.
Documentation may include:	• animal health statements • NVDs • travel permits • waybills.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Stock and station agency

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CPPDSM4078A Sell rural property by tender

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to conduct the sale of rural property by tender. It includes preparing for the sale of rural property by tender, receiving tenders, completing the sale of property and negotiating with tenderers if received tenders are unacceptable to the seller.

The unit may form part of the licensing requirements for persons engaged in stock and station agency activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed stock and station agents and stock and station representatives or certificate holders involved in preparing and conducting sales of rural property by tender.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for sale by tender.	1.1 Agreement to sell ***rural property*** by tender is obtained from seller in line with agency practice and ***legislative requirements***.
	1.2 ***Tender details*** are established to enable preparation of ***tender documentation*** in line with agency practice and legislative requirements.
	1.3 ***Assisting professionals*** are instructed to prepare tender documentation in line with agency practice and legislative requirements.
	1.4 Assisting professionals are followed up in a timely manner to ensure prompt delivery of tender documentation.
	1.5 ***Property promotion and advertising*** are implemented consistent with seller instructions, agreed marketing plan and agency practice.
	1.6 Advertising schedule and advertisement copy are prepared in line with agreed budget, marketing plan, agency practice and legislative requirements.
	1.7 Advertising schedule, advertisement copy and promotional material are reviewed for accuracy, quality, cost effectiveness and impact.
	1.8 Placement of advertising and development of

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ELEMENT	PERFORMANCE CRITERIA
	promotional material are coordinated to ensure maximum impact.
2 Receive tenders and complete sale of rural property.	2.1 Tenders are received and placed in a locked container to maintain confidentiality until closing date in line with agency practice. 2.2 Progress on receipt of tenders is advised to seller on a regular basis. 2.3 Tenders are made available to seller after closing date so that a decision can be taken on success or otherwise of the process. 2.4 Successful tenderer is promptly advised so that contract can be signed. 2.5 Negotiations are conducted in a professional manner with tenderers in line with seller instructions, agency practice and legislative requirements. 2.6 ***Sales documentation*** is completed and deposit taken at conclusion of process to evidence seller's and buyer's respective obligations. 2.7 Successful outcome of process is advised to assisting professionals by sending exchanged contracts in a timely manner. 2.8 Deposit is processed promptly in line with contract, legislative requirements and agency practice. 2.9 Special contract conditions are followed up to facilitate settlement within contract parameters.
3 Negotiate with tenderers if tenders received are unacceptable to seller.	3.1 Negotiations with all or selected tenderers are commenced if tenders are unacceptable to seller in line with seller instructions, agency practice and legislative requirements. 3.2 ***Effective negotiation techniques*** are used to persuade and reach agreement between seller and buyer. 3.3 Alternative offers are discussed and their viability assessed. 3.4 ***Effective techniques are used for dealing with conflict and breaking deadlocks***, where required, in line with agency practice, ethical standards and legislative requirements. 3.5 ***Effective techniques are used for closing sale*** in line with agency practice, ethical standards and legislative requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to people from a range of social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations, contracts and requests for tender
- application of risk management strategies associated with selling rural property by tender
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations and tender documentation; prepare general information, papers, formal and informal letters, advertisements, reports and applications; and complete standard tender forms
- negotiation skills to assist sellers and buyers reach agreement on selling price of rural property
- numeracy skills to calculate and interpret data such as commissions and entitlements
- planning, organising and scheduling skills to undertake work-related tasks such as scheduling tender dates
- research skills to identify and source documents and information related to sale of rural property by tender.

Required knowledge and understanding:

- consumer protection principles that impact on the sale of property, including:
  - false representation and misleading conduct in relation to the sale of land
  - impact of consumer protection legislation on contracts
  - insurance provisions
  - penalties and remedies for breaches
  - protection offered for consumers
  - rights and obligations of agents
  - secret commissions
- contracts
- ethical and conduct standards
- general legal principles that impact on property law relating to the sale of property by tender, including:

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REQUIRED SKILLS AND KNOWLEDGE

- adverse possession
- contracts
- easements
- fee simple and life estates
- general law system and the Torrens system of title
- mortgages
- real and personal property
- restrictive covenants
- types of interest in land

- insurance
- marketing aids
- negotiation techniques
- property inspections
- property knowledge, including:
  - cropping properties: yields, seasons, types of crops, soils, facilities such as grain storage and transport, diseases and rotational cropping
  - dairies: quotas, breeds, lactation, dairy layout and equipment and conversion factors, such as dairy set up, herd, access and distance to market
  - general: local market conditions, trends in sector and industry, land titles, geophysical and topographical characteristics, carrying capacity and local land characteristics
  - grazing properties: dry sheep equivalent (DSE)/carrying capacity, pastures, soil types and breeds
  - irrigated properties: water licence availability, soil types, topography, and types of reticulation, such as flood, drip, direct or row cropping
  - water
- relevant federal and state or territory legislation and local government regulations related to:
  - animal health
  - anti-discrimination
  - aquaculture
  - consumer protection
  - crown land
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchises and business structure
  - industrial relations
  - livestock

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REQUIRED SKILLS AND KNOWLEDGE

- native title
- OHS
- privacy
- rural property sales
- taxation
- water rights

- sale by tender, including:
  - advantages and disadvantages
  - after-sales procedures
  - agency and statutory documentation
  - identifying suitable properties for sale by tender
  - negotiation procedures for when tender is unacceptable
  - role of stock and station agent in the tender process
- techniques for identifying needs and motivations of buyers.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of preparing and conducting a sale of rural property by tender. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • arranging and conducting property inspections for potential buyers

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- completing standard and statutory documentation associated with the sale by tender of rural property in line with legislative requirements and agency practice
- knowledge of agency practice, ethical standards and legislative requirements affecting the tendering of rural property
- knowledge of consumer protection principles that impact on the sale of rural property by tender
- maintaining agency records associated with the sale of rural property by tender
- maintaining communications with sellers throughout the tender process
- negotiating the sale of rural property if tenders are unacceptable to the seller, in line with seller instructions, agency practice and legislative requirements.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence

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- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Rural property may refer to:

- acreage
- commercial
- farm, including:
  - aquaculture
  - cropping
  - dairy
  - grazing
  - horticulture
  - mixed uses
  - olive
  - orchard
  - trees
  - viticulture
- hobby farms

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	• residential • specialist property.

Legislative requirements may include:	• relevant federal and state or territory legislation and local government regulations related to:
	  • animal health
	  • anti-discrimination
	  • aquaculture
	  • consumer protection
	  • crown land
	  • environmental issues
	  • EEO
	  • financial probity
	  • franchises and business structure
	  • industrial relations
	  • livestock
	  • native title
	  • OHS
	  • pastoral leases
	  • privacy
	  • rural property sales
	  • taxation
	  • water rights.

Tender details may include:	• address for lodgement of tender documentation • agency contact details • closing date and time • copy of contract of sale • fees associated with tender • name of agency • specifications of property • tender rules • withdrawal of tenders.
Tender documentation may include:	• contracts • contract inclusions, such as pasturing livestock, clearing timber and verifying equipment specifications • lodgement details • property specifications • tender rules.
Assisting professionals may include:	• conveyancers • solicitors.
Property promotion and	• advertising in all forms of media

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advertising may include:

- brochures
- direct mailing to client base and mailing list contacts
- interactive displays
- internet
- networking with contacts
- telemarketing
- window displays
- word of mouth.

Sales documentation may include:

- contract inclusions
- contract of sale, contract note and contract for the sale of businesses
- declaration of selling agent
- financial statement to buyer
- receipt for deposit
- special conditions, including insurance, natural increases, timber, crops, water licences, permissive occupancy, possession prior to completion or depasturing
- vendor's statement and trading statement.

Effective negotiation techniques may include:

- analytical skills
- listening techniques
- non-verbal communication skills
- personal attributes
- presentation techniques
- questioning techniques
- speaking skills.

Effective techniques for dealing with conflict and breaking deadlocks may include:

- calling in a third party
- clarifying the positions of both parties
- deferring the decision
- preparing a compromise
- restating the position
- summarising the progress to date.

Effective techniques for closing sale may include:

- alternate option close
- assumption close
- competition close
- customer close
- deal or concession close
- direct close
- indirect close
- summary-of-benefits close
- time-driven close.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Stock and station agency

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CPPDSM4079A Work in the business broking sector

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to work effectively in providing business broking services. It requires the ability to comply with legal and procedural requirements, complete daily work activities and identify opportunities for professional development. It requires knowledge of methods for improving a professional knowledge base and maintaining a professional approach in business broking.

The unit may form part of the licensing requirements for persons engaged in business broking in those States and Territories where business broking is a regulated activity.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in providing business broking services.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Model high standards of performance.	1.1 ***Business broking services*** and ***work practices*** are planned and implemented according to client requirements and ***agency values***, ***legislative requirements and ethical standards***.
	1.2 Work reflects an understanding and respect of individual differences, and work processes are adapted as appropriate to meet the ***specific needs*** of the ***client*** and other staff.
	1.3 Breaches of organisational codes of ethics or practice are recognised and reported according to ***agency and professional standards and procedures***.
2 Develop and maintain professional competence.	2.1 ***Feedback*** from clients and colleagues is used to identify and develop ways to improve competence in providing business broking services.
	2.2 Personal knowledge and skills in providing business broking services are assessed against occupational ***competency standards and other relevant benchmarks*** to determine professional development needs and priorities.
	2.3 Opportunities for ***personal development*** strategies to maintain currency of professional competency in providing effective business broking services are

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ELEMENT	PERFORMANCE CRITERIA
	identified and implemented. 2.4 ***Professional networks*** are participated in to identify and build relationships with relevant individuals and organisations and to obtain and maintain personal knowledge.
3 Interpret and apply financial, **legal and procedural requirements**.	3.1 ***Legal and procedural requirements*** relevant to business broking services are identified according to agency requirements. 3.2 Key legal and procedural principles relating to agency values and requirements are identified and interpreted according to legislative requirements. 3.3 ***Financial information*** relevant to business are identified and assessed according to agency requirements. 3.4 Own interpretation and application of financial, legal and procedural requirements are confirmed with ***appropriate persons*** to ensure consistency. 3.5 Applicable legislative and procedural requirements are complied with in own work performance and ethics.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- access and understand a variety of information relating to business broking services
- access learning opportunities to extend own personal work competencies to improve service delivery in business broking
- adapt work processes to meet the specific needs of clients or colleagues as required
- develop and expand professional networks and participate in positive relationship building to further enhance skills and knowledge
- identify and complete appropriate documentation
- identify ways to improve performance through seeking feedback from clients and colleagues
- interpret and comply with legal and procedural requirements

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REQUIRED SKILLS AND KNOWLEDGE

- maintain trust accounts
- monitor own performance and identify any personal development needs
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- use basic accounting principles, such as double entry bookkeeping and accrual accounting.

Required knowledge and understanding:

- agency's business structure, service standards and best practice models
- basic valuation principles and methodologies
- business financial structures and status
- business legal structures and status
- business standards
- current organisational and professional procedures and practices
- ethical practices
- trust accounting principles and practices
- how to develop professional networks
- how to identify and prioritise personal learning needs
- interpretation of financial frameworks, including profit and loss statements and balance sheets
- mechanisms to obtain and analyse client and colleague comments and feedback
- relevant federal, state or territory, and local government legislation and regulation related to:
  - anti discrimination
  - business broking
  - business structure and operations and appraisals, especially in regard to franchise and business structures
  - consumer protection
  - corporations
  - environment
  - equal employment opportunity
  - financial probity
  - industrial relations
  - taxation
  - trade practices
- risk factors relating to a variety of transactions
- specific limitations of work role, responsibility and professional abilities.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through demonstrating the completion of daily work activities associated with business broking in line with legal and procedural requirements, including the identification of opportunities for professional development. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- applying relevant legislation in regard to transactions involving businesses
- identifying professional development needs and opportunities and prioritising and implementing strategies to address them
- knowledge of agency practice, ethical standards and legislative requirements related to business broking operations
- seeking and accepting feedback from a range of appropriate personnel and clients
- maintaining involvement in support processes and networks
- working ethically and professionally with clients, colleagues and external agencies and modelling and maintaining high standards of performance.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable resources and simulated or real opportunities to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

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Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Business broking services may include:	• appraising businesses • listing businesses for sale • managing agency risk • merging or acquiring businesses • negotiating and executing sales • obtaining prospects for a listing • promoting and marketing listed businesses • valuing a business • working effectively in the business broking sector.
Work practices may include:	• conducting appraisals • engaging clients • handling deposits for trust accounts • listing businesses • managing the business broking agency • marketing listed businesses • negotiating and executing sales • obtaining prospects for listing • providing support within the business broking agency • securing custom • undertaking routine functions within the agency.
Agency values, ***legislative requirements and ethical standards*** may include:	• access and equity policy, principles and practice • business and performance plans • ethical standards • goals, objectives, plans, systems and processes • legislative and regulatory requirements • mission statements • organisational policies and guidelines • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and procedures manuals, including sales and client liaison procedure manuals • strategic plans.
Specific needs may include:	• conventions of gender and sexuality • cultural stereotypes • dress • food and diet

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- verbal and non-verbal language
- religious and spiritual observances and beliefs
- social and cultural conventions
- traditional practices and observations
- values.

Clients may include:

- agents or third parties for sellers and buyers
- buyers
- potential sellers
- prospective sellers
- sellers.

Agency and professional standards and procedures may include:

- code of conduct and code of ethics
- industry standards
- legislative and statutory requirements outlined in relevant legislation, such as taxation, franchise and business and corporation law
- OHS.

Feedback may include:

- formal and informal discussions, reviews and evaluations with:
  - existing and previous clients
  - peers, staff and managers
- information provided by others involved in a professional capacity, both internal and external to the organisation.

Competency standards and other relevant benchmarks may include:

- all those personal and technical knowledge, skills and attitudinal aspects (competencies) required to undertake the day-to-day tasks and duties of the practitioner's work function effectively and efficiently, and specifically:
  - competency standards for the business broking industry
  - other relevant industry, cross-industry and enterprise competency standards
- occupational or functional roles
- organisational human resource development policies and procedures
- other benchmarks, such as:
  - industry and agency codes of conduct and code of ethics
  - quality assurance standards
- professional accreditation and re-accreditation requirements
- statutory and legislative requirements in terms of qualification levels and business broking practice

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- professional bodies' competencies, codes of practice and codes of ethics.

Personal development strategies may include:

- accessing internal and external short course or qualification-based training
- adapting work rotation to facilitate changing personal and work priorities
- coaching, mentoring and supervision
- counselling
- cultural awareness and sensitivity
- developing improved interpersonal and technical skills
- establishing new career paths
- formal and informal learning programs
- involvement in community activities
- updating stress management abilities
- maintaining and updating knowledge base on business broking issues and current context for professional practice
- using existing strengths to focus future career development.

Professional networks may include:

- agency networks
- employee assistance programs
- interest groups
- other workers
- peak bodies
- professional networks
- professional or occupational associations
- regional associations
- relevant committees and reference groups
- tertiary and vocational education providers
- trainers, teachers and academics.

Legal and procedural requirements may be included in:

- anti-discrimination and diversity legislation
- Australian Competition and Consumer Commission requirements
- Australian Securities and Investments Commission requirements
- Australian Taxation Office requirements
- commercial lease legislation
- consumer protection legislation
- corporations legislation
- court precedents
- Department of Immigration and Multicultural and Indigenous Affairs requirements
- financial services legislation

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- foreign investment legislation
- Foreign Investment Review Board requirements
- industrial relations
- industry self-regulation or licensing requirements
- insurance claims
- legal status and organisational policies and guidelines
- local government legislation
- migration legislation
- privacy and confidentiality requirements
- relevant industry codes of practice
- shareholder disputes
- state or territory government statutes
- trade practices legislation.

Financial information may include:

- information relating to owner-operator income, such as owner-operator market replacement cost
- source documents, such as:
  - bank statements
  - cheque butts
  - supplier invoices
  - credit and debit cards
- trading information, including expenditure items relating to:
  - gross sales and gross profit
  - occupancy conditions, including net and gross rentals
  - level of equity and level of debt.

Appropriate persons may include:

- associated service providers, such as advertising agencies, solicitors, media outlets and taxation consultants
- branches of own or associated agencies
- local community, regional and national organisations and contacts
- professional associations
- those internal to the agency, such as other staff, managers, accounts departments and clerical support.

Unit Sector(s)

Unit sector Property development, sales and management

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Competency field

Competency field Business broking

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CPPDSM4080A Work in the real estate industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to enable a new entrant to the industry to gain a basic understanding of the industry and work ethically and effectively in a real estate agency. This includes awareness of ethical and conduct standards, core functions of real estate agency operations, legislative and regulatory framework within which the industry operates and industry employment requirements.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed real estate agents and real estate representatives.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop knowledge of estate agency operations.	1.1 Key features of the agency principal relationship are identified and interpreted according to ***legislative requirements*** and agency practice. 1.2 ***Roles and responsibilities of key personnel*** involved in estate agencies are identified in line with legislative requirements and agency practice. 1.3 Information on ***key operations of estate agencies*** is identified in the context of legislative and agency requirements. 1.4 ***Forms of business ownership***, ***organisational structure*** and ***services*** offered by estate agencies, including liabilities and responsibilities, are identified.
2 Interpret and comply with legislative and agency requirements.	2.1 ***Approaches for sourcing and accessing legislation*** relevant to agency operations are applied. 2.2 ***Legislation and ethical and conduct standards*** relevant to estate agency operations, including legislative limitations on agency practice, are identified to ensure compliance with legislative and agency requirements. 2.3 ***Licensing and eligibility requirements*** for licensed real estate agents, real estate representatives and other employees, including offences and penalties, are

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ELEMENT	PERFORMANCE CRITERIA
	identified to ensure compliance with legislative and agency requirements.
	2.4 Key provisions of consumer protection and privacy legislation are identified in relation to agency practice.
	2.5 Purpose of ***trust funds*** and the key legislative controls on trust funds relevant to authorised employees are identified to ensure compliance with legislative and agency requirements.
	2.6 ***Roles and*** **responsibilities of** ***government agencies*** and industry bodies are identified in relation to agency practice.
	2.7 Personal understanding of legislative requirements is assessed and verified with relevant people.
	2.8 Situations in which ***specialist advice*** is required are identified and sources of appropriate advice are determined in line with agency practice.
3 Model ethical practice.	3.1 Ethical and conduct standards, including penalties for breaches, are identified and interpreted to ensure compliance with legislative requirements and industry and agency practice.
	3.2 Agent's liability for breach of contract and negligence is identified in the context of legislative and agency requirements.
	3.3 Personal understanding of ethics and conduct standards required for good agency practice is verified with relevant people to ensure compliance with legislative requirements and industry and agency practice.
	3.4 Situations in which specialist advice is required are identified and sources of appropriate advice are determined in line with legislative and agency requirements.
4 Identify industry employment requirements.	4.1 Industry ***employment requirements*** are identified and interpreted to ensure compliance with legislative requirements and agency practice.
	4.2 Employee and employer rights and responsibilities regarding conditions of employment are identified and interpreted to ensure compliance with legislative requirements and agency practice.
	4.3 ***Effective communication strategies*** are employed to establish rapport with clients, determine client needs, and provide accurate advice and follow-up services in line with agency practice.

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ELEMENT	PERFORMANCE CRITERIA
	4.4 Personal presentation and professional image are assessed for compliance with industry and agency norms.
	4.5 Personal knowledge and skills in providing real estate services are assessed against industry competency standards and other relevant benchmarks to determine continuing training needs and priorities.
	4.6 Opportunities for continuing training to maintain currency of competence and develop specialist and advanced skills and knowledge are identified, planned and applied in line with agency practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations, employment contracts and licensing requirements
- application of risk management strategies associated with advising clients on property sales and property management options
- computing skills to access agency and resource databases, use standard software packages, send and receive emails, access the internet and web pages, and complete and lodge standard documents online
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations and rules of ethics; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete standard forms
- negotiation skills to assist clients with property sales and property management matters
- numeracy skills to calculate and interpret data, such as commissions and entitlements
- planning, organising and scheduling skills to undertake work-related tasks such as inspecting properties
- research skills to identify and locate documents and information relating to real

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REQUIRED SKILLS AND KNOWLEDGE

estate operations

- self-management skills to organise own work, deliver quality customer service and effectively manage competing demands
- teamwork skills to work effectively in and promote communication between sales, property management and administrative teams in an agency environment.

Required knowledge and understanding:

- agency principal relationship
- continued training needs for agents and agents' representatives
- employee and employer rights and responsibilities
- ethical and conduct standards
- features of good agency practice
- forms of business ownership, and organisational structure and services offered by estate agencies
- key operations of estate agencies
- key principles of consumer protection and privacy legislation
- legislative limitations on agency practice
- licensing requirements for estate agents
- nature of trust funds and key legislative controls on trust funds
- offences and penalties under the legislative framework
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - OHS
  - privacy
- risks and risk management strategies
- roles and function of industry bodies
- roles and functions of government regulatory agencies
- roles and responsibilities of estate agency personnel
- sources of specialist advice relating to real estate operations.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through case studies, practical exercises and questioning relating to the application of ethical and effective work practices, legal principles, federal and state or territory legislative and regulatory requirements and codes of practices affecting real estate operations. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. This assessment may be carried out in a simulated or workplace environment.

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

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

- application and knowledge of the ethical and conduct standards relevant to licensed real estate agents, real estate representatives and support staff
- application and knowledge of the key operations of estate agencies and the roles and responsibilities of agency personnel
- knowledge of legislation and the regulatory framework relevant to real estate agency, including the roles and functions of government regulatory agencies and industry bodies
- application and knowledge of the key principles of consumer protection and privacy legislation
- knowledge of the agency principal relationship
- application and knowledge of employment requirements for estate agents, including the rights and responsibilities of employers and employees
- application and knowledge of the licensing and eligibility requirements for estate agents and other employees, and penalties associated with related offences.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include

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equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislative requirements may include:	• relevant federal, and state or territory legislation and local government regulations relating to:
	  • anti-discrimination and equal employment opportunity
	  • consumer protection, fair trading and trade practices
	  • employment and industrial relations
	  • financial services
	  • OHS
	  • privacy.

Roles and responsibilities of key personnel may include:	• licensed real estate agent • real estate representative • support staff.
Key operations of estate agencies may include:	• property management • property sales.
Forms of business ownership may include:	• corporation • partnership • sole trader.
Organisational structure of business may include:	• franchise group • independent agency • marketing cooperative.
Services may include:	• business broking • buyers advocacy or agent • marketing, sale and leasing of a range of property types • property management across a range of property types • residential, commercial and industrial real estate.

Approaches for sourcing and accessing legislation may include:	• reading may include:
	  • components of legislation
	  • structure of legislation
	  • legislative language
	• sourcing may include:
	  • online
	  • hard copy.

Legislation and ethical and conduct standards may include:	• conflict of interest • duty of care • individual behaviour

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- maintaining confidentiality
- non-discriminatory practices
- privacy.

Licensing and eligibility requirements may include:

- for employment as a real estate representative
- for licensing as a licensed real estate agent.

Trust funds refer to:

- all money received or held by an estate agent or any member of an estate agent's staff on behalf of any other person in the course of an estate agent's business
- deposits on sales, security deposits and residential bonds paid in cash and bonds in respect of commercial premises, rents and prepaid advertising.

Roles and responsibilities of government agencies may include:

- commonwealth government agencies, including:
  - Australian Competition and Consumer Commission
  - Australian Securities and Investment Commission
  - Equal Employment Opportunity Commission
  - Federal Privacy Commission
- state and territory government agencies relating to:
  - consumer protection and fair trading
  - employment and workplace relations
  - privacy
  - real estate licensing.

Specialist advice may include:

- architects
- bankers and financiers
- builders
- government officials
- industry practitioners and industry bodies
- investment consultants
- mentors and coaches
- OHS representatives
- planners
- real estate agents
- solicitors
- subcontractors
- supervisors and colleagues
- technical experts
- valuers.

Employment requirements may include:

- employer's responsibilities
- federal and state employment agreements.

Effective communication strategies may include:

- active listening
- being non-judgemental

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- exploring problems
- expressing an individual perspective
- providing sufficient time for questions and responses
- providing summarising and reflective responses in conflict situations
- using appropriate words, behaviour and posture
- using clarifying and summarising questions
- using clear and concise language
- using culturally appropriate communication
- using plain English
- using verbal and non-verbal communication.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Real estate

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CPPDSM4081A Work in the stock and station agency sector

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required for a new entrant to work ethically and effectively in a stock and station agency. It includes awareness of the core functions of stock and station agencies, ethical and conduct standards, industry employment requirements, and the legislative and regulatory framework within which the industry operates.

The unit may form part of the licensing requirements for persons engaged in stock and station activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed stock and station agents and stock and station representatives or certificate holders. It addresses the requirements for licensed stock and station agents and stock and station representatives or certificate holders to identify and explain ethical and conduct standards, core functions, legislative and regulatory framework and employment requirements of the industry.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop knowledge of agency operations.	1.1 Key features of the agency principal relationship are identified according to ***legislative requirements*** and agency practice. 1.2 Roles and responsibilities of ***key personnel*** involved in stock and station agencies are identified and explained in the context of legislative and agency requirements. 1.3 ***Key operations of stock and station agencies*** are identified and explained in the context of legislative and agency requirements. 1.4 ***Forms of business ownership***, ***organisational structure*** and ***key services*** offered by stock and station agencies, including liabilities and responsibilities, are identified and explained.
2 Interpret and comply	2.1 Key legislation and regulations relevant to stock and

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ELEMENT	PERFORMANCE CRITERIA
with legislative and agency requirements.	station agency operations, including legislative limitations on agency practice, are identified and explained to ensure compliance with legislative and agency requirements. 2.2 ***Licensing and eligibility requirements*** for licensed stock and station agents, stock and station representatives or certificate holders and other employees, including offences and penalties, are identified and explained to ensure compliance with legislative and agency requirements. 2.3 Key provisions of consumer protection and privacy legislation are identified and explained to ensure compliance with legislative and agency requirements. 2.4 Purpose of ***trust funds*** and key legislative controls on trust funds relevant to authorised employees are identified and explained to ensure compliance with legislative and agency requirements. 2.5 ***Role and responsibilities*** **of** ***government agencies*** and industry bodies are identified and explained in relation to agency practice. 2.6 Personal understanding of legislative requirements is assessed and verified with relevant people. 2.7 Situations in which ***specialist advice*** is required are identified and sources of appropriate advice are determined in line with agency practice.
3 Model ethical practice.	3.1 ***Ethical and conduct standards***, including penalties for breaches, are identified and interpreted to ensure compliance with legislative requirements and industry and agency practice. 3.2 Agent's liability for breach of contract and negligence is identified and explained in the context of legislative and agency requirements. 3.3 Personal understanding of ethics and conduct standards required for good agency practice is verified with relevant people to ensure compliance with legislative requirements and industry and agency practice. 3.4 Situations in which specialist advice is required are identified and sources of appropriate advice are determined in line with legislative and agency requirements.
4 Identify industry employment	4.1 Industry ***employment requirements*** are identified and interpreted to ensure compliance with legislative

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ELEMENT	PERFORMANCE CRITERIA
requirements.	requirements and agency practice. 4.2 Employee and employer rights and responsibilities regarding conditions of employment are identified and interpreted to ensure compliance with legislative requirements and agency practice. 4.3 ***Effective communication strategies*** are employed to establish rapport with clients, ascertain client needs, and provide accurate advice and follow-up services in line with agency practice. 4.4 ***Personal presentation and professional image*** are assessed for compliance with industry and agency norms. 4.5 Personal knowledge and skills in providing stock and station agency services are assessed against industry competency standards and other relevant benchmarks to determine continuing training needs and priorities. 4.6 Opportunities for continuing training to maintain currency of competence and develop specialist and advanced skills and knowledge in relation to stock and station agency operations are identified, planned and applied in line with agency practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to people from a range of social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations, employment contracts and licensing requirements
- application of risk management strategies associated with advising clients on matters to do with property sales and management, including livestock sales
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements

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REQUIRED SKILLS AND KNOWLEDGE

- literacy skills to access and interpret a variety of texts, including legislation, regulations and rules of ethics; prepare general information, papers, formal and informal letters, advertisements, reports and applications; and complete standard forms
- negotiation skills to assist clients on property sales and management, including matters to do with livestock
- numeracy skills to calculate and interpret data such as commissions and entitlements
- planning, organising and scheduling skills to undertake work-related tasks such as inspecting properties and livestock
- research skills to identify and source documents and information related to stock and station operations.

Required knowledge and understanding:

- agency principal relationship
- continued training needs for stock and station agents and stock and station representatives or certificate holders
- contract law in the stock and station agency industry, including agents' liability for breach of contract and negligence
- employee and employer rights and responsibilities
- ethical and conduct standards
- features of good stock and station agency practice
- forms of business ownership, organisational structure and services offered by stock and station agencies
- key operations of stock and station agencies
- key principles of consumer protection and privacy legislation
- legislative limitations on stock and station agency practice
- licensing requirements for stock and station agents
- nature of trust funds and legislative controls on trust funds
- offences and penalties under the legislative framework
- relevant federal and state or territory legislation and local government regulations related to:
    - animal health
    - anti-discrimination
    - aquaculture
    - consumer protection
    - crown land
    - environmental issues
    - equal employment opportunity (EEO)
    - financial probity
    - franchises and business structure

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REQUIRED SKILLS AND KNOWLEDGE

- industrial relations
- livestock
- native title
- OHS
- privacy
- rural property sales, leasing and management
- taxation
- water rights
- risk management
- roles and functions of industry bodies
- roles and functions of government regulatory agencies
- sources of specialist advice relating to stock and station operations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through case studies and targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's knowledge. This would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • knowledge of the ethical and conduct standards relevant to licensed stock and station agents, stock and station representatives or certificate holders, and support staff • knowledge of the key operations of stock and station agencies • knowledge of the roles and responsibilities of agency personnel • knowledge of legislation and the regulatory

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framework relevant to stock and station agencies, including the roles and functions of government regulatory agencies and industry bodies
- knowledge of the key principles of consumer protection and privacy legislation
- knowledge of the agency principal relationship
- knowledge of employment requirements for stock and station agents, including the rights and responsibilities of employers and employees
- knowledge of the licensing and eligibility requirements for stock and station agents and other employees, including offences and penalties.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based

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activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislative requirements may include:

- relevant federal and state or territory legislation and local government regulations related to:
  - animal health
  - anti-discrimination
  - aquaculture
  - consumer protection
  - crown land
  - environmental issues
  - EEO
  - financial probity
  - franchises and business structure
  - industrial relations
  - livestock
  - native title
  - OHS
  - privacy
  - rural property sales, leasing and management
  - taxation
  - water rights.

Key personnel may include:

- licensed stock and station agents

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	• stock and station representatives or certificate holders • support staff.
Key operations of stock and station agencies may include:	• livestock sales • rural property management • rural property sales • sale of rural products.
Forms of business ownership may include:	• corporation • partnership • sole trader.
Organisational structure of business may include:	• franchise group • independent agency • marketing cooperative • pastoral houses.
Key services may include:	• livestock sales and services • rural property management • rural property sales • sale of farm supplies and other rural products.
Licensing and eligibility requirements may include:	• for employment as a stock and station representative or certificate holder • for licensing as a licensed stock and station agent.
Trust funds:	• refer to all money received or held by a stock and station agent or any member of an agent's staff on behalf of any other person in the course of an agent's business • include deposits on sales, security deposits, residential bonds paid in cash and bonds in respect of commercial premises, rents and prepaid advertising.

Role and responsibilities of government agencies may include:	• federal government agencies, such as:
	  • Australian Competition and Consumer Commission
	  • Human Rights and Equal Opportunity Commission
	  • federal Privacy Commission
	  • other commonwealth statutory agencies associated with rural business, such as Meat and Livestock Australia
	• state and territory government agencies related to:
	  • agriculture and agribusiness
	  • animal welfare
	  • consumer protection and fair trading
	  • employment and workplace relations
	  • land use and planning

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- leases
- livestock
- privacy
- residential and retail tenancies
- small business development
- stock and station agency licensing
- water
- zoning.

Specialist advice may include:

- agronomists
- architects
- bankers and financiers
- builders
- emergency personnel
- government officials
- industry practitioners and industry bodies
- investment consultants
- livestock specialists
- mentors and coaches
- OHS representatives
- planners
- soil scientists
- stock and station agents
- solicitors
- subcontractors
- supervisors and colleagues
- technical experts
- valuers
- veterinarians
- water consultants.

Ethical and conduct standards may include:

- conflict of interest
- duty of care
- individual behaviour
- maintaining confidentiality
- non-discriminatory practices
- privacy
- use of organisational property.

Employment requirements may include:

- employer's responsibilities
- federal and state or territory employment agreements.

Effective communication strategies may include:

- active listening
- being non-judgemental
- exploring problems

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	• expressing an individual perspective • providing sufficient time for questions and responses • providing summarising and reflective responses in conflict situations • using active listening • using appropriate words, behaviour and posture • using clarifying and summarising questions • using clear and concise language • using culturally appropriate communication • using plain English • using verbal and non-verbal communication.
Personal presentation and professional image may refer to:	• client focus • communication skills • condition and style of clothing • condition and cleanliness of company vehicle • personal grooming • personal hygiene • product knowledge • punctuality • speech.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Stock and station agency

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CPPDSM5001A Advise on use and design of facilities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to provide effective advice on the use and design of facilities to meet client needs. It requires the ability to conduct research to identify future facility requirements.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in providing effective advice on the use and design of facilities to meet client needs.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify client requirements for facilities.	1.1 Client requirements for ***facilities*** are identified in consultation with ***relevant people*** according to ***organisational requirements***. 1.2 ***Client needs*** are accurately assessed and clarified, using appropriate research and survey techniques and ***consultative processes***. 1.3 Relevant documentation and ***legislative requirements*** are accessed to ensure facilities comply with requirements. 1.4 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
2 Conduct analysis of facilities.	2.1 ***Information*** is gathered and organised in a format suitable for analysis and interpretation according to organisational requirements. 2.2 Reliable methods are used to collect information according to organisational requirements. 2.3 Relevant people are consulted to gather additional data using appropriate communication techniques. 2.4 Information is analysed using reliable and valid ***data analysis methods*** according to organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Assumptions and conclusions are documented that are consistent with research objectives and supported by verifiable evidence.
3 Provide advice and recommendations.	3.1 Clients are provided with clear ***recommendations*** on facilities use and design services to meet their identified needs.
	3.2 ***Feedback*** on suitability and sufficiency of recommendations is obtained according to organisational requirements.
	3.3 Advice and recommendations are ***presented*** in an appropriate format, style and structure using business technology.
	3.4 Future services required by client are identified and delivery is planned in consultation with relevant personnel.
	3.5 Relevant documentation is completed and processed according to legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to evaluate existing facilities
- appraisal skills to evaluate solutions and synthesise a wide range of acquired knowledge and experience when making recommendations
- communication skills to impart knowledge, ideas and concepts through oral, written and visual means
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- numeracy skills to apply statistical methods and techniques
- problem solving skills to identify problems and find innovative solutions
- research skills to source, analyse and interpret financial information and formulate conclusions that contribute to existing knowledge of advanced practice

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REQUIRED SKILLS AND KNOWLEDGE

- technology skills to process information and use information technology systems.

Required knowledge and understanding:

- adaptive re-use and implications for business continuity
- change management principles and practices
- environmental auditing aimed at effective facility operations
- future-proofing strategies, such as flexible space planning and technology provision
- heritage implications and legislative constraints
- methodology formulation and analysis techniques
- organisational and professional procedures, ethical practices and business standards
- range of decision making tools
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
  - public safety
- value analysis and benchmarking techniques.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of providing effective advice on the use and design of facilities to meet client needs. Targeted written (including alternative formats where necessary) or verbal

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questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- accessing and comparing a range of information and statistical data to determine performance of facilities
- establishing effectiveness of facilities, incorporating evaluation feedback from clients, and making recommendations for future use and design
- following organisational and legislative procedures when giving advice
- identifying client needs through review of documentation and consultation with clients and others
- knowledge of organisation's practices, ethical standards and legislative requirements associated with providing effective advice on the use and design of facilities to meet client needs.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning

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experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Facilities may include:

- car parking
- child care centres
- community centres
- educational facilities
- meeting places
- offices
- security facilities
- sport and recreation venues.

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Relevant people may include:	• agents • clients • engineers and technicians • legal representatives • management and colleagues • property owners • technical experts • tenants.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Client needs may relate to:	• financial performance • organisational culture, structure and value process • organisational industry direction • organisational physical infrastructure • political and social issues • workforce productivity.
Consultative processes may include:	• face-to-face meetings • telephone, facsimile and written communication.

Legislative requirements may be outlined and reflected in:	• Australian standards
	• general duty of care to clients
	• home building requirements
	• privacy requirements
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native

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	title, zoning, utilities use (water, gas and electricity), and contract or common law • strata, community and company titles • tenancy agreements • trade practices laws and guidelines.
Specialist advice may be sought from:	• architects • builders • business consultants • government officials • investment consultants • members of industry associations • planners • real estate agents • solicitors • subcontractors • technical experts • valuers.
Information may include:	• capital management plans • company asset documents and registers • conservation plans • depreciation schedules • environmental, energy and safety plans and guidelines • financial documents • landscape planning documents • master planning documents • qualitative and quantitative data • reports and inventories • risk management plans • urban design studies.

Data analysis methods may include:	• computer modelling
	• critical analysis
	• explorative, descriptive, causative or predictive methods, and may include:
	  • mathematical calculations
	  • probability analysis
	  • problem solving
	  • quantitative and qualitative
	  • time series recognition.

Recommendations may include:	• development of plans • disposal of assets • energy efficiency measures

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	• feasibility studies • funding options • improvements to quality of the workspace for employees • information technology • new assets • new building or landscape design • potential for sale, sublease, out-lease or lease termination • refurbishment or fit-out • relocation • security • space use and allocation • waste disposal measures.
Feedback may be obtained from:	• clients and colleagues • documentation and reports • questionnaires • regular meetings.
Presented advice may incorporate use of:	• company logo or letterhead • graphics and pictures • particular software application • standardised forms • tables and charts.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM5002A Advise on property investment strategy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to provide effective advice on investment in property. It requires the ability to source and analyse market information, assess industry trends and provide effective advice and recommendations on property investment.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in providing effective advice on investment in property.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine investment requirements.	1.1 ***Property investment*** requirements are identified in consultation with ***relevant people*** according to ***organisational requirements***.
	1.2 ***Client*** needs are assessed and clarified using appropriate research and survey techniques and ***consultative processes***.
	1.3 Relevant ***information*** and ***legislative requirements*** are accessed to ensure investment options comply with requirements.
	1.4 Reliable methods for gathering information are used according to organisational requirements, making efficient use of time and ***resources***.
	1.5 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
2 Analyse investment opportunities.	2.1 Identified property investment opportunities are analysed and measured against property trends and ***market parameters*** to determine future recommendations.
	2.2 Reliable and valid data ***analysis*** methods are applied to identify facts, issues, patterns, interrelationships and trends.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Trends are accurately assessed to provide meaningful information on the performance of property investment opportunities.
	2.4 Factors involved in increasing or diminishing investment ***risk*** are identified, analysed and discussed with client.
	2.5 Sound reasoning is applied to ensure consistency of interpretations based on available information.
3 Provide advice and recommendations.	3.1 ***Property investment strategy*** is prepared that provides clear advice and recommendations to meet identified client needs according to organisational requirements.
	3.2 ***Feedback*** on suitability and sufficiency of recommendations is obtained according to organisational requirements.
	3.3 Recommendations are provided that are consistent with research objectives and supported by verifiable evidence.
	3.4 Advice and recommendations are presented in an appropriate format, style and structure using ***business equipment and technology***.
	3.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to apply basic statistical methods and techniques
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities and liaise with property investment stakeholders
- organisational skills to maintain records and databases, organise and prepare property investment submissions and propose models for property investment
- problem solving skills to determine factors that may affect property markets

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REQUIRED SKILLS AND KNOWLEDGE

- research skills to identify relevant sources of information and source, analyse and interpret property and market information
- technology skills to use financial and assessment software and spreadsheets efficiently and access and present market information.

Required knowledge and understanding:

- budgeting methods and techniques
- concepts and strategies for placement of capital in property for investment
- current property and investment market
- economics as it applies to property development
- ethical practices and relevant codes of conduct
- industry benchmarks
- investment risk factors and relationship to return expectations
- local government regulations
- local property market conditions and overall trends in the industry
- range of research methods and analysis techniques
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- sources of funding
- specific market sector
- taxation as it applies to property development.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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Overview of assessment

This unit of competency could be assessed through practical demonstration of providing effective advice on investment in property. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- analysing property investment information and identifying property trends and risk factors
- consulting with investors and interested parties, receiving feedback and incorporating it where appropriate into future work processes
- documenting and presenting advice and recommendations on property investment opportunities
- knowledge of organisation's practices, ethical standards and legislative requirements associated with providing effective advice on investment in property
- sourcing and evaluating property investment information and identifying investment opportunities.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period

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of time reflecting the scope of the role and the practical requirements of the workplace

- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Property investment may include:

- concepts, plans and strategies
- placement of capital in property for investment, productive use and customer service outcomes.

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Relevant people may include:	• accountants • agents • analysts • clients • government personnel • legal representatives • management and colleagues • members of industry associations • site personnel • taxation specialists.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Clients may include:	• developers • financial institutions • fund managers • individuals • internal and external property groups • investment organisations • joint ventures • owner-occupiers • partners • unit trustees.
Consultative processes may include:	• face-to-face meetings • telephone, facsimile and written communication.
Information may include:	• bank reports • general knowledge of industry • government statistics • industry reports and indices • market intelligence from industry operators or other interested parties • media reports • published analytical reports.

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Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Resources may include:

- materials
- personnel
- tools and equipment
- training
- transport.

Specialist advice may be sought from:

- analysts
- architects
- bankers and financiers
- business consultants
- government officials
- investment consultants
- members of industry associations
- planners
- real estate agents
- solicitors
- valuers.

Market parameters may relate to:

- ability to control investment
- administrative talent
- balancing a portfolio
- capacity to improve assets
- capital growth versus short-term gains
- cash flows
- class and type of property

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- demographics
- exit strategies
- gearing possibilities
- geographic aspects
- limits to financial resources
- market standing
- return on investment
- return versus risk
- taxation considerations.

Analysis may include:

- computer modelling
- examination of cash flows and other financial projections
- examination of collected data
- quantitative and qualitative analysis
- probability analysis
- time series recognition.

Risk may relate to:

- access restrictions on property
- borrowing risk
- gearing
- economic
- market and property sector risks, including:
  - fluctuations in economic cycle
  - interest rates
  - stock market
- risk factors and return expectations
- specific property risk
- volatility of income and capital.

Property investment strategy may cover:

- determining market sectors
- relative commitment of interested parties
- type of property.

Feedback may be sought from:

- clients and their legal representatives
- management and colleagues
- formal and informal performance appraisals
- workplace assessment.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers and scanners

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- software applications, such as databases and word applications.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5004A Assess viability of regeneration options in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assess the viability of regeneration options for property. It requires the ability to define assessment criteria appropriate to the type of asset and recommend preferred viable options based on those criteria.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in assessing the viability of regeneration options for property.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish requirements of asset regeneration.	1.1 ***Asset regeneration*** requirements are reviewed and confirmed with ***relevant people*** according to ***organisational requirements***. 1.2 ***Consultative processes*** are used to negotiate with relevant people and agree upon project process, objectives and time lines according to organisational requirements. 1.3 ***Relevant documentation*** and ***legislative requirements*** are sourced and reviewed to identify critical requirements of asset ***regeneration options***. 1.4 Project plan is developed according to organisational requirements detailing suitable activities that reflect ***client*** needs. 1.5 Situations requiring ***specialist advice*** are identified and support is sought as required according to organisational requirements.
2 Define assessment criteria.	2.1 Industry and other relevant ***benchmarks*** are accessed and analysed to establish assessment ***criteria*** appropriate to the type and class of asset being assessed. 2.2 Types of evidence required to ensure valid and reliable decision making are determined and clearly defined. 2.3 Assessment processes are designed which detail the

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ELEMENT	PERFORMANCE CRITERIA
	assessment method that will accurately reflect client needs and organisational requirements.
	2.4 ***Business equipment and technology*** are used to organise and document assessment processes in a format suitable for analysis and interpretation.
	2.5 ***Feedback*** from relevant people regarding assessment criteria is collected, analysed and used to validate assessment process.
3 Access relevant information.	3.1 ***Relevant information*** is gathered and organised in a format suitable for analysis and interpretation according to legislative and organisational requirements.
	3.2 ***Sources of information*** relevant to asset regeneration options are identified and accessed according to organisational requirements.
	3.3 Reliable methods for gathering information are used according to organisational requirements, making efficient use of time and resources.
	3.4 Appropriate ***interpersonal techniques*** are used to access additional information from relevant people according to organisational requirements.
	3.5 Constraints and opportunities regarding regeneration ***methods*** are identified according to organisational requirements.
	3.6 Business equipment and technology are used to access, analyse and organise information according to organisational requirements.
4 Assess viability of options.	4.1 Viability of regeneration options is assessed and decisions are made on preferred option according to organisational requirements.
	4.2 Gathered information is examined to ensure its quality, validity and reliability according to organisational requirements.
	4.3 Assessment decision is based on an objective ranking of options against assessment criteria.
	4.4 Regeneration options are presented in appropriate format, style and structure using suitable business equipment and technology.
	4.5 Recommendations are verifiable and sufficiently detailed to meet client and organisational requirements.
	4.6 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to negotiate client requirements, consult on options and communicate problems and delays
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to plan and schedule time lines and objectives, and manage project processes
- problem solving skills to determine factors that may affect property markets and to assess risk
- research skills to source, analyse and interpret asset and market information
- technical skills to use software for planning and scheduling tasks, use financial and assessment software and spreadsheets efficiently, and access market information.

Required knowledge and understanding:

- building control legislation, codes and relevant Australian standards
- financial analysis and modelling
- limitations of work role, responsibility and professional abilities
- market movements
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- regeneration methods
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS

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REQUIRED SKILLS AND KNOWLEDGE

- privacy
- property sales, leasing and management
- relevant local property knowledge
- sources of industry data.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of assessing the viability of regeneration options for property. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • assessing viability of regeneration options against specific criteria and presenting information on preferred option • developing a project plan through consultation and research • developing assessment criteria using industry benchmarks and feedback • knowledge of organisation's practices, ethical standards and legislative requirements associated with assessing the viability of regeneration options for property • sourcing and accessing relevant information and identifying constraints and opportunities regarding regeneration methods.

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Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the

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competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Asset may include:

- buildings
- business and marketing contracts
- equipment
- furniture
- goodwill
- land
- vehicles.

Regeneration may relate to:

- rebuild
- redecorate
- redevelop
- refinance
- re-fit
- remodel
- renovate
- repackage
- re-tenant.

Relevant people may include:

- architects
- builders
- clients
- legal representatives
- management and colleagues
- members of industry associations
- principals
- service providers
- users.

Organisational requirements may be outlined and reflected

- access and equity principles and practice guidelines
- business and performance plans

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in:	• complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Consultative processes may include:	• face-to-face meetings • telephone, facsimile and written communication.
Relevant documentation may include:	• agreements • building codes • certificates of occupancy • contracts • leases • licences • permits • plans • specifications.

Legislative requirements may be outlined and reflected in:	• Australian standards, and quality assurance and certification requirements
	• award and enterprise agreements
	• codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• home building requirements
	• privacy requirements
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

Regeneration options may	• change of use • market reposition

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include:

- refurbishment.

Clients may include:

- asset or property agents
- asset or property owners
- company management
- fund managers
- fund providers
- government and legal instruments or agencies
- institutions
- internal and external property groups
- owner-occupiers
- private investors
- users.

Specialist advice may be sought from:

- architects
- bankers and financiers
- builders
- business consultants
- government officials
- investment consultants
- members of industry associations
- planners
- real estate agents
- solicitors
- subcontractors
- technical experts
- valuers.

Benchmarks may include:

- comparative analysis
- discounted cash flow
- industry association performance index
- inflation rate
- internal rate of return
- life cycle costing
- published vacancy factors
- take-up rates
- tenancy mixes.

Criteria may relate to:

- capital growth
- cash flow
- degree of compliance with legislation
- degree of market acceptance
- financial feasibility
- foregone income
- sale realisation potential

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	• stated client requirements.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, including database spreadsheets and word applications.
Feedback may be received through:	• clients and their legal representatives • management and colleagues.
Relevant information may include information relating to:	• agreements • building codes • company services • construction costs • current and planned property or site developments • deposited, survey and other plans • depreciation schedules • land title documentation • leasing rates • legal documentation • licences • management policy and procedures • marketing services • occupancy rates • operating costs • permits • rates notices • sales information • specifications • taxation records • tenancy and other contracts.
Sources of information may include:	• consultants • information services • press clippings • published industry data, including industry indices • third parties • trade journals.
Interpersonal techniques may	• active listening

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include:

- clear presentation of options
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding
- two-way interaction
- use of culturally appropriate language and concepts
- verbal or non-verbal language.

Methods may include:

- analysis of degree of market acceptance
- capital growth indicators
- cashflow analysis
- compliance with legislation
- financial feasibility studies
- review of stated client requirements
- sale realisation potential analysis.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5005A Contribute to a detailed property feasibility study

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to contribute to a formal property feasibility study. It requires the ability to identify objectives and techniques to undertake the study, use valid and reliable research techniques to analyse information, and report study findings and conclusions.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in contributing to a formal property feasibility study.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish study requirements.	1.1 Aims and objectives of feasibility study are clearly established according to ***client*** and ***organisational requirements***. 1.2 Study objectives and time lines are negotiated and agreed in consultation with ***relevant people***. 1.3 ***Relevant documentation*** and ***legislative requirements*** are gathered and reviewed to identify critical requirements of the study. 1.4 Situations requiring ***specialist advice*** are identified and support is sought as required according to organisational requirements.
2 Access relevant information.	2.1 Relevant ***information*** is gathered and organised in a format suitable for ***analysis*** and interpretation. 2.2 Market information is accessed and evaluated in terms of validity, reliability and relevance according to identified analysis requirements. 2.3 Relevant people are consulted to gather additional information using appropriate ***communication techniques***. 2.4 ***Environment*** is scanned to identify and assess factors that may impact on study according to organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Reliable methods for gathering information are used according to organisational requirements, making efficient use of time and resources.
3 Analyse information.	3.1 Quantitative and qualitative analysis is undertaken of ***comparative market data*** using standard financial analysis techniques.
	3.2 Economic trends and market developments are analysed in terms of potential implications and impact on study objectives.
	3.3 ***Risk*** and ***contingencies*** are identified and quantified using established precedents and techniques according to industry standards and organisational procedures.
	3.4 Sound reasoning is applied to ensure consistency of interpretations based on available information.
4 Formulate sensitivity scenarios.	4.1 Alternative project scenarios are developed to meet study requirements and criteria according to organisational requirements.
	4.2 ***Consultative processes*** are used to obtain views of industry experts as required.
	4.3 Scenarios are developed and checked against prescribed criteria to minimise subjective assessment.
	4.4 Sensitivity analysis is performed on data to identify degree of convergence within identified industry and market ***benchmarks***.
	4.5 Property trends and ***market conditions*** are identified and evaluated against study requirements.
5 Document feasibility study.	5.1 Feasibility study is presented in appropriate format, style and structure using suitable ***business equipment and technology***.
	5.2 Report is prepared and distributed to relevant people within agreed timeframes according to organisational requirements.
	5.3 Conclusions are documented that are verifiable, current and sufficiently detailed to meet identified client and organisational requirements.
	5.4 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to negotiate client requirements and consult with industry experts and others
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to plan and schedule time lines and objectives, and manage project processes
- problem solving skills to determine factors that may affect property markets and evaluate risk
- research skills to source, analyse and interpret property and market information
- technical skills to use software for planning and scheduling tasks, use financial and assessment software and spreadsheets efficiently, and access market information.

Required knowledge and understanding:

- alternative property uses
- building control legislation, codes and relevant Australian standards
- business and industry property networks
- limitations of work role, responsibility and professional abilities
- market conditions
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- project assessment methods
- relevant federal and state or territory legislation and local government regulations related to:
    - anti-discrimination
    - consumer protection
    - environmental issues
    - equal employment opportunity (EEO)
    - financial probity
    - franchise and business structures
    - industrial relations
    - OHS
    - privacy

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REQUIRED SKILLS AND KNOWLEDGE

- property sales, leasing and management
- sources of industry and market information
- types of property markets
- value management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of contributing to a formal property feasibility study. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- analysing market information to identify economic trends and market developments, as well as risk and contingency factors
- consulting with relevant people and sourcing documentation and relevant legislation to establish study aims and objectives
- documenting and presenting feasibility study using appropriate business equipment and technology
- formulating sensitivity scenarios against industry benchmarks
- knowledge of organisation's practices, ethical standards and legislative requirements associated with property feasibility studies
- sourcing market and environmental information to identify factors affecting study.

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Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the

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requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:	• financial institutions • fund managers • individuals • internal and external property groups • investment organisations.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Relevant people may include:	• accountants • agents • clients • government personnel • interested parties • legal representatives • management and colleagues • members of industry associations • taxation specialists.
Relevant documentation	• building codes • current and planned property or site developments

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may relate to:

- deposited, survey and other plans and maps
- depreciation schedules
- land title and zoning
- leasing rates
- legal status
- management policy and procedures
- marketing services
- permits
- rates notices
- sales information
- taxation papers
- tenancy and other contracts or leases.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Specialist advice may be sought from:

- architects
- bankers and financiers
- developers
- land economists
- members of industry associations
- planners
- solicitors
- taxation and accounting practitioners
- valuers.

Sources of ***information***

- consultants
- industry and organisational databases

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may include:	• information services • press clippings • published industry data, including industry indices • third parties • trade journals.
Analysis may include:	• computer modelling • examination of cash flows and other financial projections • examination of collected data • quantitative and qualitative analysis • probability analysis • time series recognition.
Communication techniques may include:	• active listening • clear presentation of options • consultation methods • culturally inclusive and sensitive engagement techniques • questioning to clarify and confirm understanding • seeking feedback • two-way interaction • using language and concepts appropriate to cultural differences • verbal or non-verbal language.
Environment may relate to:	• competitors • environmental issues, such as water, noise and air • financial markets • leasing and tenanting arrangements or prospects • market share • neighbours • property stakeholders • situational issues • size, location and nature of property • stability of property, industry and market.
Comparative market data may include:	• best practice information • national and international benchmarking • inter-organisation comparison data.
Risk factors that may influence the complexity of the feasibility study may include:	• constraints on use • existing land use and ownership • government zoning and restrictions • project financing • staging of investment or development • structure of leases

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	• type and number of tenants.
Contingencies may relate to:	• budget constraints • building delays • competing work demands of contractor • environmental factors, such as time and weather • industrial disputes • non-availability of resources and materials • public holidays and shut-down periods • equipment and technology breakdown • unforeseen incidents • workplace hazards, risks and controls.
Consultative processes may include:	• face-to-face meetings • telephone, facsimile and written communication.
Benchmarks may include:	• building operational costs • business strategy parameters • economic parameters • financial constraints • historical operational costs • industry published building occupation data • market expectations • research data • statutory costs.
Market conditions may relate to:	• availability of alternatives • business confidence • economic conditions • level of competition.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5006A Coordinate customer service activities in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to understand and implement customer service policies and procedures in the property industry.

The unit has been contextualised and is based on unit GCST05A Coordinate customer service activities, from the Customer Service Generic Guideline Competencies.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in understanding and implementing customer service policies and procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Contribute to quality customer standards.	1.1 ***Customer*** service standards are accessed, interpreted, applied and monitored in the workplace according to ***organisational requirements***. 1.2 Contributions are made to the development, refinement and improvement of service policies, standards and processes.
2 Implement customer service systems.	2.1 Personnel are encouraged to consistently implement customer service systems. 2.2 ***Customer feedback*** is reviewed in consultation with appropriate personnel and is analysed when improving work practices. 2.3 Customer service problems are identified and adjustments made to ensure continued service quality. 2.4 Adjustments are communicated to all those involved in service delivery within appropriate timeframes. 2.5 Delivery of services and products is coordinated and managed to ensure they effectively and efficiently meet agreed quality standards.
3 Lead customer service team.	3.1 ***Coaching and mentoring*** are used to assist colleagues to deal with customer service issues and achieve ultimate service potential. 3.2 Team is motivated to achieve high standard of service to

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ELEMENT	PERFORMANCE CRITERIA
	customer.
	3.3 Team is informed of changes in policies and procedures that affect their relations with customers.
	3.4 Team is provided with regular ***feedback*** in regard to achievement or non-achievement of standards of customer service.
	3.5 Team members are encouraged to contribute feedback in regard to achievement of customer service.
	3.6 ***Training*** is undertaken as required to meet changing needs.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- coaching and mentoring skills to provide support to colleagues and feedback to customer service teams
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to access and use workplace information and report on customer service strategies
- planning and organising skills to meet work priorities
- problem solving skills to deal with complex and non-routine difficulties
- team work skills to work effectively with other people
- technology skills to select and use computers to analyse customer feedback.

Required knowledge and understanding:

- organisational policies and procedures for dealing with customers
- organisational quality standards
- principles and techniques of customer behaviour, including:
  - customer relations
  - maintaining product and service quality
  - problem identification and resolution
  - researching customer needs

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REQUIRED SKILLS AND KNOWLEDGE

- range of analysis techniques to interpret data
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of understanding and implementing customer service policies and procedures. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • developing and implementing improved customer service procedures • ensuring staff are adequately trained to deliver customer service to agreed organisational standards • identifying customer service requirements and ensuring

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they are delivered to a professional standard in an appropriate timeframe
- knowledge of organisation's practices, ethical standards and legislative requirements associated with implementing customer service policies and procedures
- obtaining and giving constructive feedback on customer service strategies.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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

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such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Customers may be either internal or external, and may include:	• those with routine or special requests • people from a range of social, cultural or ethnic backgrounds • people with varying physical and mental abilities • regular and new customers.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Customer feedback may be obtained from:	• analysis of quality assurance data • documentation and reports • questionnaires • telephone or face-to-face surveys.
Coaching and mentoring assistance may include:	• fair and ethical practice • non-discriminatory processes and activities • presenting and promoting a positive image of the collective group • problem solving

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	• providing encouragement • providing feedback to another team member • respecting the contribution of all participants and giving credit for achievements.
Feedback sources may include:	• clients and their legal representatives • supervisors and colleagues • formal and informal performance appraisals • regular meetings • workplace assessment.
Training may include:	• allocation of resources for training, including purchase of training services and development of staff training skills • group discussions and other consciousness-raising techniques • handouts, including information sheets • induction training • ongoing assessment of training needs • specific courses.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM5007A Coordinate construction or renovation of facilities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to coordinate the construction or renovation of facilities. It requires the ability to use appropriate consultative processes to determine requirements and to develop, monitor and finalise a construction plan.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in coordinating the construction or renovation of facilities.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine construction or renovation requirements.	1.1 ***Construction drawings*** are reviewed and confirmed with ***relevant people*** according to ***project*** requirements. 1.2 ***Consultative processes*** are used to negotiate and confirm construction requirements with ***contracted parties*** according to ***organisational requirements***. 1.3 ***Site access and specific site requirements*** are identified and appropriate arrangements are made as required according to client, organisational and ***legislative requirements***. 1.4 Construction plan is prepared, including ***contingencies*** to ensure contract and organisational requirements are met.
2 Organise resources and support processes.	2.1 Provision of financial, physical and human resources is planned according to client and organisational requirements. 2.2 Construction strategies, objectives and time lines are negotiated and agreed in consultation with client and relevant people. 2.3 Monitoring and reporting arrangements for construction activities are established and documented according to organisational requirements. 2.4 Relevant approvals are obtained within the designated

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ELEMENT	PERFORMANCE CRITERIA
	timeframe according to legislative and organisational requirements.
3 Arrange contractors and consultants.	3.1 ***Contractors*** and consultants are arranged to undertake construction according to legislative and organisational requirements.
	3.2 ***Tendering and selection methods*** are chosen to meet client, organisational procurement guidelines and legislative requirements.
	3.3 Contracted services are provided that are relevant to the construction work to be undertaken and client requirements.
	3.4 ***Documentation*** regarding reporting arrangements and deliverables is finalised according to organisational and legislative requirements.
4 Monitor construction or renovation process.	4.1 Construction or renovation is monitored against construction plan to ensure completion occurs within designated timeframes.
	4.2 Factors affecting achievement of scheduled work are identified and required variations to schedules are negotiated and agreed with relevant people.
	4.3 Established ***communication channels*** and processes are used to ensure an accurate exchange of information throughout operations.
	4.4 Situations requiring ***specialist advice*** are identified and appropriate support is sought as required.
5 Finalise construction or renovation process.	5.1 ***Notification*** of completed construction is received and checked against client and organisational requirements.
	5.2 Inspection is arranged to confirm facilities are fully operational and meet required specifications and industry standards.
	5.3 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

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REQUIRED SKILLS AND KNOWLEDGE

Required skills:

- communication skills to negotiate client requirements, variations and adjustments to construction processes
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- decision making skills to select appropriate contractual arrangements and determine appropriate procurement options
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information and complete documentation
- organisational skills to plan and arrange construction or renovation work, schedule and meet time lines and client requirements, and manage risk
- research skills to source information and resource requirements
- technical skills to schedule tasks, report outcomes and design monitoring systems and processes.

Required knowledge and understanding:

- building construction practices, principles and processes
- building control legislation, codes and relevant Australian standards
- contract law applied to building contracts
- implications of warranties, guarantees and exclusions
- limitations of work role, responsibility and professional abilities
- project planning and scheduling
- regulations and legislation affecting property investments
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- roles and capabilities of contractors and consultants
- whole of life costing and price-quality relationship issues.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of coordinating the construction or renovation of facilities. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- arranging inspections and preparing and collating documentation relating to finalisation of contract requirements using business technology
- determining construction requirements and developing a construction plan through research and consultation
- knowledge of organisation's practices, ethical standards and legislative requirements associated with coordinating the construction or renovation of facilities
- making available appropriate resources to support the construction process
- monitoring construction processes using project management methodologies and developing and communicating appropriate contingency plans
- negotiating variations and adjustments to work schedules
- preparing selection schedule and criteria for contractors and arranging people to be involved in the contract process by following organisational procurement procedures.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools

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- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Construction may include:	• construct only • cost plus • design and construct • involvement of more than one builder • use of fixed price.
Construction drawings may include:	• detail drawings • detailed architect drawings • engineers' drawings • specifications • working drawings.
Relevant people may include:	• agents • clients • colleagues • engineers and technicians • government agencies • installers • investors • legal representatives • OHS representatives • members of industry associations • property owners • subcontractors • technical experts • tenants.
Project may involve:	• creation of an asset • fitting out of new structures • modification of existing structures.
Consultative processes may include:	• face-to-face meetings • telephone, facsimile and written communication.
Contracted parties may	• builders

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include:

- financial institutions
- investors
- other special consultants
- project managers
- subcontractors.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Site access and specific site requirements may relate to:

- access codes, keys, passes and security clearances
- access points and time of access
- building codes and regulations
- environmental issues
- heritage listings
- noise control
- OHS requirements
- union requirements.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements

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	• trade practices laws and guidelines.
Contingencies may include:	• budget constraints • building delays • competing work demands of contractors and consultants • environmental factors, such as time and weather • industrial disputes • non-availability of resources and materials • public holidays and shut-down periods • equipment and technology breakdown • unforeseen incidents • variations in market conditions • workplace hazards, risks and controls.
Contractors may include:	• multiple builders • one builder • service providers.
Tendering and selection methods may include:	• advertisement • compulsory competitive tender • direct appointment • open quotation • public tender • register of consultants • selective tender.
Documentation may include:	• certification, including inspection certificates • contracts • costings, receipts and invoices • handover documentation • logs of equipment and system problems or faults • operational checks and maintenance conducted • planning permits • progress reports • property leases, plans or contracts • schedules • warranty conditions and allowances.
Communication channels may include:	• direct line supervision paths • lateral supervision paths • organisational communication protocols and procedures • organisational networks.
Specialist advice may be sought from:	• architects • bankers and financiers • builders • business consultants

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- government officials
- investment consultants
- members of industry associations
- planners
- real estate agents
- solicitors
- subcontractors
- technical experts
- valuers.

Notification may include:

- certificate of occupancy
- certification
- handover documentation.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5008A Coordinate fit-out of premises for user occupation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to coordinate the fit-out of premises for user occupation. It requires the ability to administer contracts, select fit-out methods and coordinate the arranging of contractors and consultants.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in coordinating the fit-out of premises for user occupation.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for fit-out.	1.1 ***Information*** is sought to accurately determine fit-out requirements according to ***organisational requirements***.
	1.2 Required approvals are identified and confirmed to ensure fit-out complies with industry and ***legislative requirements***.
	1.3 ***Consultative processes*** are used to verify ***client*** expectations and objectives according to organisational requirements.
	1.4 Draft documentation is reviewed to ensure accuracy and relevance of information and is disseminated to ***relevant people*** for ***feedback***.
2 Determine fit-out delivery method.	2.1 ***Fit-out delivery method*** is determined based on client needs and organisational requirements.
	2.2 Reliable fit-out delivery methods are used according to organisational requirements, making efficient use of time and resources.
	2.3 Fit-out schedule is developed detailing a range of activities and time lines that accurately reflect client and organisational requirements.
	2.4 Fit-out schedule is planned in a flexible manner to accommodate unforeseen ***contingencies*** that may arise.
3 Arrange contractors	3.1 Contractors and consultants are arranged to undertake

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ELEMENT	PERFORMANCE CRITERIA
and consultants.	fit-out process according to legislative and organisational requirements.
	3.2 ***Tendering and selection methods*** are used that meet client and legislative requirements.
	3.3 Contracted services are selected that are relevant to fit-out work to be undertaken and client requirements.
	3.4 Contract is finalised and written approval obtained from relevant people according to organisational and legislative requirements.
4 Monitor fit-out processes.	4.1 Fit-out operation is monitored against work schedule to ensure completion occurs within designated timeframes.
	4.2 Factors affecting achievement of scheduled work are identified and required ***variations*** to schedules are negotiated and agreed with relevant people.
	4.3 Established ***communication channels*** and processes are used to ensure an accurate exchange of information throughout operations.
	4.4 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
5 Finalise fit-out process.	5.1 Notification of completed fit-out is received and checked against client and organisational requirements.
	5.2 Inspection is arranged to confirm fit-out is fully operational and meets specifications and industry standards.
	5.3 Faults, errors or omissions are verified and prompt remedial action is determined and arranged according to organisational requirements.
	5.4 ***Business equipment and technology*** are used to securely maintain relevant ***documentation*** according to legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

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REQUIRED SKILLS AND KNOWLEDGE

- communication skills to negotiate client requirements, variations and adjustments to fit-out processes
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to negotiate fit-out process, resolve conflict and relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information and complete documentation
- organisational skills to plan and arrange fit-out work, schedule and meet time lines and client requirements, and manage risk
- research skills to source fit-out information and resource requirements.

Required knowledge and understanding:

- building codes and relevant Australian standards
- building construction practices, principles and processes
- building control legislation
- contractor and consultant roles and capabilities
- contract law applied to building contracts
- limitations of work role, responsibility and professional abilities
- project planning and scheduling
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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Overview of assessment

This unit of competency could be assessed through practical demonstration of coordinating the fitting out of premises for user occupation. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- arranging the contractor and consultant selection process
- completing a fit-out under normal industry conditions
- knowledge of organisation's practices, ethical standards and legislative requirements associated with coordinating the fit-out of premises for user occupation
- negotiating variations and adjustments to fit-out schedule
- preparing and executing a fit-out contract.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning

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experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information may be sought from:

- architects
- bankers and financiers
- builders
- business consultants
- clients
- designers

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- investment consultants
- planners
- real estate agents
- solicitors
- valuers.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication.

Clients may include:

- agents
- building supervisors
- company management
- fund providers

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	• government and legal instruments or agencies • institutions • insurers • internal and external property or facility groups • owner-occupiers • private investors • project managers • property or facility agents • property or facility owners.
Relevant people may include:	• clients • consultants • contractors • legal representatives • management and colleagues • members of industry associations • technical experts.
Feedback may be sought from:	• clients and their legal representatives • industry specialists • supervisors and colleagues • workplace assessment.
Fit-out delivery methods may relate to:	• fixed prices • formal contracts • internal and external staff • temporary and casual staff contracts.
Contingencies may relate to:	• budget constraints • building delays • competing work demands of contractors and consultants • environmental factors, such as time and weather • industrial disputes • non-availability of resources and materials • public holidays and shut-down periods • equipment and technology breakdown • unforeseen incidents • workplace hazards, risks and controls.
Tendering and selection methods may include:	• advertisements • compulsory competitive tenders • direct appointments • public tenders • register of consultants • selective tenders.
Variations may relate to:	• changes to fit-out schedules

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	• work outside or producing results outside the terms and conditions of contract.
Communication channels may include:	• direct line supervision paths • lateral supervision paths • organisational communication protocols and procedures • organisational networks.
Specialist advice may be sought from:	• bankers and financiers • colleagues • fit-out specialists, including architects, surveyors, engineers, valuers, planners and builders • government officials • investment consultants • local government personnel • members of industry associations • real estate agents • solicitors • supervisors • technical experts.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications.
Documentation may include:	• certification, including inspection certificates • costings, receipts and invoices • fit-out contracts • fit-out schedules • handover documentation • logs of equipment and system problems or faults • operational checks and maintenance conducted • planning permits • property or facility leases, plans or contracts • warranty conditions and allowances.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5009A Coordinate risk management system in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to develop, implement and evaluate a risk management system to ensure effective operations. It requires the ability to determine system requirements and identify and organise appropriate support processes to implement the system.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in developing, implementing and evaluating risk management systems in the property industry.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine system requirements.	1.1 ***Risk management context*** is determined and risk management strategies are promoted to ***relevant people*** according to ***organisational requirements***. 1.2 Relevant ***documentation*** and ***legislative requirements*** are reviewed to identify critical requirements of risk management strategy. 1.3 ***Resource requirements*** to facilitate achievement of risk management goals and objectives are identified and arranged. 1.4 ***Roles and responsibilities*** for implementation of risk management activities are established according to risk management strategy.
2 Organise support processes.	2.1 Consultative processes are used to determine individual ***professional development requirements*** according to organisational requirements. 2.2 Risk management processes requiring specialist support are identified and personnel or finance support is sought as required according to organisational requirements. 2.3 Systems to encourage ***communication*** flow and feedback are established and maintained to ensure an accurate exchange of information between relevant people.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Administrative processes are analysed to ensure outcomes are accurately reported and recorded according to organisational requirements.
	2.5 ***Assessment criteria*** for measuring level of ***potential or existing risk*** and assessment of consequences are developed according to ***terms of reference***.
3 Monitor and maintain system.	3.1 Risk management system is systematically evaluated to maintain consistency and meet relevant legislative and organisational requirements.
	3.2 ***Factors affecting achievement of risk management strategies*** are identified, and required variations negotiated and agreed with relevant people.
	3.3 Information, costs and statistics relating to risk management system are collected and ***analysed*** according to organisational requirements.
	3.4 ***Audits*** for compliance for treatment of risks are undertaken according to risk management system requirements.
	3.5 Changes to operating environment, and risk or threat to assets are monitored on an ongoing basis and corrective measures are identified and implemented according to risk management plan.
4 Review and report on system.	4.1 Risk management plan is reviewed against established criteria in consultation with relevant people to improve and modify future risk assessment practices.
	4.2 ***Evaluation*** processes incorporate strategies for review, evaluation and comparison of risk management strategies and processes, according to risk management plan.
	4.3 ***Feedback*** from relevant people regarding satisfaction with risk assessment practices is collected, analysed and included in evaluation process.
	4.4 ***Business continuity plan*** covering all aspects of continuity cycle is developed and provided to relevant people for comprehensive analysis.
	4.5 Findings of analysis are incorporated into business continuity plan according to organisational requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to source and collate feedback
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- observation skills to identify existing or potential risks
- organisational skills to plan time lines and reporting mechanisms, record and file information and undertake audits
- presentation skills for information sessions and briefings
- problem solving skills to assess and treat risk, apply reasoning and logical analysis to measure risk consequence, and recommend countermeasures or business continuity plans
- research skills to analyse and interpret information and form recommendations
- technical skills to use necessary equipment to document risk management strategies.

Required knowledge and understanding:

- auditing requirements
- client and organisational confidentiality requirements
- concepts of litigation
- continuity cycle and associated aspects
- insurance policies, codes and operations
- mechanisms to obtain and analyse feedback
- organisational goals and objectives, activities and systems
- property operations' historical precedent regarding risk to operations
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS

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REQUIRED SKILLS AND KNOWLEDGE

- privacy
- property sales, leasing and management
- public safety
- relevant industry codes of practice and standards
- risk assessment techniques and processes.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of developing, implementing and evaluating a risk management system to ensure effective operations. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- maintaining required physical and human resources to support the risk management system
- knowledge of organisation's practices, ethical standards and legislative requirements associated with developing, implementing and evaluating a risk management system to ensure effective operations
- preparing a business continuity plan to cover emergency and disaster planning
- reviewing the risk management system to identify and implement improvements
- supporting staff to manage risk and implementing recovery processes where projected risks have eventuated.

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Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Risk management context may relate to:	• business operations • competitors • economic climate • human and physical assets of organisation • organisational strengths and weaknesses • previous history of organisational operations.
Relevant people may include:	• agents • clients • colleagues • emergency personnel • government personnel • internal and external specialists in risk management • legal representatives • members of industry associations • OHS representatives • property owners • subcontractors • supervisors • tenants.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • complaint and dispute resolution procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals

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	• records and information systems and processes.
Documentation may relate to:	• audit tools and schedules • checklists • resource lists • risk register.

Legislative requirements may be outlined and reflected in:	• Australian standards
	• codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• home building requirements
	• privacy requirements
	• quality assurance and certification requirements
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

Resource requirements may include:	• briefings and information sessions • training • information in paper-based or electronic format • risk analysis tools.
Roles and responsibilities may be influenced by:	• codes of conduct • job description and employment arrangements • organisational policy relevant to work role • skills, training and competencies • supervision requirements, including OHS • team structures.
Professional development requirements may relate to:	• coaching, mentoring and supervising • formal and informal learning programs • identifying and establishing new career paths • updating and maintaining knowledge base on current issues for work and professional practice • using existing strengths to focus future career development • work rotation to facilitate changing work priorities.

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Communication may include using channels such as:	• direct line supervision paths • lateral supervision paths • organisational communication protocols and procedures • organisational networks.
Assessment criteria may be based on:	• Australian Risk Management Standards • organisational or client requirements • qualitative and quantitative factors • semi-quantitative factors.
Potential or existing risk may include:	• commercial and legal relationships • deliberate, natural, accidental or perceived • industry special risks • loss of goodwill, reputation or credibility • loss of profits • loss, disclosure, destruction or compromise of asset • machinery malfunction • OHS • public liability • trade practices issues • unpredictable asset performance.
Terms of reference may relate to:	• agreed timeframe • client expectations • cost • limitations and exclusions • operational environment • roles and responsibilities • scale of the task or assessment (whether a full-scale operation or limited to a particular section or operation of the company) • security and other clearances.
Factors affecting achievement of risk management strategies may relate to:	• availability of tools to implement system • required learning needs • resistance to change • resources.

Analysed:	• may be:
	  • explorative, descriptive, causative or predictive
	  • quantitative and qualitative
	• and may include:
	  • basic statistical analysis
	  • critical analysis
	  • mathematical calculations
	  • problem solving.

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Audits may be:	• according to documented schedules in risk management strategy • undertaken by trained staff or external auditors.
Evaluation methods could be qualitative or quantitative and may include:	• checklists • cost data analysis • expert review • interviews • observation • questionnaires • review of quality assurance data.

Feedback may include:	• formal and informal discussions, reviews and evaluations with:
	  • existing and previous clients
	  • peers, colleagues and managers
	• information provided by others involved in a professional capacity, both internal and external to the organisation.

Business continuity plan may cover aspects such as:	• full recovery • resilient design • resilient operations • salvage • service restoration.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM5010A Determine needs of customer populations in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to analyse customer populations or market segments in the property industry. It requires the ability to gather, analyse and interpret data in order to plan and evaluate customer service relationships and develop methods of improvement.

The unit has been contextualised and is based on unit GCSS07A Determine needs of client populations, from the Customer Service Generic Guideline Competencies.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in analysing customer population and market segments.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse needs of customer populations.	1.1 ***Information*** is sourced through both formal and informal channels according to ***organisational requirements***.
	1.2 Information on issues related to business environment affecting ***customers*** is collected and used in assessment.
	1.3 Information is analysed and interpreted to identify and assess ***customer needs***, ***expectations*** and satisfaction levels.
	1.4 Decisions about matching of services and customer needs are based on up-to-date information.
2 Plan and develop customer service.	2.1 Plans are developed to meet customer needs and deliver improved customer service.
	2.2 Specific aspects of products and services and their delivery are modified as needed to meet changing customer service requirements.
	2.3 Competitive comparisons are analysed and evaluated as input into planning process.
	2.4 Customer service provisions are established through

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ELEMENT	PERFORMANCE CRITERIA
	detailed and structured market research and ***analysis***.
	2.5 Changes to customer service are within organisational capability, including policies and budgetary framework and procedural and ***legislative requirements***.
3 Evaluate customer service relationship.	3.1 Information that measures level of customer satisfaction with its products and services is obtained.
	3.2 Information on how organisation compares with competition and best practice is analysed and evaluated.
	3.3 Appropriate initiatives are implemented or actioned.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- language skills to allow for adequate communication with relevant personnel
- literacy skills to access and write required procedures and reports
- numeracy skills to interpret statistical information
- technical skills to complete reports.

Required knowledge and understanding:

- industry benchmarks
- methods and techniques to analyse market segments
- organisational and professional procedures, ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity

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REQUIRED SKILLS AND KNOWLEDGE

- franchise and business structures
- industrial relations
- OHS
- privacy
- property sales, leasing and management
- relevant local market conditions.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of analysing a population or market segment. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying organisational customer service goals as well as established principles of customer service in the provision of products and services • developing systems and procedures to deliver quality customer service in an appropriate timeframe • gathering and analysing information relating to customer base and comparative market data to evaluate customer service relationship • knowledge of organisation's practices, ethical standards and legislative requirements associated with analysing a population or market segment • modifying existing organisational systems and procedures to take account of identified changes in

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customer population.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information may include:

- customer satisfaction surveys
- information from the Australian Bureau of Statistics
- organisational budgets
- raw data.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Customers may include:

- customers with routine or special requests
- people from a range of social, cultural or ethnic backgrounds
- people with varying physical and mental abilities
- regular and new customers.

Customer needs and expectations may relate to:

- income stream projections
- short and long-term goals.

Analysis:

- may be:
  - explorative, descriptive, causative or predictive
  - quantitative and qualitative
- may include:
  - basic statistical analysis
  - critical analysis
  - mathematical calculations
  - problem solving.

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Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5011A Determine space utilisation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to develop design briefs for the use of space. It requires the ability to analyse client requirements, develop design concepts and prepare a design brief using appropriate technology.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in developing design briefs for the utilisation of space.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine space utilisation requirements.	1.1 ***Consultative processes*** are used to confirm occupancy requirements and retain specialist property personnel according to organisational requirements. 1.2 Project processes, objectives and time lines are negotiated and agreed with ***relevant people*** according to ***organisational requirements***. 1.3 ***Relevant documentation*** and ***legislative requirements*** are sourced and reviewed to identify critical requirements of occupancy process. 1.4 ***Space*** occupancy plan is developed detailing suitable activities that reflect ***client*** needs. 1.5 Situations requiring ***specialist advice*** are identified and support is sought as required according to organisational requirements.
2 Establish design concepts.	2.1 Design concepts are established based on examination of research and feasibility data according to organisational requirements. 2.2 Design specifications are prepared according to client needs and organisational and legislative requirements. 2.3 Relevant codes and standards are identified and examined to ensure compliance with design concepts. 2.4 ***Concept plan*** is produced that summarises design

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ELEMENT	PERFORMANCE CRITERIA
	recommendations and ***design limitations*** according to organisational requirements.
	2.5 Design recommendations are developed that include a review of ***user*** requirements in order to determine the ***human environmental*** needs.
3 Prepare design brief.	3.1 Design brief is developed that includes clear and concise documentation of information sufficient to allow design plans for space to be completed.
	3.2 ***Business equipment and technology*** are used to compile and prepare relevant information in a suitable format according to organisational requirements.
	3.3 Draft design brief is presented to relevant people to ensure information is accurate and meets project requirements.
	3.4 ***Feedback*** is sought and where appropriate incorporated into the design brief according to organisational requirements.
	3.5 Final design brief is lodged within designated time lines and copies are securely maintained according to organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to interpret documentation, assess risk, estimate costings and budget needs, and provide cost analysis applied to space occupation
- communication skills to negotiate client and user requirements, and communicate problems and delays
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to plan and schedule time lines and objectives and to manage project processes
- technical skills to use software for planning and managing space (e.g. CAD and

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REQUIRED SKILLS AND KNOWLEDGE

CAFM), use planning and scheduling software, and develop design brief.

Required knowledge and understanding:

- basic building services and elements
- building and workplace standards for space use
- building construction practice
- building control legislation, codes and relevant Australian standards
- codes of practice
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- planning requirements
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- space use design principles.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of developing design briefs for the utilisation of space. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide

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additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- developing a design brief using appropriate technology which incorporates feedback received from relevant people
- knowledge of organisation's practices, ethical standards and legislative requirements associated with developing design briefs for the utilisation of space
- reviewing and preparing a design concept plan that incorporates detailed recommendations on design costings, limitations and human environmental needs
- sourcing relevant documentation and negotiating with relevant parties to determine occupancy requirements.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with

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a decision of competence only taken at the point when the assessor has complete confidence in the person's competence

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication.

Relevant people may include:

- architects
- builders
- clients
- management and colleagues
- consultants
- legal representatives

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- members of industry associations
- principals
- service providers
- users.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Relevant documentation may include information relating to:

- agreements
- building codes
- cash flow restrictions
- certificates of occupancy
- contracts
- identification of formal and informal barriers and borders
- leases
- legislative constraints
- licences
- overall cost ceiling
- permits
- plans
- specifications
- time constraints.

Legislative requirements may be outlined and reflected in:

- Australian standards, and quality assurance and certification requirements
- award and enterprise agreements
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity

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- environmental issues
- EEO
- industrial relations
- OHS

- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Space may include:

- buildings
- car parking
- facilities
- land
- lettable areas
- properties.

Clients may include:

- company management
- government and legal instruments or agencies
- institutions
- internal and external property groups
- owner-occupiers
- private investors
- property agents
- property owners
- users.

Specialist advice may be sought from:

- architects
- builders
- communication providers
- designers
- engineers
- government officials
- investment consultants
- members of industry associations
- planners
- real estate agents
- solicitors
- technical experts
- utilities providers
- valuers.

Concept plan may include:

- fire precaution facilities
- floor plan
- services availability.

Design limitations may relate to:

- available facilities
- floor layouts

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- government planning criteria
- legal constraints
- structure uses
- tenant mix
- tenant requirements.

Users may include:

- bankers
- clients
- company boards
- fund managers
- institutions
- internal and external property groups
- owner-occupiers
- private investors
- tenants.

Human environment may include:

- common areas
- gardens
- natural light
- rest areas
- toilets.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Feedback may be sought from:

- clients and their legal representatives
- supervisors and colleagues
- formal and informal performance appraisals
- workplace assessment.

Unit Sector(s)

Unit sector Property development, sales and management

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Competency field

Competency field Property operations and development

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CPPDSM5012A Develop a strategic business plan in the real estate industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to develop a business strategy to position the real estate agency successfully in the property market.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in developing the business strategy for a real estate agency.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify business opportunities in the property market.	1.1 Valid and reliable ***sources of information*** concerning the property market and business environment are identified. 1.2 Information relevant to agency business planning is collated. 1.3 Immediate and ongoing ***business opportunities*** are identified and confirmed from an analysis of the business environment. 1.4 Viable opportunities are identified by cost-benefit analysis, based on available property market information.
2 Establish the potential demand for agency services.	2.1 Property market profile applicable to the agency is developed using the information available. 2.2 Estimate of the demand for agency services and a potential client profile are accurately developed and assessed. 2.3 Resources required to service the projected demand are correctly identified and included in an overall cost-benefit analysis. 2.4 Agency marketing positioning strategy is identified and adopted. 2.5 Lists of the appropriate range of services are provided

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ELEMENT	PERFORMANCE CRITERIA
	and associated service fees and charges are prepared.
3 Establish business goals and objectives for agency.	3.1 Activities relating to ***business goals*** are identified to achieve an increase in the agency's share of the property market.
	3.2 Required rates of return are accurately estimated for short and long-term agency viability to ensure cash flow management.
4 Document and review agency business strategies.	4.1 ***Business plan*** is documented to provide an accessible reference tool for evaluation of agency business performance.
	4.2 Strategic directions are developed within the plans that are assessable against performance benchmarks over time.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations and property documentation
- application of risk management strategies associated with strategic business planning
- computing skills to access databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make strategic business planning decisions
- literacy skills to access and interpret a variety of texts, including legislation, regulations and rules of ethics; prepare general information and papers; prepare marketing materials and marketing plans; and complete standard forms
- numeracy skills to calculate and interpret data, such as business costs and to ensure compliance with agreed budgets
- planning, organising and scheduling skills to implement business plans
- research skills to identify and locate documents and information relating to the preparation of business plans.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- preparation of a business plan
- principles of risk management relevant to business planning
- reasons for and benefits of business planning
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - anti-money laundering
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - environmental issues
  - financial services
  - industrial relations
  - leases and tenancy agreements
  - OHS
  - privacy
  - property sales and management
  - taxation
- risks and risk management associated with business planning
- setting business goals and objectives
- tools for evaluating agency business performance
- types of business planning, including:
  - feasibility studies
  - strategic
  - operational
  - financial planning.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through case studies, demonstrations and practical exercises of strategic business planning in an agency context. Targeted written

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(including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence.

The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment. Assessment may be carried out in a simulated or workplace environment.

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

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

- identifying business opportunities in the property market
- documenting agency business strategies
- establishing the potential demand for agency services
- establishing business goals and objectives for agency
- knowledge of ethical and legislative requirements associated with agency business planning
- reviewing agency business strategies.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with

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a decision of competence only taken at the point when the assessor has complete confidence in the person's competence

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Sources of information may include:

- educational institutions
- government agencies
- industry associations
- market analysts
- property reports.

Business opportunities may relate to:

- property development
- property management
- property sales.

Business goals may

- goals, objectives, plans, systems and processes

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include:

- short, medium or long-term goals
- financial projections
- customer needs and marketing projections
- proposed size and scale of the business
- market focus of the business
- lifestyle issues.

Business plan may include:

- business opportunities
- details of ownership and management
- financial details, including:
  - balance sheet and cash flow forecast
  - capital expenditure and its timing
  - stock turnover
  - creditor payment period
  - debtor collection period
  - expected level of inflation and taxation
  - expected trend of interest rate
  - expenditure statement
  - level of risk involved
  - projections for the initial years of operation
  - assumptions underlying the business plan
  - return on investment
  - risk assessment and management
- market focus of the agency
- marketing requirements
- need to raise finance and requirements of lenders
- organisation and operational arrangements
- proposed size and scale of the agency
- recognition of any seasonal or cyclical (time-based) elements that are crucial to the success of the agency
- resources required and available
- sources of funding
- specialist services and sources of advice that may be required
- staffing
- stages in the business development.

Unit Sector(s)

Unit sector Property development, sales and management

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Competency field

Competency field Real estate

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CPPDSM5013A Develop a tenancy mix strategy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to analyse client objectives and formulate a relevant strategy to enable the right market mix of tenants to be targeted. It requires the ability to determine industry trends, document recommendations and select and implement a suitable marketing strategy.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in analysing client objectives and formulating relevant strategies to enable the right market mix of tenants to be targeted.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine tenancy mix requirements.	1.1 ***Client*** preferences, ***needs and expectations*** are identified according to ***organisational requirements***.
	1.2 ***Information*** is gathered and analysed to determine ***market conditions*** according to organisational requirements.
	1.3 Business plans are examined to determine short and long-term goals according to organisational requirements.
	1.4 ***Tenancy mix*** objectives and time lines are negotiated and agreed in consultation with ***relevant people***.
2 Develop tenancy mix strategy.	2.1 ***Segmentation criteria*** are chosen and applied to determine tenancy mix that meets client and ***building capacity requirements***.
	2.2 Tenancy mix is sought that adds value to property and encourages effective competition according to income projections.
	2.3 Draft tenancy mix strategy is prepared and distributed to relevant people to obtain ***feedback*** according to organisational requirements.
	2.4 Tenancy mix strategy is reviewed to ensure compliance with relevant ***regulations*** and ***legislative requirements***.
	2.5 ***Marketing options*** that best meet requirements of

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ELEMENT	PERFORMANCE CRITERIA
	tenancy mix strategy are identified and discussed with relevant people according to organisational requirements.
3 Implement tenancy mix strategy.	3.1 Lease and tenancy contracts are documented and summarised according to organisational requirements.
	3.2 Market conditions and industry trends are assessed to determine appropriate benchmarks.
	3.3 Tenancy mix strategy is monitored and variances are recognised and documented according to organisational requirements.
	3.4 Contingency plans are prepared and implemented according to organisational and legislative requirements.
4 Review tenancy mix strategy.	4.1 Tenancy mix strategy is reviewed and evaluated in consultation with client and other relevant people using appropriate ***communication strategies***.
	4.2 Systematic review processes are established and ***evaluation methods*** are identified and used to evaluate strategy processes and outcomes.
	4.3 Evaluation results are prepared in required format, style and structure and presented to relevant people within agreed timeframes.
	4.4 Recommendations for improvement of strategy are presented to relevant people according to organisational procedures.
	4.5 ***Business equipment and technology*** are used to maintain documentation securely and according to legislative and organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to interpret documentation, analyse current market conditions and future trends, and devise tenancy mix strategies
- communication skills to consult with clients and potential tenants
- computing skills to access the internet and web pages, prepare and complete online

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REQUIRED SKILLS AND KNOWLEDGE

forms, lodge electronic documents and search online databases

- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities and to obtain feedback
- literacy skills to interpret written and oral information
- planning skills to estimate financial projections and determine short and long-term goals
- presentation skills to prepare and deliver marketing options to clients
- problem solving skills to develop and implement contingency plans and select appropriate marketing options
- technical skills to develop and complete reports.

Required knowledge and understanding:

- a range of tenancy mix strategies
- common lease terms and conditions
- industry benchmarks
- methods and techniques to analyse market segments
- organisational and professional procedures, ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- relevant local market conditions
- state or territory and local government planning processes
- types of property leases.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of analysing client objectives and formulating a relevant strategy to enable the right market mix of tenants to be targeted. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- documenting a tenancy mix strategy that outlines the targeted market segment
- knowledge of organisation's practices, ethical standards and legislative requirements associated with analysing client objectives and formulating a relevant strategy to enable the right market mix of tenants to be targeted
- obtaining feedback on draft tenancy mix strategy and amending accordingly
- profiling tenancy needs of client after examining client business plans
- selecting and implementing suitable marketing strategies.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally

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appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:	• bankers • company boards • fund managers • fund providers • institutions • internal and external property groups • owner-occupiers • private investors.
Client ***needs and expectations*** may relate to:	• income stream projections • increased profile of assets • long-term tenancy contracts • short and long-term goals.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Information that may be used to determine market profiles and conditions may include:	• existing research data • industry sources • original research • response-based research • surveys.
Market conditions may relate to:	• availability of alternatives • business confidence • economic conditions • level of competition.
Tenancy mix may cover:	• length of tenancy • location • number of tenants • size of tenancy • type of business and tenancy

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	• type of tenant customers.
Relevant people may include:	• advertising agencies • architects • business consultants • clients • managers • members of industry associations • real estate agents • solicitors • taxation and accounting practitioners.
Segmentation criteria to be used may include:	• attitude • business characteristics • consumer requirements • demographics • desired benefits • lifestyle • product and service usage • social and cultural factors.
Building capacity requirements may include:	• amenities • associated conditions, such as noise, dust and environment • building functions • car parking • compatible uses • maximising net lettable area • parcel size • space pattern.

Feedback may include:	• formal and informal discussions, reviews and evaluations with:
	  • existing and previous clients
	  • peers, colleagues and managers
	• information provided by others involved in a professional capacity, both internal and external to the organisation.

Regulations affecting tenancy mix strategies may include:	• federal, and state or territory legislation regarding retail and commercial tenancy • federal, and state or territory zoning requirements • corporations law • retail and commercial leasing Acts and guidelines • Trade Practices Act 1974.
Legislative requirements may be outlined and	• Australian standards • codes of practice covering the market sector and

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reflected in:	industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• environmental and zoning laws affecting access security, access and property use
	• general duty of care to clients
	• home building requirements
	• local regulations and by-laws
	• privacy laws applying to owners, contractors and tenants
	• quality assurance and certification requirements
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

Marketing options may include:	• business-to business marketing
	• direct marketing
	• local, regional, interstate and national
	• mail-outs
	• promotional strategies, such as:
	  • advertising
	  • canvassing
	  • image and presentation
	  • pricing
	  • public relations
	• community education
	• target markets by service type
	• use of internet and email.

Communication strategies may include:	• active listening • consultation methods • culturally inclusive and sensitive engagement techniques • questioning to clarify and confirm understanding • seeking feedback • using language and concepts appropriate to cultural differences.

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Evaluation methods could be qualitative or quantitative and may include:	• checklists • cost data analysis • expert and peer review • interviews • observation • questionnaires • review of quality assurance data.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM5014A Develop property marketing and sales strategy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to develop a property marketing and sales strategy. It requires the ability to use appropriate analysis tools to evaluate the current market and to research marketing and sales strategies suitable to client requirements.

The unit may form part of the licensing requirements for persons engaged in property development, sales and management activities, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in developing property marketing and sales strategies.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine marketing and sales objectives.	1.1 ***Marketing and sales*** opportunities are analysed in terms of their viability and likely contribution to organisational and client goals and objectives. 1.2 Marketing and sales requirements are identified in consultation with ***relevant people*** according to ***organisational requirements***. 1.3 Sources of property ***market information*** are identified and information is collected according to organisational requirements. 1.4 ***Characteristics of customer base*** and target markets are evaluated using available data and recognised research techniques. 1.5 ***Business equipment and technology*** are used to access, analyse and organise information according to organisational requirements.
2 Develop a marketing and sales strategy.	2.1 ***Marketing and sales objectives*** and strategies are developed in consultation with relevant people according to organisational requirements. 2.2 Marketing and sales strategies are developed in line with organisational requirements and detail a range of ***activities*** that accurately reflect client needs and ***legislative and ethical requirements***.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Marketing and sales materials reflecting agreed strategies are developed within appropriate budgets and timeframes.
	2.4 Marketing and sales methods that best fit the potential market are selected and used to ensure maximum impact within specified markets.
	2.5 Personnel and resources required to support marketing and sales strategies are identified and prepared according to organisational requirements.
3 Review and report on marketing and sales activities.	3.1 Marketing and sales activities are reviewed against the aims and objectives of the marketing and sales strategy.
	3.2 Need for adjustments and alternative marketing and sales strategies is assessed in consultation with relevant people.
	3.3 ***Feedback*** on marketing and sales strategy outcomes is sought using reliable methods and verifiable data according to organisational requirements.
	3.4 Conclusions and recommendations are prepared from verifiable evidence and constructive advice is provided on future marketing and sales initiatives.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to research industry benchmarks and analyse data and budget requirements
- communication skills to present marketing and sales information to clients, and interpret written and oral information
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- planning skills to plan and schedule marketing and sales activities
- problem solving skills to develop contingency plans and select alternative marketing and sales options and to negotiate strategies with clients
- technology skills to maintain databases and source information.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- business planning processes
- customer relations policies
- industry benchmarks
- market competitors
- market conditions and forces
- marketing and sales principles and practices
- performance evaluation measures
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of developing a property marketing and sales strategy. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried

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out in a simulated or workplace environment.

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

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

- accurately determining marketing and sales requirements and client objectives
- collecting and analysing current market and sales information
- identifying marketing and sales activities and required resources and incorporating into a property marketing and sales strategy
- knowledge of organisation's practices, ethical standards and legislative requirements associated with developing and implementing a property marketing and sales strategy
- obtaining feedback and collecting data to review success of marketing and sales strategy
- selecting a range of suitable marketing and sales options.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence

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- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Marketing and sales may relate to:

- business-to-business marketing and sales
- direct marketing and sales
- ideas marketing and sales
- marketing of goods
- public sector marketing and sales
- services marketing and sales
- telemarketing and sales.

Relevant people may include:

- advertising executives
- business consultants
- clients
- graphic artists
- key stakeholders

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	• managers • members of industry associations • public relations consultants • real estate agents • solicitors • taxation and accounting practitioners.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Market information may be collected using a range of techniques such as:	• discussions with colleagues and clients • documentation and reports • group workshops and brainstorming • industry associations • interviews and questionnaires • media, including newspaper, radio, television and industry magazines • organisational or industry-based surveys.
Characteristics of customer base to be considered may include:	• attitude • business characteristics • consumer requirements • demographics • desired benefits • lifestyle • service usage • social and cultural factors.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word

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	applications.
Marketing and sales objectives may relate to:	• local, regional and national sales • new tenants • promoting new property developments • targeting specific tenancy mix.

Activities may include:	• business-to-business marketing and sales
	• direct marketing and sales
	• mail-outs
	• promotional strategies, such as:
	  • advertising
	  • canvassing
	  • image and presentation
	  • pricing
	  • public relations
	• target markets by service type
	• use of internet and email.

Legislative and ethical requirements may be outlined and reflected in:	• Australian standards
	• general duty of care to clients
	• home building requirements
	• privacy requirements
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

Feedback may be obtained from:	• clients and colleagues • competitors • documentation and reports • quality assurance data • questionnaires • regular meetings

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- surveys.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5016A Develop strata/community management agreement

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to establish and coordinate a strata/community management agreement. It requires the ability to develop effective strategies to manage the operational, resource and maintenance needs of assets and to review and evaluate those strategies.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in establishing and coordinating a strata/community management agreement.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish agreement requirements.	1.1 Management agreement requirements are established in consultation with ***relevant people*** according to ***client***, ***organisational and legislative requirements***.
	1.2 Registered plans are accessed and interpreted to establish user and contractual obligations according to legislative requirements.
	1.3 Relevant legislation is interpreted to establish user, contractual and legislative requirements.
	1.4 Cost share arrangements are identified through systematic ***analysis*** of use of shared assets and facilities.
	1.5 ***Risk*** assessment is conducted on expected management agreement outcomes according to organisational procedures.
	1.6 ***Industry benchmarks*** are analysed and compared with expected outcomes in line with organisational procedures.
2 Prepare agreement.	2.1 Management agreement is prepared in required format, style and structure and presented to relevant people within agreed timeframe.
	2.2 Roles and responsibilities associated with implementation of management agreement are clearly defined and documented.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Cost share arrangements are ***negotiated*** and agreed between users according to identified client needs.
	2.4 Suitable insurance coverage is researched and negotiated based on identified management agreement requirements.
	2.5 ***Risk management plan*** to identify, assess and control risks is developed and incorporated into management agreement according to legislative and organisational requirements.
	2.6 Financial, physical and human resource requirements are identified according to management agreement and organisational requirements.
3 Organise resources and support processes.	3.1 Appropriate resources and support processes are negotiated and confirmed with relevant people according to organisational procedures.
	3.2 Continuous suitable insurance cover is maintained based on client and legislative requirements.
	3.3 Organisational rate schedules and conditions are applied to established costings where appropriate according to organisational requirements.
	3.4 Information related to implementation support requirements is distributed using established ***communication channels***.
	3.5 Operational and maintenance schedule is developed which details a range of activities and time lines that accurately reflect client and organisational requirements.
	3.6 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational procedures.
4 Review and evaluate management agreement.	4.1 Management agreement is reviewed and evaluated in consultation with relevant people using appropriate ***communication techniques***.
	4.2 Systematic review processes and established evaluation ***methods*** are identified and used to assess processes and outcomes.
	4.3 Evaluation results are documented using ***business equipment and technology*** and presented to relevant people for ***feedback*** according to applicable OHS and organisational requirements.
	4.4 Recommendations for improving project processes are implemented where possible according to organisational requirements.
	4.5 Information is securely maintained with due regard to

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ELEMENT	PERFORMANCE CRITERIA
	client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to interpret information, assess risks and estimate costings and budget needs
- communication skills to negotiate and consult with relevant people
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to review and evaluate agreements, and to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to schedule and meet time lines and client requirements
- planning skills to organise and document management agreement development processes
- technical skills to prepare documentation.

Required knowledge and understanding:

- administration of property usage plans
- building codes and relevant Australian standards
- contract law with regard to property use
- lease rights and responsibilities
- limitations of work role, responsibility and professional abilities
- monitoring and evaluation systems
- OHS issues and requirements
- organisational and professional procedures
- ethical practices and business standards
- project management concepts and principles
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection

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REQUIRED SKILLS AND KNOWLEDGE

- environmental issues
- equal employment opportunity (EEO)
- financial probity
- franchise and business structures
- industrial relations
- OHS
- privacy
- property sales, leasing and management
- risk analysis techniques
- risk management associated with property use.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of establishing and coordinating a strata/community management agreement. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • consulting with relevant people, conducting a risk analysis, and interpreting sourced information to establish accurate management agreement requirements • organising appropriate resources and support processes according to budget parameters • knowledge of organisation's practices, ethical standards and legislative requirements associated with

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establishing and coordinating a strata/community management agreement
- preparing a management agreement within required timeframes incorporating strategies that address risk management, insurance coverage and resource requirements
- using evaluation techniques to review project processes and implementing recommendations for improvement.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of

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the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant people may include:	• clients • consumers • government personnel • legal representatives • management and colleagues • members of industry associations.
Clients may include:	• agents or third parties for owners • in-house staff and office contractors • owner corporations, body corporate and community title groups • potential and existing owners • prospective and existing tenants • strata companies.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • agency policies and guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice

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- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals
- sales, marketing and leasing management procedure manuals.

Legislative requirements may be outlined and reflected in:

- Australian Securities and Investments Commission, Australian Competition and Consumer Commission, Foreign Investment Review Board requirements
- Australian standards
- federal and state taxation requirements
- consumer protection laws and guidelines
- court and tribunal precedents
- environmental and zoning laws affecting access security, access and property use
- freedom of information
- home building requirements
- licensing requirements
- privacy and confidentiality requirements and laws applying to owners, contractors and tenants
- public health
- quality assurance and certification requirements
- relevant common law
- relevant federal, and state or territory legislation and regulations affecting organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- relevant local government policies and regulations
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

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Analysis may include:	• computer modelling • examination of cash flows and other financial projections • examination of collected data • quantitative and qualitative analysis • probability analysis • time series recognition.
Risks may relate to:	• changes to regulations and legislation • client and staff satisfaction • competition • emergencies and disasters • fire and security • health and safety • market influences • physical, financial or human resources • project control and cash flow • suppliers and contractors • time and budget constraints.
Industry benchmarks may include:	• discounted cash flow • employment rates • industry association performance index • inflation rate • internal rate of return • life cycle costing • published vacancy factors • tenancy mix.
Negotiated refers to negotiation techniques that should include:	• clearly presenting options and consequences • control of tone of voice and body language • demonstrating flexibility and willingness to negotiate • using positive, confident and cooperative language • using language and concepts appropriate to the people involved • using strategic questioning and listening to gather information and direct the focus of people involved • using summaries of positions and agreements to move understanding.
Risk management plan may describe:	• how often risks will be reviewed, the process for review, and who will be involved • how risk status will be reported and to whom • initial snapshot of the major risks and current grading • planned strategies for reducing likelihood and seriousness of each risk (mitigation strategies) and who

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	will be responsible for implementing them • process that will be used to identify, analyse and manage risks, both initially and throughout the life of the project • who will be responsible for which aspects of risk management.
Communication channels may include:	• direct line supervision paths • lateral supervision paths • organisational communication protocols and procedures • organisational networks.
Specialist advice may be sought from:	• architects • government officials • management • planners • real estate agents • solicitors • technical experts • valuers.
Communication techniques may include:	• active listening • clear presentation of options • consultation methods • culturally inclusive and sensitive engagement techniques • questioning to clarify and confirm understanding • seeking feedback • two-way interaction • using language and concepts appropriate to cultural differences • verbal or non-verbal language.
Evaluation methods could be qualitative or quantitative and may include:	• checklists • cost data analysis • expert and peer review • interviews • observation • questionnaires • review of quality assurance data.
Business equipment and technology may include:	• data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers

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- scanners
- software applications, such as databases and word applications
- work computers.

Feedback may include:

- formal and informal discussions, reviews and evaluations with:
  - existing and previous clients
  - peers, colleagues and managers
- information provided by others involved in a professional capacity, both internal and external to the organisation.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5017A Dispose of property

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to dispose of property as part of an investment portfolio. It requires the ability to determine client requirements accurately and use effective communication methods in dealings with legal advisers and sale agents to coordinate and finalise arrangements for the disposal of property.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in disposing of property as part of an investment portfolio.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine disposal requirements.	1.1 Disposal requirements are confirmed in consultation with ***client*** according to ***organisational requirements***.
	1.2 Client is informed of relevant ***factors that may impact on disposal of property*** according to organisational requirements.
	1.3 ***Disposal method*** suitable for ***asset type*** is selected according to organisational requirements.
	1.4 ***Business equipment and technology*** are used to access and organise ***relevant information*** according to organisational requirements.
	1.5 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
2 Arrange disposal.	2.1 Market information is collected and evaluated to determine ***price*** according to organisational and ***legislative requirements***.
	2.2 Appropriate ***interpersonal techniques*** are used to facilitate an accurate and relevant exchange of information with ***relevant people***.
	2.3 Disposal documentation is reviewed to ensure it is accurate and meets intending purchaser, legal and organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Agent is appointed to facilitate completion of property disposal according to legislative and organisational requirements.
3 Complete disposal.	3.1 Arrangements for sale are completed and ***appropriate documentation*** is executed according to organisational and legislative requirements.
	3.2 Deposits are secured and appropriate arrangements made to account for deposit on subsequent settlement.
	3.3 ***Feedback*** on disposal arrangements is sought and reviewed to determine cost-effectiveness according to organisational requirements.
	3.4 Sale records are updated to reflect completion of sale and securely stored according to legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to provide relevant instructions and advice on property disposal
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- organisational skills to monitor property disposals and obtain and collate feedback on disposal methods
- problem solving skills to negotiate property disposals and to source, analyse and interpret property and market information
- research skills to source information on a range of appropriate disposal methods, and collect and analyse financial performance information on property disposals to determine price
- technical skills to prepare and complete reports and access market information.

Required knowledge and understanding:

- limitations of work role, responsibility and professional abilities
- local property market conditions and overall trends in the industry

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REQUIRED SKILLS AND KNOWLEDGE

- methods and techniques of disposal
- organisational and professional procedures, ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- sources of advice on property disposals
- taxation issues regarding property disposals
- valuation methods and techniques to appraise property.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of disposal of property as part of an investment portfolio. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for	A person who demonstrates competency in this unit

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assessment and evidence required to demonstrate competency in this unit

must be able to provide evidence of:

- choosing suitable disposal methods appropriate to a range of at least three asset types
- communicating disposal documentation requirements clearly to advisers
- determining appropriate price based on an accurate analysis of market information
- gathering regular feedback during the disposal cycle
- knowledge of organisation's practices, ethical standards and legislative requirements associated with disposing of property as part of an investment portfolio
- successfully disposing of a property.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be

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current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- bankers
- fund managers
- institutions
- internal and external property groups
- private investors
- property owners.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards

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	• quality assurance and procedure manuals.
Factors that may impact on disposal of property may relate to:	• environmental aspects • financial and building constraints • intrinsic value, such as heritage or cultural value • location • market conditions • nature of asset • potential market value.
Disposal method may include:	• closed tender • direct disposal • expression of interest • private treaty • public auction • public tender • sale and leaseback.
Asset types may include:	• land • land and improvements • site with planning or development approvals • site without planning or development approvals.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications.
Relevant information to disposal may include:	• bank reports • general knowledge of industry • government statistics • industry reports and indices • market intelligence from industry operators • media reports • published analytical reports.
Specialist advice may be sought from:	• architects • bankers and financiers • land economists • members of industry associations • other developers

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- planners
- real estate agents
- solicitors
- taxation and accounting practitioners
- valuers.

Price may be determined by factors such as:

- current market price tolerances
- method of sale
- tax implications
- terms of disposal
- timeframes and conditions.

Legislative requirements may be outlined and reflected in:

- Australian standards, and quality assurance and certification requirements
- award and enterprise agreements
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Interpersonal techniques may include:

- active listening
- clear presentation of options
- consultation methods
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding
- seeking feedback
- two-way interaction
- verbal or non-verbal language.

Relevant people may include:

- internal and external legal advisers
- managers
- solicitors

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	• taxation and accounting practitioners.
Appropriate documentation may include:	• documents and pro formas for the client • forms and paperwork required by legislation and statutory regulation • internal documents required for the completion of the disposal process.
Feedback may include:	• clients and colleagues • documentation and reports • quality assurance data • questionnaires.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM5018A Ensure a safe workplace in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to establish, maintain and evaluate an organisation's OHS system and procedures to ensure own safety and that of others in the workplace. It requires the ability to identify and control workplace risks and hazards, and communicate workplace safety requirements.

The unit has been contextualised and is based on Generic Competency 'C' in the National Guidelines for Integrating OHS Competencies into National Industry Competency Standards.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in establishing, maintaining and evaluating an organisation's OHS system and procedures to ensure own safety and that of others in the workplace.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish and maintain OHS framework.	1.1 ***OHS framework*** is developed that clearly expresses the organisation's commitment to implement relevant ***OHS legislation*** within the organisation.
	1.2 OHS ***roles and responsibilities*** for all workplace personnel are defined to allow implementation of ***OHS policies***, ***procedures and programs***.
	1.3 Financial and human resources for the effective operation of OHS system are identified, sought and provided in a timely manner.
	1.4 Information on OHS system and its operational procedures is provided and explained to employees in an accessible form.
2 Establish and maintain participative arrangements.	2.1 ***Consultative processes*** are established and maintained with employees and their representatives according to relevant OHS legislation.

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Issues arising from participation and consultation are resolved promptly and effectively according to procedures for issue resolution.
	2.3 Workplace safety ***information*** collected through participative arrangements is provided to employees in line with organisational procedures.
3 Establish and maintain procedures for identifying hazards, and assessing and controlling risks.	3.1 Procedures for ongoing ***hazard identification*** and assessment and control of associated risks are developed.
	3.2 Hazard identification is addressed at the planning, design and evaluation stages of change in the workplace to ensure that new hazards are not created by proposed changes.
	3.3 ***Procedures for selecting and implementing risk control measures*** according to the hierarchy of control are developed and maintained.
	3.4 Inadequacies in existing risk control measures are identified according to the hierarchy of control, and resources enabling implementation of new measures are provided promptly.
4 Review system effectiveness.	4.1 OHS induction and ***training program*** is developed and provided for all employees as part of the organisation's general training program.
	4.2 System for ***OHS record keeping*** is established and maintained to allow identification of patterns of occupational injury in the organisation.
	4.3 Measurement and evaluation of OHS system is undertaken in line with the organisation's quality system framework.
	4.4 Improvements to OHS system are developed and implemented to achieve organisational OHS objectives.
	4.5 Compliance with OHS legislative framework is assessed to ensure that legal OHS standards are maintained as a minimum.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

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REQUIRED SKILLS AND KNOWLEDGE

this unit.

Required skills:

- analytical skills to identify and assess risks in the work area and assess resources required to apply risk control measures
- application skills to follow safe operating practices and procedures when using tools and equipment, and comply with ergonomic and environmental protection requirements
- coaching and mentoring skills to provide support to colleagues
- communication skills to follow and give written and verbal instructions and clearly explain information on OHS issues
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- evaluation skills to identify potential or existing risks and hazards in the workplace, identify inadequacies in risk control measures and determine OHS training requirements of the work group
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- problem solving skills to analyse entire work environment in area of responsibility in order to identify hazards, assess risks and judge when intervention to control risks is necessary.

Required knowledge and understanding:

- detailed knowledge of workforce characteristics and how they impact on the design and maintenance of OHS
- hierarchy of control: preferred order of risk control measures from most to least preferred; that is, elimination of risk, substitution, engineering controls, administrative controls and personal protective equipment
- identification of intervention points for expert OHS advice
- legal responsibilities of employers, manufacturers, suppliers, employees and other parties
- literacy levels and communication skills of work group members and consequent suitable communication techniques
- principles and practice of effective OHS management in a small, medium or large business
- principles and techniques associated with modelling safe work practices, hazard identification and risk management
- regulatory compliance arrangements
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues

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REQUIRED SKILLS AND KNOWLEDGE

- equal employment opportunity (EEO)
- financial probity
- franchise and business structures
- industrial relations
- OHS
- privacy
- property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of establishing, maintaining and evaluating an organisation's OHS system and procedures to ensure own safety and that of others in the workplace. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • establishing and maintaining an OHS management system • identifying when expert advice is needed, obtaining advice and acting on it promptly • implementing relevant OHS Acts, regulations and codes of practice within area of responsibility • knowledge of organisation's practices, ethical standards and legislative requirements associated with establishing, maintaining and evaluating an organisation's OHS system and procedures to ensure

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own safety and that of others in the workplace
- understanding the principles and practices of effective OHS management.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the

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requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

OHS framework may include:

- counselling and disciplinary processes
- designing safe operations and systems of work
- determining ways OHS will be managed, for example:
  - designed operations, workflow and materials handling
  - maintaining plant and equipment
  - planning or implementing alterations to site, operations, plan or work systems
  - purchasing materials and equipment
- mechanisms for obtaining updated information on such things as health effects of hazards, technical developments in risk control and changes to legislation
- obtaining expert OHS advice as required
- OHS issue resolution
- policy development and updating
- provision of training
- system for communicating information to employees, supervisors and managers within the enterprise.

OHS legislation may include:

- Australian standards, and quality assurance and certification requirements
- issue resolution
- maintenance and confidentiality of records of occupational injury and disease
- provisions relating to roles and responsibilities of OHS representatives and committees
- relevant federal, and state or territory legislation
- relevant industry codes of practice
- requirements of provision of OHS information and

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	training.
Roles and responsibilities may include:	• advisory • decision making • duty of care • OHS officer.
OHS policies, ***procedures and programs*** may relate to:	• consultative arrangements for employees • emergency and evacuation procedures • equipment maintenance and use • first aid • hazard and risk identification and reporting • hazard, incident and accident investigation • OHS audits and safety inspections • on-site contractors, visitors and members of public • risk assessment and control measures • safe operating procedures and instructions • transport, use and storage of dangerous goods and hazardous substances • use and maintenance of personal protective equipment.
Consultative processes may include:	• formal and informal meetings, including OHS • health and safety representatives • OHS committees • other committees, for example, consultative, planning and purchasing • suggestions, requests and concerns put forward by employees to management.
Information may be distributed by:	• email communication • internet, intranet and extranet • meetings • memos • newsletters • regular reports.
Hazard identification may occur through activities such as:	• audits and review of audit reports • checking work area and equipment before and during work • consulting with work team members • housekeeping • job and work system assessment • review of OHS records, including registers of hazardous substances and dangerous goods • workplace inspections in area of responsibility.
Procedures for selecting and implementing risk	• compliance with environmental requirements • compliance with ergonomic requirements, including

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control measures may include:	safe lifting and manual handling procedures • correct selection, use, storage and maintenance procedures for personal protective clothing and equipment • emergency, fire and accident procedures • following safe operating procedures • hazard, accident and incident reporting procedures • regular OHS consultations.

Risk control measures may include:	• measures to remove cause of a risk at its source
	• application of the hierarchy of control:
	  • elimination of the risk
	  • substitution
	  • engineering controls
	  • administrative controls
	  • personal protective equipment
	• consultation with workers and their representatives.

Training program may include:	• allocation of resources for training, including purchase of training services, and development of staff training skills
	• group discussions and other consciousness-raising techniques
	• handouts, including information sheets
	• induction training
	• ongoing assessment of training needs, relating to such things as:
	  • emergencies and evacuations
	  • new operations and materials
	  • specific equipment use
	  • specific hazards
	  • specific tasks
	• specific courses.

OHS record keeping system may relate to:	• audit and inspection reports • hazardous substances registers • manufacturer and supplier information • meeting agendas, including items and actions relating to OHS • plant and equipment maintenance and testing reports • records of induction, instruction and training • workers compensation and rehabilitation records • workplace environmental monitoring records.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5019A Identify and secure a property opportunity

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to create and secure property opportunities. It requires the ability to recognise and investigate a viable property opportunity and develop a strategy to secure a property deal.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in creating and securing property opportunities.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research property opportunity.	1.1 ***Consultative processes*** are used to verify ***client*** investment objectives and obtain advice from specialist property personnel according to ***organisational requirements***.
	1.2 ***Property market information*** is gathered and organised in a format suitable for ***analysis*** and interpretation according to organisational and ***legislative requirements***.
	1.3 Reliable methods for gathering information are used according to organisational requirements, making efficient use of time and ***resources***.
	1.4 Property ***opportunities*** are identified and reviewed to allow effective comparability against client needs according to organisational requirements.
	1.5 Potential opportunities are documented and categorised to enable valid comparisons to be made against ***market variables*** and ***industry benchmarks***.
2 Analyse property opportunity.	2.1 Identified opportunities are reviewed and measured against property trends and ***market parameters*** to determine future recommendations.
	2.2 Information is assessed using reliable and valid data analysis methods according to organisational

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ELEMENT	PERFORMANCE CRITERIA
	requirements. 2.3 Factors increasing or diminishing investment risk are assessed and discussed with client. 2.4 Investment scenarios are developed and checked against prescribed criteria to minimise subjective assessment. 2.5 Limitations in evaluating market information are identified and ***specialist advice*** is sought as required according to organisational requirements.
3 Recommend and secure property deal.	3.1 Interim control of asset is established through agreed methods according to client and organisational requirements. 3.2 Recommendations are made that are verifiable, current and sufficiently detailed to meet client, organisational and legislative requirements and which include strategy for exit in line with client requirements. 3.3 Reliable ***methods for securing control*** are used according to organisational requirements, making efficient use of time and resources.
4 Package property deal.	4.1 Property deal is packaged and documented for presentation to interested parties for review and feedback according to organisational requirements. 4.2 ***Business equipment and technology*** are used to organise relevant information in a format suitable for analysis and interpretation according to organisational requirements. 4.3 Feedback from ***relevant people*** is analysed and incorporated into the package where appropriate according to organisational requirements. 4.4 ***Package*** is presented to relevant people to enable formal ***commitment*** to proposed property opportunity. 4.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

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REQUIRED SKILLS AND KNOWLEDGE

Required skills:

- analytical skills to apply statistical methods and techniques
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities and to liaise with property investment stakeholders
- organisational skills to maintain records and databases, organise and prepare property opportunity submissions, and propose models for property investment
- problem solving skills to determine factors that may affect property markets and evaluate risks
- research skills to analyse and interpret property and market information, and identify relevant sources of information
- technology skills to use financial and assessment software and spreadsheets efficiently and to access and present market information.

Required knowledge and understanding:

- concepts and strategies for placement of capital in property for investment
- current market knowledge
- ethical practices and relevant codes of conduct
- industry benchmarks
- investment risk factors and relationship to return expectations
- land economics
- local property market conditions and overall trends in the industry
- political environment
- range of research methods and analysis techniques
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- town planning
- valuation.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of creating and securing property opportunities. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- analysing property market information using data analysis techniques and developing investment scenarios
- documenting and presenting a packaged property deal and gaining a formal commitment to the deal
- knowledge of organisation's practices, ethical standards and legislative requirements associated with identifying and securing property opportunities
- making recommendations on a property opportunity and using appropriate control methods to secure control of the property deal
- sourcing and organising property market information and using it to identify property opportunities.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment

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- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Consultative processes may include:	• face-to-face meetings • telephone, facsimile and written communication.
Clients may include:	• financial institutions • fund managers • individuals • internal and external property groups • investment organisations.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Property market information may be sourced from:	• consultants • industry and organisational databases • information services • press clippings • published industry data, including industry indices • third parties • trade journals.
Analysis may include:	• computer modelling • examination of cash flows and other financial projections • examination of collected data • quantitative and qualitative analysis • probability analysis • time series recognition.
Legislative requirements may be outlined and	• Australian standards • general duty of care to clients

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reflected in:

- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Resources may include:

- materials
- personnel
- tools and equipment
- training
- transport.

Opportunities:

- may include:
  - adding value
  - aggregating assets
  - altering existing property
  - change in use, ownership, appearance or perception of property
  - changing style of investment
  - creating something new
  - using bankers and financiers
- may be maximised by:
  - flexibility in negotiation
  - protection of integrity of concept
  - enhancing saleability of proposition.

Market variables may relate to:

- ability to control assets
- balancing a portfolio
- capacity to improve assets
- capital growth versus short-term gain
- cash flows
- demographics

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- gearing possibilities
- geographic aspects
- limits to financial resources
- return on investment
- return versus risk
- taxation considerations
- type of property.

Industry benchmarks may include:

- building operational costs
- business strategy parameters
- economic parameters
- financial constraints
- historical operational costs
- industry published building occupation data
- market expectations
- research data
- statutory costs.

Market parameters may include:

- assessment of supply and demand for asset type
- best use of asset
- financial constraints
- maximum asset use
- return on investment
- tenancy possibilities.

Specialist advice may be sought from:

- architects
- bankers and financiers
- business consultants
- developers
- land economists
- members of industry associations
- planners
- real estate agents
- solicitors
- taxation and accounting practitioners
- valuers.

Methods for securing control may include:

- confidentiality agreements
- legal constraints
- letters of intent
- memoranda of understanding
- options over site.

Business equipment and technology may include:

- computers
- data storage devices
- email

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	• facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications.
Relevant people may include:	• accountants • agents • clients • government personnel • interested parties • legal representatives • management and colleagues • members of industry associations • site personnel • taxation specialists.
Package may include:	• analysis of alternatives • chosen option • clear indication of commerciality of deal • details of site security • extent of financial involvement • history of proposition • letters of intent from interested parties • statements on credibility of parties.
Commitment may relate to:	• confidentiality agreements • guarantees • letters of intent.

Unit Sector(s)

Unit sector	Property development, sales and management

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Competency field

Competency field Property operations and development

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CPPDSM5020A Manage and monitor effective client service in the real estate industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to establish systems and processes for managing and monitoring client service within an agency environment. It includes developing client loyalty strategies, maintaining clear lines of communication with clients and reviewing the agency's client service policy.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in managing and monitoring client service strategies within an agency environment.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop client loyalty strategies.	1.1 ***Client loyalty strategies*** are developed that foster repeat business and are consistent with ***ethical and legislative requirements***. 1.2 ***Agency services*** are structured to emphasise client satisfaction and maintain the agency's reputation for service in the marketplace. 1.3 Client service strategies are integrated into individual and team delivery of agency services. 1.4 ***Performance indicators*** are developed that enable policy review and activity adjustment to occur.
2 Maintain clear lines of communication with clients.	2.1 Information is provided to clients that is timely, relevant, up-to-date and consistent with ethical and legislative requirements. 2.2 Information on client needs is provided in a manner that improves client relations and the quality of agency services. 2.3 ***Client service records*** are maintained to provide an accurate and objective record of communication with clients and other service providers. 2.4 Complaints are handled in a manner that improves the agency's reputation for quality service and is line with ethical and legislative requirements.

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ELEMENT	PERFORMANCE CRITERIA
3 Review client policy.	3.1 Client satisfaction is surveyed at regular intervals to enable modification or adjustment to client contact and agency marketing activities. 3.2 Client feedback on the quality of agency services is gathered and used to improve performance in client contact areas. 3.3 Reviewed and updated information on agency services is maintained that reflects current client expectations and enables improvement of the agency's image. 3.4 Information provided by clients is used to update the agency marketing strategy in line with agency, ethical and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret feedback from clients
- application of risk management strategies associated with implementation of client service strategies
- client service skills to determine client needs, enhance client commitment, trust and credibility of agency and to build return client base
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions aimed at improving client service
- literacy skills to access and interpret a variety of texts, including customer feedback; prepare general information, papers, formal and informal letters, reports and applications; and complete standard and statutory forms
- planning, organising and scheduling skills to collect, collate and process client feedback
- research skills to identify and locate documents and information relating to client care and client service standards.

Required knowledge and understanding:

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REQUIRED SKILLS AND KNOWLEDGE

- barriers to effective communication
- client loyalty strategies
- client service strategies and standards
- communication process, strategies and techniques
- ethical standards
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - environmental issues
  - financial services
  - industrial relations
  - leases and tenancy agreements
  - OHS
  - privacy
  - property sales and management
  - taxation
- risks and risk management strategies.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through case studies, demonstrations and practical exercises focused on managing and monitoring client service to support the attainment of key agency business goals. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment. Assessment may be carried out in a simulated

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or workplace environment.

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

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

- knowledge of the ethical and legislative requirements affecting the provision of effective client service in an agency context
- developing client loyalty strategies in an agency context
- maintaining clear lines of communication with clients in an agency context
- reviewing client policy in an agency context.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based

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activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- body corporate managers
- buyer's agents
- buyers
- owners
- people from a range of social, cultural or ethnic backgrounds and with varying physical and mental abilities
- property developers
- regular and new customers
- sellers
- tenant's agents
- tenants.

Client loyalty strategies may refer to:

- costs
- meeting legal and ethical requirements
- specific activities, including:
  - client reward schemes
  - cross-selling
  - formal letters of thanks
  - handwritten notes thanking clients

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	• online activities • phone calls thanking clients for business • promotional items • up-selling • service • success measures • targets and timeframes • value for money.
Ethical requirements may include:	• confidentiality • honesty • positive statements • privacy.
Legislative requirements may include:	• anti-discrimination and equal employment opportunity • consumer protection, fair trading and trade practices • environmental issues • financial services • industrial relations • leases and tenancy agreements • OHS • privacy • property sales and management • taxation • workplace and industrial relations.
Agency services may include:	• contract administration • current and planned real estate developments • information on specific properties • property management • property sales.
Performance indicators may include:	• qualitative indicators • quantitative indicators.
Client service records may include:	• computerised • manual.

Unit Sector(s)

Unit sector	Property development, sales and management

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Competency field

Competency field Real estate

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CPPDSM5021A Implement asset maintenance strategy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to determine asset maintenance requirements and implement and review appropriate strategies to meet the needs of individual clients. It requires the ability to develop and document strategies effectively to improve the ongoing quality of maintenance.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in determining asset maintenance requirements and implementing and reviewing appropriate strategies to meet the needs of individual clients.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine asset maintenance system requirements.	1.1 ***Asset maintenance*** specifications and other ***relevant documentation*** are obtained and analysed to establish maintenance requirements. 1.2 Risk assessment is conducted on anticipated project outcomes according to ***legislative and organisational requirements***. 1.3 ***Industry benchmarks*** are reviewed to determine maintenance intervals and other requirements. 1.4 OHS and other applicable legislative requirements are interpreted and allowed for within parameters of project requirements.
2 Design asset maintenance strategy.	2.1 ***Maintenance strategy*** is designed that details a range of activities that accurately reflect ***client***, legislative and organisational requirements. 2.2 Reliable ***maintenance methods*** are used according to organisational requirements, making efficient use of time and resources. 2.3 Contract specifications for maintenance services are developed and incorporated into tender documents according to legislative and organisational requirements. 2.4 Client ***safety and security requirements*** are incorporated into maintenance strategy according to

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ELEMENT	PERFORMANCE CRITERIA
	legislative and organisational requirements.
	2.5 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
3 Estimate resource requirements.	3.1 Viability to provide required maintenance services is assessed against maintenance specifications and organisational operational capacity.
	3.2 Financial, physical and human ***resources*** to support maintenance requirements are determined and arranged according to organisational requirements.
	3.3 Organisational rate schedules and conditions are applied to established costings where appropriate according to organisational requirements.
	3.4 Factors that may affect capacity to meet project requirements are identified through risk analysis and accounted for in resource estimates.
	3.5 Availability of resources is negotiated and confirmed with relevant people according to organisational requirements.
	3.6 Information is reviewed to ensure an accurate and detailed budget is prepared according to organisational requirements.
4 Review and evaluate asset maintenance strategy.	4.1 Maintenance strategy is reviewed and evaluated in consultation with client and ***relevant people*** using appropriate ***communication strategies***.
	4.2 Systematic review processes and established evaluation methods are identified and used to evaluate strategy processes and outcomes.
	4.3 ***Evaluation*** results are prepared in required format, style and structure and presented to relevant people within agreed timeframes.
	4.4 Recommendations for improvement of strategy are presented to relevant people according to organisational procedures.
	4.5 ***Business equipment and technology*** are used to securely maintain documentation according to legislative and organisational procedures.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to interpret and evaluate documentation, assess risks and estimate costings and budget needs
- communication skills to negotiate and consult with relevant people
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to schedule and meet time lines and client requirements and to plan maintenance requirements and resource use
- research and evaluation skills to source asset maintenance information and resource requirements and to review and evaluate strategy
- technical skills to schedule tasks and report outcomes.

Required knowledge and understanding:

- basic knowledge of property contracts and administrative requirements
- building codes and relevant Australian standards
- building construction practice
- building control legislation
- common hazards to public and personal safety associated with particular types of maintenance work in buildings
- industry benchmarks for maintenance procedures
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- relevant building service, trades and operation for maintenance operations
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations

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REQUIRED SKILLS AND KNOWLEDGE

- OHS
- privacy
- property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of determining asset maintenance requirements and implementing and reviewing appropriate strategies to meet the needs of individual clients. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- designing a maintenance strategy that includes procedures to select maintenance contractors and ensure the safety and security of clients and others
- determining maintenance system requirements and intervals using industry benchmarks and OHS considerations
- determining asset maintenance requirements and implementing and reviewing appropriate strategies to meet the needs of individual clients
- knowledge of organisation's practices, ethical standards and legislative requirements associated with preparing a detailed budget, including a risk analysis and estimate of resource requirements
- reviewing and evaluating an asset maintenance strategy

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and presenting the results.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may

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affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assets may be static or dynamic and may include:	• buildings • business and marketing contracts • equipment • furniture • goodwill • land • facilities • vehicles.
Maintenance may include:	• backups • changing user codes • confirmation of operational effectiveness • identification and replacement of worn parts • inspection, lubrication, cleaning and adjustments • routine repairs.
Relevant documentation may include:	• certification, including inspection certificates • costings, receipts and invoices • logs of equipment and system problems or faults • operational checks and maintenance conducted • parts and components replaced and materials used • planning permits • property leases, plans or contracts • recommendations for repairs • service and maintenance records • testing and commissioning results • warranty conditions and allowances.
Legislative requirements	• Australian standards, and quality assurance and

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may be outlined and reflected in:	certification requirements
	• award and enterprise agreements
	• codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• environmental and zoning laws affecting access security, access and property use
	• general duty of care to clients
	• home building requirements
	• local regulations and by-laws
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• relevant privacy laws
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Industry benchmarks may include:	• discounted cash flow • employment rates • industry association performance index • inflation rate • internal rate of return • life cycle costing • published vacancy factors • tenancy mix.
Maintenance strategy may	• cleaning

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include:

- electrical
- emergency lighting
- evacuation
- fire lighting
- garden
- housekeeping
- painting
- pests
- plumbing
- sanitary disposal
- security
- vertical movement
- waste disposal
- weather proofing.

Clients may include:

- building supervisors
- government and legal instruments or agencies
- institutions
- insurers
- internal and external property groups
- legal advisers
- private investors
- property agents and property owners
- risk assessors
- tenants.

Maintenance methods may include:

- internal employee services
- lease contractual obligations
- outsourcing of external contracts with arms length organisations.

Safety and security requirements may be satisfied through:

- adherence to OHS policies and procedures for the containment of:
  - emergency situations, including fire, flood, bomb threats, suicide attempts or other actions likely to lead to property or bodily threat
  - potential health and safety hazards, such as physical, mechanical or chemical agents already in the work environment, or brought to the environment, or created as a by-product of work done on the site.

Specialist advice may be sought from:

- architects
- bankers and financiers
- builders
- government officials
- investment consultants

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- members of industry associations
- planners
- real estate agents
- solicitors
- subcontractors
- technical experts.

Resources may relate to:

- materials
- personnel
- tools and equipment
- training
- transport.

Relevant people may include:

- agents
- clients
- engineers and technicians
- government personnel
- installers
- legal representatives
- management and colleagues
- members of industry associations
- property owners
- site personnel
- subcontractors
- technical experts
- tenants
- tradespeople.

Communication strategies may include:

- active listening
- clear presentation of options
- consultation methods
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding
- seeking feedback
- two-way interaction
- using language and concepts appropriate to cultural differences
- verbal or non-verbal language.

Evaluation methods could be qualitative or quantitative and may include:

- checklists
- cost data analysis
- expert and peer review
- interviews
- observation
- questionnaires

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- review of quality assurance data.

Business equipment and technology may include:

- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications
- work computers.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5022A Implement asset management plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan for the management of assets. It requires the ability to implement effective strategies to manage the operational, resource and maintenance needs of assets and to review and evaluate those strategies.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in planning for the management of assets.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish performance needs of assets.	1.1 ***Asset*** performance needs are established in consultation with ***relevant people*** according to ***organisational requirements***.
	1.2 ***Risk*** assessment is conducted on asset management outcomes according to organisational and ***legislative requirements***.
	1.3 ***Industry benchmarks*** are analysed to determine expected ***asset performance*** in varying conditions according to organisational requirements.
	1.4 Applicable legislation is interpreted in order to establish user, contractual and legislative requirements for asset performance.
	1.5 Specifications, conditions and manufacturer requirements for asset maintenance and operation are identified for incorporation into plan.
2 Prepare asset management plan.	2.1 Asset management plan is prepared that facilitates achievement of identified aims and objectives.
	2.2 Operational and maintenance ***schedule*** detailing a range of activities and time lines is incorporated into asset management plan.
	2.3 Asset management plan is presented to ***client*** for review according to organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Quality assurance goals and strategies related to implementation of the plan are communicated using established ***communication channels***.
	2.5 Monitoring and reporting arrangements for asset management plan are established and documented in line with client requirements.
	2.6 Financial, physical and human resource requirements are identified and arranged according to asset management plan and organisational requirements.
	2.7 Roles and responsibilities for establishing and maintaining ***asset register*** are identified and documented according to client and legislative requirements.
3 Review and evaluate asset management plan.	3.1 ***Maintenance strategies*** and plans are reviewed and evaluated in consultation with client and relevant people using appropriate ***communication techniques***.
	3.2 Systematic review processes and established ***evaluation methods*** are identified and used to assess planning processes and outcomes.
	3.3 Evaluation results are prepared in required format, style and structure and presented to relevant people within agreed timeframes.
	3.4 Recommendations for improvement of plan are presented to relevant people according to organisational procedures.
	3.5 ***Business equipment and technology*** are used to securely maintain documentation according to legislative and organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to interpret documentation, analyse risk, estimate costings and budget needs, and review and evaluate plan
- communication skills to negotiate and consult with relevant people
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases

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REQUIRED SKILLS AND KNOWLEDGE

- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to schedule and meet time lines and client requirements, organise resource and support processes, and plan and document strategies to manage assets
- technical skills to develop schedules and document plans.

Required knowledge and understanding:

- building codes and relevant Australian standards
- building control legislation
- building practices in relevant property types
- building services and operation methods and practices
- customer needs and preferences for different property types
- industry performance benchmarks
- limitations of work role, responsibility and professional abilities
- maintenance procedures, including vendor specifications
- monitoring and evaluation systems
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- standards for building equipment operation.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of planning for the management of assets. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- determining asset performance needs using industry benchmarks and consideration of risk
- documenting resource and support arrangements, incorporating expected costs, and processes for development and maintenance of an asset register and operational and maintenance schedules
- evaluating the asset management plan through consultation with interested parties
- knowledge of organisation's practices, ethical standards and legislative requirements associated with planning for the management of assets
- preparing a detailed asset management plan which incorporates strategies for risk management, resource needs, monitoring and reporting arrangements and quality assurance.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assets may be static or dynamic and include:	• buildings • business and marketing contracts • equipment • furniture • goodwill • land • property • vehicles.
Relevant people may include:	• agents • clients • designated OHS representatives • emergency personnel • engineers and technicians • government personnel • installers • legal representatives • management and colleagues • members of industry associations • property owners • site personnel • subcontractors • technical experts • tenants.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Risk may relate to:	• industry special risks • loss of profits • machinery malfunction

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- OHS
- public liability
- trade practices issues.

Legislative requirements may be outlined and reflected in:

- Australian standards, and quality assurance and certification requirements
- award and enterprise agreements
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- environmental and zoning laws affecting access security, access and property use
- general duty of care to clients
- home building requirements
- local regulations and by-laws
- privacy laws applying to owners, contractors and tenants
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Industry benchmarks may include:

- discounted cash flow
- employment rates
- industry association performance index
- inflation rate
- internal rate of return
- life cycle costing
- published vacancy factors
- tenancy mix.

Asset performance criteria may include:

- age
- condition assessment
- cost
- depreciation
- down time
- emergency operation and backup
- functionality

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- life span
- maintenance requirements and cost
- replacement
- security
- service levels.

Schedules may be:

- charts
- computerised
- paper-based
- prepared for daily, weekly, monthly or annual timeframes
- to-do lists
- wall-mounted planning boards
- work diary.

Clients may include:

- building supervisors
- company management
- fund managers
- fund providers
- government and legal instruments or agencies
- institutions
- insurers
- internal and external property groups
- legal advisers
- private investors
- property agents
- property owners
- risk assessors.

Communication channels may include:

- direct line supervision paths
- lateral supervision paths
- organisational communication protocols and procedures
- organisational networks.

Asset register may include:

- air conditioning
- cleaning
- heating
- security systems
- telecommunications systems
- utilities
- ventilation
- vertical services
- waste management.

Maintenance strategies may relate to:

- cleaning
- electrical

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- emergency lighting
- evacuation
- fire lighting
- garden
- housekeeping
- painting
- pests
- plumbing
- sanitary disposal
- security
- vertical movement
- waste disposal
- weather proofing.

Communication techniques may include:

- active listening
- clear presentation of options
- consultation methods
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding
- seeking feedback
- two-way interaction
- using language and concepts appropriate to cultural differences
- verbal or non-verbal language.

Evaluation methods could be qualitative or quantitative and may include:

- checklists
- cost data analysis
- expert and peer review
- interviews
- observation
- questionnaires
- review of quality assurance data.

Business equipment and technology may include:

- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications
- work computers.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5023A Implement facilities management plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to implement a facilities management plan. It requires the ability to establish implementation activities and priorities, and schedule and monitor support processes to ensure effective and quality implementation processes.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in implementing a facilities management plan.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify facilities management requirements.	1.1 ***Facilities management plan*** is interpreted to establish implementation activities and priorities in consultation with ***relevant people*** according to ***organisational requirements***. 1.2 ***Implementation plan*** incorporating strategies, objectives and time lines for implementation is negotiated and agreed in consultation with relevant people. 1.3 Monitoring and reporting arrangements for implementation activities are established and documented in line with organisational procedures. 1.4 ***Risk management plan*** to identify, assess and control risks is incorporated into implementation plan according to organisational and ***legislative requirements***.
2 Organise support processes.	2.1 ***Resource*** requirements are determined and organised according to implementation plan and organisational requirements. 2.2 ***Targets and milestones*** are identified and linked to the achievement of outcomes according to implementation plan. 2.3 ***Documentation*** and checklists associated with implementation of the facilities management plan are

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ELEMENT	PERFORMANCE CRITERIA
	prepared in established formats and distributed to relevant people.
	2.4 Information related to the implementation of the asset management plan is distributed using established ***communication channels***.
	2.5 ***Contingency*** arrangements for the implementation of the facilities management plan are identified and activities planned to maximise quality outcomes.
3 Monitor implementation of facilities management plan.	3.1 Progress is systematically monitored and variations to implementation of facilities management plan are verified as required with relevant people.
	3.2 Expenditure and resource usage are monitored and controlled to ensure objectives are achieved within specified parameters.
	3.3 ***Coaching and mentoring assistance*** is provided to colleagues as required to overcome difficulties throughout implementation process.
	3.4 Systems, records and reporting procedures are maintained according to organisational and legislative requirements.
4 Evaluate implementation of facilities management plan.	4.1 Regular reports on progress and outcomes are provided to relevant people to ensure completion of activities is in line with implementation plan.
	4.2 Systematic review processes and established ***evaluation methods*** are identified and used to evaluate implementation processes and outcomes.
	4.3 Evaluation results are prepared in the required format, style and structure and presented to relevant people within agreed timeframes.
	4.4 Recommendations for improving implementation processes are presented to relevant people according to organisational requirements.
	4.5 Relevant documentation is completed and processed according to legislative and organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

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REQUIRED SKILLS AND KNOWLEDGE

this unit.

Required skills:

- analytical skills to interpret documentation and estimate resource and time requirements
- communication skills to negotiate and consult with relevant people
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- leadership skills to take a leading role in a variety of situations, motivate people and pursue new challenges and opportunities
- planning skills to sequence project activities logically, plan and document strategies to implement plans, set goals and meet time constraints
- problem solving skills to identify potential barriers to implementation strategies, analyse risks and establish contingencies
- technology skills to calculate resources, process information and use project planning and scheduling software.

Required knowledge and understanding:

- building services and operation methods and practices
- continuous improvement processes
- industry performance benchmarks, including use and application of value analysis and benchmarking techniques
- organisational and professional procedures, ethical practices and business standards
- organisational quality systems, such as strategic planning processes and recording systems
- project management concepts and principles
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy

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REQUIRED SKILLS AND KNOWLEDGE

- property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of implementing a facilities management plan. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- analysing risks and developing a plan to manage and control risks associated with the implementation of the facilities management plan
- evaluating the implementation of the facilities management plan through consultation and preparing systematic progress reports
- knowledge of organisation's practices, ethical standards and legislative requirements associated with implementing a facilities management plan
- organising resources and developing checklists to assist in the implementation of the facilities management plan
- preparing a detailed implementation plan that incorporates strategies addressing risk management, resource needs, monitoring and reporting arrangements and quality assurance controls.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools

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- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Facilities may include:

- car parking
- child care centres
- community facilities
- educational facilities
- meeting places
- offices
- recreational facilities
- security facilities
- sport and recreation venues.

Facilities management plan may outline areas such as:

- building and engineering maintenance, cleaning services, security and landscape maintenance
- buildings, minor works, site works and landscaping planning guidelines
- control of traffic and parking
- environment plans
- funding strategies
- infrastructure for and supply of utilities such as energy, water and sewerage
- life cycle management plans
- long-term capital and maintenance financial forecasts
- performance benchmarking recommendations and measurement processes
- quality standards for furniture
- risk management processes.

Relevant people may include:

- colleagues
- emergency personnel
- engineers and technicians
- financial institutions
- legal representatives
- members of industry associations
- OHS representatives

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- subcontractors
- technical experts
- tenants.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Implementation plan may include:

- formal structure against which progress can be evaluated
- acquisition strategies
- budgets and timetables that enable the commitment of resources at appropriate points
- consultation strategies to involve stakeholders
- contingency plans to cater for changes or significant difficulties
- objectives, scope and expected benefits of plan
- quality assurance procedures
- specifications
- transition plans.

Risk management plan may describe:

- how often risks will be reviewed, the process for review and who will be involved
- how risk status will be reported and to whom
- planned strategies for reducing likelihood and seriousness of each risk (mitigation strategies) and who will be responsible for implementing them
- processes used to identify, analyse and manage risks
- initial snapshot of the major risks and current grading
- who will be responsible for which aspects of risk management.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity

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- environmental issues
- EEO
- industrial relations
- OHS

- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Resources may relate to:

- communication protocols
- contractors
- equipment
- feedback processes
- materials
- planning documents
- specialist advice
- technicians
- training.

Targets and milestones may include:

- agreed reporting requirements
- completion of key tasks and project phases
- measurement and achievement of set outcomes
- progress reports.

Documentation may include information relating to:

- budgets and operating costs
- company services
- current and planned developments
- legal documentation
- management policy and procedures
- master plans
- property leases, plans or contracts
- service and maintenance records
- sub-plans, such as environment, human resource management and marketing plans.

Communication channels may include:

- direct line supervision paths
- lateral supervision paths
- organisational communication protocols and procedures
- organisational networks.

Contingencies may include:

- budget constraints
- building delays
- competing work demands of contractor

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	• environmental factors, such as time and weather • industrial disputes • non-availability of resources and materials • public holidays and shut-down periods • equipment and technology breakdown • unforeseen incidents • workplace hazards, risks and controls.
Coaching and mentoring assistance may include:	• fair and ethical practices • non-discriminatory processes and activities • presenting and promoting a positive image of the collective group • problem solving • providing encouragement • providing feedback to another team member • respecting the contribution of all participants and giving credit for achievements.
Evaluation methods could be qualitative or quantitative and may include:	• checklists • cost data analysis • expert and peer review • interviews • observation • questionnaires • review of quality assurance data.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM5024A Implement facilities procurement systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to coordinate a purchasing system for goods and services. It requires the ability to follow established procurement principles to identify and implement procurement system processes and support mechanisms.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in coordinating a purchasing system for goods and services.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine procurement system requirements.	1.1 ***Procurement*** system requirements and objectives are determined in consultation with ***relevant people*** according to ***organisational and legislative requirements***.
	1.2 ***Relevant documentation*** is sourced and interpreted to establish contractual, organisational and legislative requirements.
	1.3 ***Quality assurance goals and strategies*** and ***performance measures*** are determined for incorporation into implementation processes.
	1.4 ***Analysis*** is undertaken of supply market to identify ***factors that may affect procurement processes and decisions***.
	1.5 ***Risk*** assessment is conducted on expected procurement system outcomes according to organisational procedures.
2 Organise support processes.	2.1 Procurement support processes are determined and organised according to procurement system objectives and organisational requirements.
	2.2 ***Targets and milestones*** are identified and linked to the achievement of procurement system objectives according to organisational procedures.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Appropriate ***communication channels*** are used to inform relevant people of procurement system processes and obtain ***feedback*** according to organisational requirements.
	2.4 ***Roles and responsibilities*** associated with the implementation of the procurement system are clearly defined and documented.
	2.5 Monitoring and reporting arrangements and delegations for procurement activities are determined and documented according to organisational requirements.
3 Implement procurement system.	3.1 Procurement system is implemented within agreed timeframes according to organisational and legislative requirements.
	3.2 ***Sub-plans*** are reviewed and implemented according to procurement system objectives and organisational and legislative requirements.
	3.3 Procurement processes are documented in established formats using ***business equipment and technology*** and distributed to relevant people.
	3.4 Situations requiring ***specialist advice*** are identified and assistance is sought where appropriate according to organisational requirements.
4 Review procurement system.	4.1 Systematic review processes and established ***evaluation methods*** are identified and used to evaluate procurement system processes and outcomes.
	4.2 Reliable evaluation methods for measuring performance of supply markets are used according to organisational requirements, making efficient use of time and resources.
	4.3 ***Opportunities for improvement*** to procurement system are assessed and recommendations presented to relevant people according to organisational requirements.
	4.4 ***Information*** is securely maintained according to legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

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REQUIRED SKILLS AND KNOWLEDGE

this unit.

Required skills:

- communication skills to discuss and confirm procurement arrangements, obtain feedback and liaise with suppliers
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- evaluation skills to assess risk, analyse supply market and review procurement system
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to schedule activities and determine appropriate timeframes
- research skills to source and identify market factors that may affect procurement and to source relevant documentation
- technology skills to maintain a database of information about suppliers and prepare reports and recommendations.

Required knowledge and understanding:

- benefits and risks of a range of procurement options, such as lease, purchase, sale and leaseback, and term contract
- best practice procurement principles
- implications of warranties, guarantees and exclusions
- key principles of procurement, including value for money, open and effective competition, accountability and recording, ethics and fair dealing, planning and professionalism
- limitations of work role, responsibility and professional abilities
- organisation's policies and procedures for employment or tendering of services and procurement
- relevant Australian standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management

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REQUIRED SKILLS AND KNOWLEDGE

- risk management strategies relating to managing suppliers
- tendering and contracting processes, including a range of contractual arrangements
- user needs and requirements for facilities
- whole of life costing and price-quality relationship issues.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of coordinating a purchasing system for goods and services. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- determining procurement system requirements and objectives by interpreting relevant documentation and analysing supply market factors and quality assurance goals and strategies
- implementing procurement system within agreed timeframes and reviewing sub-plans to ensure implementation complies with procurement system objectives
- knowledge of organisation's practices, ethical standards and legislative requirements associated with coordinating a purchasing system for goods and services
- using appropriate communication channels to identify roles, time lines and reporting arrangements to support implementation of procurement system
- using established evaluation methods to review procurement system processes and outcomes, and

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incorporating recommendations for improvement.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may

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affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Procurement system may include:	• buying • common use contracts • facilities management • franchising • gainsharing and open book • incentive contracting • leasing • maintenance and support arrangements • pre-qualification of suppliers • prime contractor and subcontractor • research and development • short-term or long-term arrangements • sole or multiple suppliers • standard form agreements • standing orders.
Relevant people may include:	• agents • clients • government personnel • legal representatives • management and colleagues • members of industry associations • property or facility owners and managers • technical experts • tenants.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures

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- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Relevant documentation may relate to:

- budgets and operating costs
- contracts and tender documentation
- facility and asset management plans
- goods and services
- legal documentation
- maintenance plans and strategies
- management policy and procedures
- organisational and business strategic plans and sub-plans
- procurement guidelines, practices and policies
- property drawings
- quotations and invoices
- register of suppliers
- tenancy and other contracts.

Quality assurance goals

- a formal structure against which progress can be

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and strategies may include:	evaluated • budgets and timetables that enable the commitment of resources at appropriate stages • compliance with Australian standards • contingency plans to cater for a change of corporate focus or significant resource difficulties • continuous improvement strategies • mechanisms for involving a wide variety of interested parties or stakeholders • procedures for monitoring and evaluating procurement requirements and client satisfaction • reducing risk by anticipating, evaluating and developing strategies for the management of possible problems • reporting procedures and protocols.

Performance measures:	• may include:
	  • quantitative and qualitative assessments
	• may be:
	  • financial and non-financial
	  • statistical and non-statistical.

Analysis:	• may be:
	  • explorative, descriptive, causative or predictive
	  • quantitative and qualitative
	• may include:
	  • basic statistical analysis
	  • critical analysis
	  • mathematical calculations
	  • problem solving.

Procurement processes may include:	• advertisement • complying and non-complying tendering • direct appointments • open quotations • register of suppliers.
Factors that may affect procurement processes and decisions may relate to:	• budgetary constraints • collaborative arrangements • environmental issues • factors and conditions affecting supply • industry involvement requirements • leasing instead of up-front capital investment • level of risk, complexity and sensitivity • political imperatives and strategies • potential impact of intended contracting activity

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	• strategic and tactical issues • supply market capacity, structure, maturity and strength.
Risks may relate to:	• changes to regulations and legislation • client and staff satisfaction • competition • contracts and tenders • emergencies and disasters • fire and security • health and safety • market influences • physical, financial or human resources • project control and cash flow • suppliers and contractors • time constraints.
Targets and milestones may include:	• agreed reporting requirements • completion of key tasks and project phases • measurement and achievement of set outcomes • progress reports.
Communication channels may include:	• direct line supervision paths • lateral supervision paths • organisational communication protocols and procedures • organisational networks.

Feedback may include:	• formal and informal discussions, reviews and evaluations with:
	  • existing and previous clients
	  • peers, colleagues and managers
	• information provided by others involved in a professional capacity, both internal and external to the organisation.

Roles and responsibilities may be influenced by:	• codes of conduct • job description and employment arrangements • organisational policy relevant to work role • skills, training and competencies • supervision and accountability requirements, including OHS • team structures.
Sub-plans may relate to:	• bid evaluation • communication and public relations • contingency • contract negotiation • contract review • disposal

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- environment issues
- human resource management
- industry policy
- market evaluation
- risk management.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- printers and photocopiers
- scanners
- software applications, such as databases and word applications.

Specialist advice may be sought from:

- agents
- authorised delegations
- clients
- legal, functional and technical experts
- managers.

Evaluation methods could be qualitative or quantitative and may include:

- checklists
- cost data analysis
- expert and peer review
- interviews
- observation
- questionnaires
- review of quality assurance data.

Opportunities for improvement may be assessed for:

- ability to add value
- ability to improve customer satisfaction
- cost-effectiveness
- degree of management support
- ease of implementation
- practicality
- viability.

Information may relate to:

- budgets and operating costs
- current and planned property or site developments
- facility and asset management plans
- legal documentation
- maintenance plans and strategies
- management policy and procedures
- property drawings
- relevant project contracts

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- services
- sub-plans
- tenancy and other contracts.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5025A Maintain public relations in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to promote and maintain positive public relations for the enterprise and property industry. It requires the ability to facilitate effective communication processes, prepare media releases and conduct media interviews.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in promoting and maintaining positive public relations for the enterprise and property industry.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Maintain relationships and networks.	1.1 Relationships and networks with ***media*** and ***relevant people*** are established and maintained in a positive and professional manner. 1.2 ***Organisational social***, ***ethical and business standards*** are complied with to maintain positive relationships according to ***organisational requirements***. 1.3 Systems to encourage communication flow and ongoing ***feedback*** are established and maintained to ensure accurate and relevant exchange of information. 1.4 Appropriate ***interpersonal techniques*** are used to develop professional relationships with media that reflect sensitivity to individual differences and ***client*** requirements. 1.5 Suitable networks are put in place according to organisational requirements to ensure information on ***unplanned events*** is accurate and timely.
2 Prepare media release.	2.1 Media release is drafted in line with organisational and ***legislative requirements***, using clear, concise and appropriately targeted language. 2.2 Media release is drafted in a manner that presents a positive image of the property and client and conforms to organisational and legislative requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Suitable ***professional service providers*** are engaged where required to support relationships with media.
	2.4 Media release is distributed according to organisational procedures using established ***communication channels***.
	2.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.
3 Conduct media interviews.	3.1 Media interviews are conducted in a professional manner that represents preferred profile of property and client.
	3.2 Information is provided in a manner that is clear, accurate and protects interests of parties involved with property.
	3.3 Suitable aids are used to ensure message is relevant and of interest to selected media.
	3.4 Feedback is used to develop and implement strategies to further maintain and improve relationships with targeted groups.
	3.5 Appropriate interpersonal techniques are used to negotiate difficult situations to achieve results acceptable to participants that meet organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical and interpretation skills to ensure collection of valid and reliable information, assess property information and determine target audience and type of media
- communication skills to conduct interviews, build and maintain relationships and networks, and encourage and receive ongoing feedback
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to adapt personal style to suit target audience and to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities

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REQUIRED SKILLS AND KNOWLEDGE

- literacy skills to access and interpret a variety of information and to collate and prepare required documentation
- problem solving skills to identify emergency situations and respond to contingency situations.

Required knowledge and understanding:

- industry benchmarks for emergency response
- limitations of work role, responsibility and professional abilities
- media processes and protocols
- relevant Australian standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- types of emergencies
- types of media service providers.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment This unit of competency could be assessed through practical demonstration of promoting and maintaining positive public relations for the enterprise and property industry. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge

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and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- conducting media interviews that provide clear and accurate information in a professional manner, and are appropriate and sensitive to the audience
- maintaining positive relationships and networks with the media and industry personnel through effective communication and interpersonal techniques
- promoting and maintaining positive public relations for the enterprise and property industry
- knowledge of organisation's practices, ethical standards and legislative requirements associated with preparing and distributing media releases that present a positive image for the property or client
- reviewing work processes to include feedback from colleagues and clients on strategies to further improve and maintain relationships and networks.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a

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number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Media may include:	• internet • print • radio • television.
Relevant people may include:	• clients • community groups • customers

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	• industry personnel • institutions • internal and external property groups • legal representatives • management and colleagues • members of industry associations • owner-occupiers • service providers • tenants.
Organisational social, ethical and business standards:	• may be stated or implied • may be written or oral • refer to those relevant to public relations activities.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Feedback may be obtained from:	• clients and colleagues • media • documentation and reports • quality assurance data • questionnaires • regular meetings.
Interpersonal techniques may include:	• active listening • clear presentation of options • consultation methods • culturally inclusive and sensitive engagement techniques • questioning to clarify and confirm understanding • seeking feedback • two-way interaction • using language and concepts appropriate to cultural differences • verbal or non-verbal language.
Clients may include:	• company or business enterprises

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- fund managers
- government and legal instruments or agencies
- internal and external property groups
- private investors
- project managers
- property agents
- property owners
- risk assessors.

Unplanned events may include:

- civil disruption
- emergencies
- fire
- personal injury
- riot
- theft
- violence.

Legislative requirements may be outlined and reflected in:

- Australian standards, and quality assurance and certification requirements
- award and enterprise agreements
- consumer protection
- freedom of information
- home building requirements
- privacy requirements
- public health
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice
- strata, community and company titles
- tenancy agreements
- trade practices
- trade practices laws and guidelines.

Professional service providers may include:

- designers
- graphic artists
- journalists
- public relations consultants
- writers.

Communication channels

- direct line supervision paths

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may include:

- lateral supervision paths
- organisational communication protocols and procedures
- organisational networks.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5026A Manage a consultant property project team

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to select and coordinate a consultancy team to complete property projects. It requires the ability to administer project contracts; select, appoint and monitor contractors; and facilitate project processes.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in selecting and coordinating a consultancy team to complete property projects.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine project requirements.	1.1 ***Project*** specifications and other ***relevant documentation*** are obtained and analysed to establish project requirements. 1.2 ***Consultative processes*** are used to negotiate and confirm contract requirements with ***relevant people*** according to ***organisational requirements***. 1.3 Project plan is developed and ***contingencies*** are planned to ensure contract, ***client*** and organisational requirements are met. 1.4 Financial, physical and human resource requirements are identified and organised according to project plan and organisational requirements. 1.5 Draft documentation is reviewed to ensure accuracy and relevance of information and disseminated to relevant people for ***feedback***.
2 Assess and select contractors.	2.1 Project ***information*** is reviewed and assessed to determine ***selection process*** and types of contractors required. 2.2 ***Selection criteria*** are developed according to project requirements, ensuring adherence to ***principles of value management***. 2.3 Selection processes are implemented in line with agreed

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ELEMENT	PERFORMANCE CRITERIA
	timeframes and organisational policies and procedures.
	2.4 Contractor assessment, selection and appointment processes are conducted according to organisational and ***legislative requirements***.
	2.5 Selection decision is based on evaluation of sufficient evidence against specified selection criteria to enable a judgement to be made on the best candidate.
3 Monitor project.	3.1 Project plan is monitored against contracts and work schedules to ensure completion occurs within designated timeframes.
	3.2 Effective ***communication channels*** are used that facilitate regular and accurate communication flow and feedback.
	3.3 Expenditure and resource usage are monitored to ensure objectives are achieved within project budgetary parameters.
	3.4 Factors affecting achievement of scheduled work are identified and ***variations*** to schedules are negotiated as required.
4 Finalise project.	4.1 Notification of completed project is received and checked against contract and work schedules according to organisational and legislative requirements.
	4.2 Inspection is arranged according to organisational requirements to confirm project meets industry standards and contract and client requirements.
	4.3 Faults, errors or omissions are identified and prompt remedial action is arranged according to organisational requirements.
	4.4 ***Business equipment and technology*** are used to maintain relevant documentation securely and according to legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

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REQUIRED SKILLS AND KNOWLEDGE

- communication skills to negotiate and monitor project processes, negotiate contractor requirements, and conduct assessment and selection process
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- evaluation skills to select contractors
- interpersonal skills to resolve conflict and relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to coordinate selection process and plan and monitor project processes
- research skills to source project information and resource requirements.

Required knowledge and understanding:

- building codes and relevant Australian standards
- building control legislation
- consultant roles and capabilities
- contract law applied to property and project contracts
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- project planning and scheduling
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- selection methods and processes.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of selecting and coordinating a consultancy team to complete property projects. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- establishing contractor requirements through research of project specifications and consultation
- inspecting a completed project to confirm it meets project plan requirements
- knowledge of organisation's practices, ethical standards and legislative requirements associated with selecting and coordinating a consultancy team to complete property projects
- monitoring a project against the project plan and using established communication channels
- preparing selection criteria and conducting a contractor selection process.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally

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appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Project may include activities which:	• give rise to creation of an asset • involve fitting out new structures • involve modifying existing structures.
Relevant documentation may include:	• certification, including inspection certificates • handover documentation • operational checks and maintenance conducted • planning permits • project contracts • property drawings and plans • property leases and contracts • selection criteria • tenders.
Consultative processes may include:	• face-to-face meetings • telephone, facsimile and written communication.
Relevant people may include:	• clients • consultants • contractors • legal representatives • management and colleagues • members of industry associations • technical experts.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Contingencies may include:	• budget constraints • building delays • competing work demands of contractors and consultants • environmental factors, such as time and weather

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- industrial disputes
- non-availability of resources and materials
- public holidays and shut-down periods
- equipment and technology breakdown
- unforeseen incidents
- workplace hazards, risks and controls.

Clients may include:

- agents
- building supervisors
- company management
- fund managers
- fund providers
- government and legal instruments or agencies
- institutions
- insurers
- internal and external property groups
- owner-occupiers
- private investors
- project managers
- property agents
- property owners.

Feedback may be sought from:

- clients and their legal representatives
- industry specialists
- management and colleagues
- workplace assessment.

Information may include:

- budget documentation
- project plan
- property documentation
- selection criteria
- tender documents.

Selection process may include:

- advertisement
- compulsory competitive tender
- direct appointment
- interview
- public tender
- register of consultants
- selective tender.

Selection criteria may include:

- contractor philosophy
- current workload
- demonstrated capacity to perform
- financial security
- performance record

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- quality of subcontractors
- technical capability.

Principles of value management may include:

- adherence to costing constraints
- attention to detail
- coordination of services
- effective selection of contractor and ancillary workforce
- minimisation of variations.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Communication channels may include:

- direct line supervision paths
- lateral supervision paths
- organisational communication protocols and procedures
- organisational networks.

Variations may relate to:

- changes to work schedules
- work outside or producing results outside the terms and conditions of contract.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word

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applications.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5027A Provide facilities and amenities for property users

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to provide facilities and amenities and associated services for property users. It requires the ability to establish the need for facilities and amenities and coordinate the planning, implementation and review of services.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in providing facilities and amenities and associated services for property users.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine requirements of facilities and amenities.	1.1 Requirements of ***facilities and amenities*** are identified in consultation with ***relevant people*** and using appropriate research and survey techniques. 1.2 ***Client*** needs are accurately assessed and clarified using appropriate ***consultative processes*** according to ***organisational requirements***. 1.3 ***Relevant documentation*** and legislative requirements are reviewed to ensure facilities and amenities comply with requirements. 1.4 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
2 Plan for provision of service.	2.1 Provision of facilities and amenities is planned according to client and organisational requirements. 2.2 Project strategies, objectives and time lines are negotiated and agreed in consultation with client and other relevant people. 2.3 Monitoring and reporting arrangements for project activities are established and documented in line with client requirements. 2.4 Financial, physical and human ***resource*** requirements are identified and arranged according to project plan and

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ELEMENT	PERFORMANCE CRITERIA
	organisational procedures. 2.5 Risk management plan to identify, assess and control risks is prepared and incorporated into project plan according to legislative and organisational requirements. 2.6 Relevant approvals are obtained within the designated timeframe according to legislative and organisational requirements.
3 Coordinate implementation of facilities and amenities.	3.1 Facilities and amenities are implemented according to agreed project plan, approvals and organisational requirements. 3.2 Equipment and services are provided according to manufacturer, supplier and legislative requirements. 3.3 ***Contingency*** arrangements for implementation of facilities and amenities are identified and activities planned to maximise quality outcomes. 3.4 Expenditure and resource usage are monitored and controlled to ensure objectives are achieved within specified budgetary parameters. 3.5 Regular reports on progress and outcomes are provided to relevant people according to project plan.
4 Review effectiveness of facilities and amenities.	4.1 Systematic review processes and established ***evaluation methods*** are used to evaluate the effectiveness of facilities and amenities. 4.2 ***Feedback*** from ***users*** is used according to organisational procedures to confirm quality of facilities and amenities and identify areas for future improvement. 4.3 Identified non-conformances and non-compliances are documented and referred for action according to organisational requirements. 4.4 Evaluation results and recommendations for improvements to processes are prepared in required format, style and structure and presented to relevant people within agreed timeframes. 4.5 ***Business equipment and technology*** are used to maintain relevant documentation according to legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to interpret documentation, assess risk, estimate costings and budget needs, and provide cost analysis for services provision
- communication skills to negotiate and consult with relevant people
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to schedule and meet time lines and client requirements and to plan, complete and review project processes
- research and evaluation skills to source information and resource requirements for facilities and amenities, use survey techniques, and review and evaluate processes
- technical skills to schedule tasks, report outcomes and design monitoring systems and processes.

Required knowledge and understanding:

- building codes and relevant Australian standards
- building control legislation
- industry benchmarks on performance levels
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- planning methods and techniques
- relevant federal and state or territory legislation and local government regulations related to:
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- types of facilities and amenities within the property industry.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of providing facilities and amenities and associated services for property users. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- coordinating the implementation of facilities and amenities, ensuring equipment and services meet manufacturer and supplier specifications, and expenditure and resource use are monitored against budgets
- evaluating effectiveness of facilities and amenities and feedback from users, and making recommendations for improvements to processes
- identifying requirements of facilities and amenities through consultation with clients and others and by reviewing documentation
- knowledge of organisation's practices, ethical standards and legislative requirements associated with providing facilities, amenities and associated services for property users
- planning the provision of facilities and amenities, incorporating strategies for monitoring and reporting, risk management, resource needs and gaining necessary approvals.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools

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- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Facilities and amenities may relate to:	• business support • car parking • child care • meeting places • minding services • recreation • security facilities.
Relevant people may include:	• architects • builders • clients • legal representatives • management and colleagues • members of industry associations • principals • service providers • users.
Clients may include:	• building supervisors • company management • fund providers • government and legal instruments or agencies • institutions • insurers • internal and external property groups • legal advisers • private investors • project managers • property agents • property owners • risk assessors.
Consultative processes	• face-to-face meetings • telephone, facsimile and written communication.

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may include:

Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Relevant documentation may include:	• agreements • building codes • certificates of occupancy • contracts • leases • licences • permits • plans • specifications.
Specialist advice may be sought from:	• architects • bankers and financiers • builders • business consultants • government officials • investment consultants • members of industry associations • planners • real estate agents • solicitors • subcontractors • technical experts • valuers.
Resources may include:	• materials • personnel • tools and equipment • training • transport.
Contingencies may relate to:	• budget constraints • building delays

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	• competing work demands of contractor • environmental factors, such as time and weather • industrial disputes • non-availability of resources and materials • public holidays and shut-down periods • equipment and technology breakdown • unforeseen incidents • workplace hazards, risks and controls.
Evaluation methods could be qualitative or quantitative and may include:	• checklists • cost data analysis • expert and peer review • interviews • observation • questionnaires • review of quality assurance data.
Feedback may be sought from:	• clients and their legal representatives • management and colleagues • formal and informal performance appraisals • workplace assessment.
Users may include:	• agents • clients • customers • general public • managers • owners • tenants.
Business equipment and technology may include:	• data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications • work computers.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5029A Manage client relationships and networks in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to maintain positive business relationships and active professional networks in the property industry. It requires the ability to share and promote professional experiences within a network and use interpersonal skills to build trust and improve client relationships.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in maintaining business relationships and professional networks.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify relationship and network requirements.	1.1 ***Relationships and networks*** required to achieve ***business goals and objectives*** are systematically identified. 1.2 ***Consultative processes*** are used to identify and verify relationship and network requirements according to ***organisational requirements***. 1.3 ***Business equipment and technology*** are used to organise and maintain information for easy access and retrieval according to organisational and ***legislative requirements***. 1.4 Strategies are developed to obtain ongoing ***feedback*** to maintain and improve client relationships.
2 Establish and maintain client relationships.	2.1 Communication methods are adapted to meet client-preferred communication style. 2.2 Client preferences, needs and expectations are confirmed and clarified using appropriate ***communication*** techniques. 2.3 Clear and constructive client advice is provided, detailing service provision outcomes, current needs and future options. 2.4 Feedback from clients and colleagues is used to assess quality of own performance and identify areas for

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ELEMENT	PERFORMANCE CRITERIA
	improvement.
3 Participate and influence business networks.	3.1 Professional networks and relevant business relationships are maintained to provide identifiable benefits for clients and the organisation.
	3.2 Interactions with network members reflect sensitivity to social and cultural differences and individual needs.
	3.3 Appropriate ***negotiation skills*** are used to promote and encourage participation in a supportive environment for network members.
	3.4 ***Future support*** and service requirements for network members are identified and addressed in consultation with relevant people.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to give and receive feedback, maintain effective relationships and manage conflict
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- evaluation skills to assess benefits of networking and evaluate own work relationships systematically in order to identify new networking opportunities
- interpersonal skills to participate in industry events and activities, build professional relationships and relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- leadership skills to gain trust and confidence of clients and colleagues
- negotiation skills to achieve mutually acceptable outcomes and promote a supportive networking environment
- organisational skills to create a database of relevant networks and prioritise networking opportunities.

Required knowledge and understanding:

- knowledge of related organisations, agencies and networks
- marketing and promotion techniques applicable to the service or organisation
- organisational policies, plans and procedures

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REQUIRED SKILLS AND KNOWLEDGE

- planning bodies and lines of contact
- principles and operations of networks
- principles of effective communication, including listening, questioning and non-verbal communication
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- techniques for building relationships of trust, including with people from different cultures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of maintaining positive business relationships and active professional networks. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for	A person who demonstrates competency in this unit must be

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assessment and evidence required to demonstrate competency in this unit

able to provide evidence of:

- developing and implementing feedback strategies to obtain information from relevant people on ways to improve relationships and delivery of client services
- identifying networking requirements through consultation with clients and colleagues
- knowledge of organisation's practices, ethical standards and legislative requirements associated with maintaining positive business relationships and active professional networks
- maintaining up-to-date computer databases of relevant contacts and associated information
- promoting and participating in networks and providing support to network members
- selecting appropriate methods and adapting communication styles when communicating with clients.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct,

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indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relationships and networks may include:
- committees, including advisory committees
- government agencies
- internal and external clients
- lobby groups
- local inter-agency groups
- other organisations
- professional and occupational associations
- project-specific ad hoc consultative or reference groups
- specific interest or support groups
- suppliers
- work teams.

Business goals and objectives may:
- be stated or implied by the way the organisation conducts its business, including:

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- flexibility, responsiveness and financial performance
- organisational values and behaviours
- people management and interpersonal communication
- work procedures
- procedures manuals

- relate to business planning, marketing and customer service.

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Business equipment and technology may include:

- computers
- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO

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- industrial relations
- OHS

- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Feedback may be sought from:

- clients and colleagues
- formal and informal performance appraisals
- questionnaires
- regular meetings
- workplace assessment.

Communication techniques may include:

- active listening
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding
- seeking feedback
- two-way interaction
- using language and concepts appropriate to cultural differences
- verbal or non-verbal language.

Negotiation skills may include:

- collaboration
- confidence building
- conflict reduction
- empathising
- solution designing
- stress management.

Future support may relate to:

- association memberships
- conference participation
- distribution of materials
- individual marketing
- maintaining regular contact
- seminar attendance.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5030A Manage projects in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan, organise and monitor projects in the property industry. It requires the ability to establish project requirements, monitor quality assurance processes, and evaluate project processes and outcomes.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in planning, organising and monitoring projects.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine project requirements.	1.1 Project brief is identified and analysed according to organisational requirements to determine project requirements.
	1.2 Project objectives and time lines are negotiated and agreed in consultation with ***client*** and ***relevant people***.
	1.3 Roles and responsibilities associated with project implementation are clearly defined and documented.
	1.4 ***Quality assurance goals and strategies*** are established in consultation with relevant people according to ***organisational requirements***.
	1.5 Monitoring and reporting arrangements for ***project activities*** are established and documented in line with client requirements.
	1.6 ***Risk management plan*** to identify, assess and control ***risks*** is developed and incorporated into project plan according to organisational and ***legislative requirements***.
	1.7 ***Project plan*** is developed and reviewed to ensure it accurately reflects agreed terms and conditions.
2 Organise support processes.	2.1 Resource requirements are identified and organised according to project plan and organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.2 ***Targets and milestones*** are identified and linked to achievement of outcomes according to project plan.
	2.3 Effective ***communication strategies*** to encourage regular and accurate communication flow and feedback are established.
	2.4 Documentation and checklists associated with project plan implementation are prepared in established formats and distributed to relevant people.
	2.5 ***Contingencies*** are identified and activities planned to maximise quality outcomes according to organisational procedures.
3 Monitor project processes and outcomes.	3.1 Project progress is systematically monitored and variations to project plan are verified with client and relevant people and adjusted accordingly.
	3.2 Expenditure and resource usage are monitored and controlled to ensure objectives are achieved within specified parameters.
	3.3 ***Coaching and mentoring assistance*** is provided to project team as required to overcome difficulties throughout implementation process.
	3.4 Regular reports on project progress and outcomes are provided to project team and relevant people to ensure adherence to project plan.
	3.5 Systems, records and reporting procedures are maintained according to organisational and legislative requirements.
4 Evaluate project outcomes.	4.1 Project processes and outcomes are evaluated in consultation with clients and relevant people using appropriate communication strategies.
	4.2 Systematic review processes and established ***evaluation methods*** are identified and used to assess project processes and outcomes.
	4.3 Evaluation results are prepared in the required format, style and structure and presented to relevant people within agreed timeframes.
	4.4 Recommendations for improvement of project process are presented to relevant people according to organisational requirements.
	4.5 Relevant documentation is completed and processed according to legislative and organisational procedures.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication and negotiation skills to gain agreement on project processes and time lines
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- problem solving skills to identify potential barriers to project outcomes, analyse project risks and establish contingencies
- project planning skills to work within agreed timeframes and budgetary constraints
- report writing skills to create a project brief, terms of reference or project charter and prepare written reports on project's progress
- technology skills to use spreadsheets and project management software
- time management skills to sequence project activities logically.

Required knowledge and understanding:

- contingency and risk analysis techniques
- continuous improvement processes
- key project success factors and typical project pitfalls
- organisational quality systems, such as:
  - issues relating to client satisfaction
  - recording systems
  - strategic planning processes
- project management concepts and principles
- project management systems and tools, such as:
  - critical path method
  - program evaluation and review technique (PERT)
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations

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REQUIRED SKILLS AND KNOWLEDGE

- OHS
- privacy
- property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of planning, organising and monitoring projects. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- consulting effectively with a range of individuals to ensure achievement of project outcomes
- designing systems and strategies to ensure effective operation of the project
- knowledge of organisation's practices, ethical standards and legislative requirements associated with planning, organising and monitoring projects
- maintaining accurate records and documents that outline project requirements and outcomes
- using evaluation techniques to monitor project progress.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book

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- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- agents
- building supervisors
- company management
- government and legal agencies
- institutions
- insurers
- internal and external property groups
- owner-occupiers
- property agents
- property owners
- risk assessors
- tenants.

Relevant people may include:

- colleagues
- engineers and technicians
- financial institutions
- installers
- legal representatives
- members of industry associations
- property owners
- site personnel
- subcontractors
- supervisors
- technical experts
- tenants.

Quality assurance goals and strategies may include:

- a formal structure against which progress can be evaluated
- budgets and timetables that enable the commitment of resources at appropriate points in the project
- compliance with Australian standards
- contingency plans to cater for a change of corporate focus or significant project difficulties
- continuous improvement strategies
- mechanisms for involving a wide variety of interested parties or stakeholders in the project
- procedures for monitoring and evaluating project

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	outcomes and client satisfaction • reducing risk by anticipating, evaluating and developing strategies for the management of possible problems • reporting procedures and protocols.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Project activities may include:	• communicating advice and information to team • coordinating contractors, architects, builders and suppliers • ensuring tasks are carried out • liaison with government agencies • meetings, including preparation of minutes, papers and reports • monitoring financial arrangements • monitoring time lines • preparing project documentation • preparing project plan • reporting.
Risk management plan may describe:	• how often risks will be reviewed, the process for review and who will be involved • how risk status will be reported and to whom • planned strategies for reducing likelihood and seriousness of each risk (mitigation strategies) and who will be responsible for implementing them • initial snapshot of the major risks and current grading • process which will be used to identify, analyse and manage risks both initially and throughout the life of the project • who will be responsible for which aspects of risk management.
Risks to the effective management of the project may include:	• budget constraints • competing work demands • inadequate active participation in the quality management process by all stakeholders

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- resource and material availability
- equipment and technology breakdown
- time delays
- workplace hazards, risks and controls.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Project plan may include:

- a formal structure against which progress can be evaluated
- acquisition strategies
- budgets and timetables that enable the commitment of resources at appropriate points in the project
- consultation strategies to involve stakeholders
- contingency plans to cater for changes or significant project difficulties
- objectives, scope and expected benefits of the project
- project implementation plans
- project management methodology to be used
- quality assurance procedures
- risk management plans
- specifications
- structure of the project
- transition plans.

Targets and milestones may include:

- achievement of key tasks and project phases
- completion of contract phases and requirements
- measurement and achievement of set outcomes

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	• progress reports.
Communication strategies may include:	• clear and concise use of technical terminology • clear presentation of options • client-centred approaches • continuous feedback mechanisms • culturally inclusive and sensitive engagement techniques • effective reporting arrangements • ongoing liaison • organisational communication protocols and procedures • organisational networks.
Contingencies may include:	• budget constraints • building delays • environmental factors, such as time and weather • industrial disputes • non-availability of resources and materials • public holidays and shut-down periods • equipment and technology breakdown • unforeseen incidents.
Coaching and mentoring assistance may include:	• fair and ethical practices • non-discriminatory processes and activities • presenting and promoting a positive image of the collective group • problem solving • providing encouragement • providing feedback to another team member • respecting the contribution of all participants and giving credit for achievements.
Evaluation methods could be qualitative or quantitative and may include:	• checklists • cost data analysis • expert and peer review • interviews • observation • questionnaires • review of quality assurance data.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5032A Market the agency

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to develop and implement a marketing strategy to position the agency in the property market. It does not cover marketing required for individual properties.

The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in developing and implementing a marketing strategy to position the agency in the property market.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Undertake market research.	1.1 ***Market research methods*** are developed that provide a sound base for the creation of a property database and comparative analysis of property markets. 1.2 Research is undertaken that provides a sound base for operational marketing decisions to be made in line with ethical and ***legislative requirements***.
2 Develop marketing strategy.	2.1 Organisation's business plan, needs of the existing client base and the nature of further business opportunities are established that are appropriate to the scope of market opportunities available to the agency. 2.2 Relative strengths and weaknesses of competitors are assessed to identify opportunities for competitive advantage and for inclusion in marketing strategies. 2.3 ***Marketing strategies*** are formulated to position the agency in the property market and to minimise adverse effects of direct competition on the agency. 2.4 Marketing strategy is developed based on the needs of key stakeholders and to enable its implementation within agency services. 2.5 Marketing strategy is presented to all ***stakeholders*** ready for their consideration.
3 Implement marketing	3.1 Agency logo and mission statement are developed to

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ELEMENT	PERFORMANCE CRITERIA
strategy.	promote positive public recognition of the services provided. 3.2 Clients are clearly informed of value-added services that are provided by the agency. 3.3 Promotional materials are produced as a ready reference for agency staff. 3.4 Community networks are accessed to promote the agency's services. 3.5 Service fees are charged that are consistent with agency business objectives and are able to be consistently understood and applied by relevant staff.
4 Review and adjust marketing activities.	4.1 Marketing activities and plan are reviewed against agreed benchmarks and targets. 4.2 Feedback on outcomes of marketing activities is sought using reliable methods and verifiable data according to agency practice. 4.3 Need for alternative marketing activities and adjustments to marketing plan are assessed in consultation with relevant people. 4.4 Effectiveness of planning and marketing processes is assessed to identify possible improvements in future activities. 4.5 Costs and time lines are analysed to evaluate and improve future marketing initiatives. 4.6 Conclusions are prepared from ***verifiable evidence*** and advice is provided on future marketing initiatives. 4.7 Stakeholder recommendations are presented to allow for implementation in revised marketing plans, whose effectiveness is regularly monitored. 4.8 Agreed agency services are regularly assessed and adjusted to reflect agreed marketing policies.
5 Select and promote agency services.	5.1 Agency services are selected to maximise competitive advantage and profitability and address stated client requirements. 5.2 Achievable targets are set for each service that are in line with the business marketing plan and the size and nature of the agency. 5.3 Cost-benefit analysis is performed on services delivered, to enable the determination of the overall financial viability of individual services. 5.4 Service performance is reviewed periodically, allowing for adjustments to be made in line with

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ELEMENT	PERFORMANCE CRITERIA
	changes in the marketplace.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations and property documentation
- application of risk management strategies associated with marketing agency
- computing skills to access databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make ethical marketing decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations and rules of ethics; prepare general information, papers, marketing materials and prepare marketing plans; and complete standard forms
- negotiation skills required in discussions with service providers on marketing activities, budgets and timeframes
- numeracy skills to calculate and interpret data, such as costs of marketing activities and to ensure compliance with agreed marketing budgets
- planning, organising and scheduling skills to implement marketing plans
- research skills to identify and locate documents and information relating to the preparation of agency marketing plans.

Required knowledge and understanding:

- ethical standards associated with marketing agency
- factors considered in review of effectiveness of marketing strategy, plan, activities and materials
- factors influencing choice of marketing strategy for agency
- market opportunities
- market research methods
- marketing activities, including:
  - advertising, including print and electronic media
  - brochures

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REQUIRED SKILLS AND KNOWLEDGE

- direct marketing
- business-to-business marketing
- networking
- seminars
- targeting markets by service type
- internet and online advertising
- marketing budget
- marketing materials
- marketing plan and strategies
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - financial services
  - OHS
  - privacy
  - property sales and management
- risks and risk management strategies
- strengths, weaknesses, opportunities and threats (SWOT) analysis.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of case studies, demonstration and practical exercises focused on marketing an agency. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment. Assessment may be carried out in a simulated

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or workplace environment.

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

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

- knowledge of the ethical and legislative requirements relating to marketing an agency
- undertaking market research to support the marketing of an agency
- developing a marketing strategy for an agency
- implement a marketing strategy for an agency
- reviewing and adjusting agency marketing activities in response to changing business objectives and market conditions
- selecting and promoting agency services to clients and other stakeholders.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition

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(RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Market research methods may include:	• qualitative methods • quantitative methods.
Legislative requirements may include:	• anti-discrimination and equal employment opportunity • consumer protection, fair trading and trade practices • financial services • OHS • privacy • property sales and management.
Marketing strategies may include:	• achieving lower costs than competitors • agency service range and mix • creating a different service so that the agency becomes a class leader in the industry • presentation and display of agency services • pricing • promotion and advertising • pursuing cost leadership and product differentiation within the market.

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Stakeholders may include:	• accountants • board of directors • clients • customers • managers • marketing personnel • owners • staff • strategic business partners • subcontractors.
Verifiable evidence may include:	• checklists • notes • qualitative and quantitative data • records • testimonies.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Real estate

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CPPDSM5033A Merge or acquire a business

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

The unit of competency specifies the outcomes required to merge or acquire a business. It requires the ability to assess the suitability of a business for sale or merger, obtain and act on client instructions, advise on options for the acquisition or merger, and finalise the assessment for the client. It requires knowledge of merger and acquisition considerations, the business brokerage environment, legislation relating to business ownership and mergers and acquisitions, business assessment and client liaison techniques.

The unit may form part of the licensing requirements for persons engaged in business broking in those States and Territories where business broking is a regulated activity.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in the merging or acquisition of businesses on behalf of a client.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Obtain, interpret and confirm instructions.	1.1 Client requirements and instructions are discussed and clarified according to ***legislative, industry and agency requirements***. 1.2 Assignment plan that best meets client requirements is determined and implemented. 1.3 Fees are determined and negotiated with the client according to industry and agency requirements. 1.4 Advice is prepared and provided to other ***enlisted professionals*** involved in the merger or acquisition process.
2 Assess suitability of business for merger or sale.	2.1 ***Information*** on business is compiled and used to ensure that reliable data and advice are accessed. 2.2 ***Critical assessment of the ownership, structure and status*** of the business is conducted against statutory and merger or acquisition requirements. 2.3 Business potential and capacity are reviewed against ***financial and strategic marketability***. 2.4 ***Synergistic opportunities*** are identified and incorporated in assessment.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Suitability for merger or acquisition of the business is researched and determined using industry-adopted assessment methods.
	2.6 ***Research*** gathered from previous merger or acquisition assessments is used to ensure objectivity of assessment as to business suitability for sale or merger.
	2.7 Assumptions are checked for reasonableness and recorded according to ***agency requirements***.
3 Advise on options for merger or sale of business.	3.1 Strengths and limitations of current business and ***proposals*** are evaluated and communicated to the client.
	3.2 Client is provided with appropriate information and assisted to make an informed decision on merger or acquisition options.
	3.3 Assessment and advice are provided within a timeframe that does not disadvantage the client's opportunity for maximum results.
	3.4 Client is referred to appropriate enlisted professionals for financial and legal advice on options.
4 Complete assessment.	4.1 Arrangements are put in place for all ***records and documentation*** relating to the merger or acquisition process to be prepared and checked.
	4.2 Relevant parties are contacted and informed of the decision regarding business sale or merger.
	4.3 Data and assessment findings are documented and stored correctly to inform future merger or acquisition assessments.
	4.4 ***Feedback*** on the merger or acquisition process is encouraged and used to inform future assessments.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- access a variety of information relating to assessing a business and relevant

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REQUIRED SKILLS AND KNOWLEDGE

information regarding legislative requirements, especially as they relate to mergers and acquisitions

- conduct SWOT analysis identifying strengths, weaknesses, opportunities and threats; internal and external analysis and risk assessments; and synergistic opportunity analysis
- determine most appropriate appraisal methods
- liaise with clients
- maintain trust accounts
- obtain information relevant to assessing a business for merger or acquisition
- plan and monitor activities related to the sale or merger of business
- provide information on the assessment process and the final assessment
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- resolve client concerns and issues
- select and use appropriate technology
- undertake analysis of data and structure of a business with a view to assessing viability and merger or acquisition options.

Required knowledge and understanding:

- agency's policy and procedures for client service, including ethical behaviour and appraisal procedures
- client liaison techniques
- mechanisms to obtain and analyse client comments and feedback
- merger and acquisition considerations
- principles and techniques for assessing business, organisational and staffing structures
- principles and techniques for checking financial statements, and the ownership, structure, staffing and status of a business and associated plant and equipment
- principles and techniques for communicating concerns to clients
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - business broking
  - business operation and assessments, especially in regard to franchise and business structures, and business mergers or acquisitions
  - consumer protection
  - environmental issues
  - equal employment opportunity
  - financial probity
  - industrial relations
  - OHS

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REQUIRED SKILLS AND KNOWLEDGE

- service standards and best practice models
- trust accounting principles and practices
- types of business assessment methods, and benefits and limitations of each for a variety of business types or information (especially as they relate to mergers and acquisitions).

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of merging or acquiring a business. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- analysing business viability, organisational and staffing structures and issues and their impact on possible mergers or acquisitions
- completing relevant documentation and reports
- identifying benefits and limitations of current business structure for merger and acquisition, and strengths and weaknesses of proposals
- identifying improvements in assessment of merger or acquisitions processes
- knowledge of agency practice, ethical standards and legislative requirements associated with merging or acquiring a business
- preparing and structuring advice on mergers, acquisitions and assessment outcomes

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- sensitive relaying of relevant information to clients.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable resources and simulated or real opportunities to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislative, ***industry and agency requirements*** may relate to:	• access and equity policy, principles and practice • business and performance plans, including organisational goals and objectives • client service policies • ethical standards • industry and agency codes of conduct and practice, and code of ethics • legislative and statutory requirements for provision of business broking services • OHS policies, procedures and programs • organisational policy, guidelines and requirements • policies and procedures relating to own role, responsibility and delegation • privacy and confidentiality requirements • records and information systems • reporting and communication structures • terms and conditions of employment.
Enlisted professionals may include:	• accountants • financiers and financial institutions • financial advisers • landlords and managing agents • legal advisers • licensed settlement agents • real estate agents • solicitors.
Information may be compiled from:	• analysis of organisational and managerial or ownership structure • analysis of personnel, capital (e.g. money, plant and equipment), methods, materials and markets • financial records: • current and historical

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- internal and external
- asset and liability statements
- interviews with key personnel
- sales information
- staff records
- SWOT analysis.

Critical assessment of the ownership*, *structure and status may include:

- analysis of taxation considerations
- assessment of staffing structures
- composition of owners and stakeholders, working owners and non-working owners
- confluent liabilities
- current and potential employee conflicts
- identification and control of contingencies
- identification of intangible assets
- identification of key employees
- internal and external analysis and risk assessment
- marketability and viability of the operation, including current and historical financial viability
- numbers of current staff as opposed to anticipated number of staff required after merger or acquisition
- operational effectiveness
- participation and voting power
- potential for synergistic opportunities
- potential of staffing structures
- readiness to be presented as a 'turnkey operation'
- staff's ability or potential to make an offer for business
- staff training levels and requirements
- stock, assets, liabilities and capital
- trading and performance history
- transferability of rights.

Financial and strategic marketability may include:

- creation of an immediate return on investment on a stand-alone basis (e.g. financial buyer) as opposed to being concerned with the creation of opportunities for value adding and long-term growth (e.g. strategic buyer)
- equity buyers
- staff or internal buy out or partners.

Synergistic opportunities:

- may relate to:
  - combination benefits, such as market power and increased purchasing power
  - functional skills transfer, including learning or improving functional skills by merging

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- management skills transfer
- resource sharing, including sharing distribution channels

- may be identified through:
  - external analysis (treasure hunting)
  - internal analysis.

Research includes:

- accurate data and information gained from previous merger and acquisition assessments
- identification and use of industry-approved and reliable assessment methods that best fit information available and the type of business.

Agency requirements may be outlined within:

- access and equity policy, principles and practice
- business and performance plans
- ethical standards
- goals, objectives, plans, systems and processes
- legal and organisational policies and guidelines
- mission statements and strategic plans
- OHS policies, procedures and programs
- privacy and confidentiality requirements
- quality and continuous improvement processes and standards
- quality assurance and procedures manuals, including sales and client liaison procedure manuals.

Proposals may be:

- for immediate or longer term mergers and acquisitions
- from financial or strategic interests.

Records and documentation may include:

- documents and pro formas for clients
- forms and paperwork required by legislation and statutory regulation
- internal documents required for the completion of the assessment process.

Feedback may include:

- formal and informal discussions with existing and previous clients
- information from potential mergers or acquirers
- information provided by others involved in the appraisal process, both internal and external to the organisation.

Unit Sector(s)

Unit sector Property development, sales and management

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Competency field

Competency field Business broking

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CPPDSM5034A Monitor performance of property or facility portfolio

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to monitor the ongoing performance of a property or facility portfolio. It requires the ability to provide advice and recommendations to the client based on an accurate analysis of investment performance.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in monitoring the ongoing performance of a property or facility portfolio.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine performance requirements.	1.1 ***Performance*** requirements are identified in consultation with ***relevant people*** according to ***organisational requirements***.
	1.2 ***Client needs and expectations*** are accurately assessed and clarified using appropriate research and survey techniques and ***consultative processes***.
	1.3 ***Source documents*** and ***legislative requirements*** are obtained and assessed according to organisational requirements to ensure that information is accurate and reliable.
	1.4 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational procedures.
2 Monitor performance.	2.1 ***Performance of portfolio*** is regularly monitored to ensure it meets client objectives and relevant organisational and legislative requirements.
	2.2 Assessment processes are designed which detail the assessment method that will accurately reflect client needs and organisational requirements.
	2.3 Trends and ***market conditions*** are identified and evaluated against ***industry benchmarks*** to determine performance of portfolio.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Variations in performance expectations are identified and explained to relevant people.
	2.5 Reliable methods for assessing performance are used according to organisational requirements, making efficient use of time and resources.
3 Provide advice and recommendations.	3.1 Clients are provided with clear advice and ***recommendations*** on whether performance of portfolio meets their identified needs and expectations.
	3.2 Advice and recommendations are supported by verifiable evidence and are consistent with monitoring objectives and client requirements.
	3.3 Advice and recommendations are presented in an appropriate format, style and structure using ***business equipment and technology***.
	3.4 ***Feedback*** on suitability and sufficiency of advice and recommendations is obtained from relevant people.
	3.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to interpret property or facility plans, assess property or facility performance, research property or facility application and usage, and benchmark for optimisation
- communication skills to clarify ideas and perspectives, and negotiate client and tenant requirements
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information, complete documentation and report findings
- technical skills to use property or facility software and formulate reports.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- a range of research methods and analysis techniques
- administration of property or facility usage plans
- contract law and property or facility performance
- industry practice and benchmarks
- lease rights and responsibilities
- local property market conditions and overall trends in the industry
- organisational and professional procedures, ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- risk management associated with property or facility performance.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment This unit of competency could be assessed through practical demonstration of monitoring the ongoing performance of a property or facility portfolio. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory

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legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- conducting research of relevant documentation and legislation and accurately determining client performance expectations through consultation
- developing an assessment process, and measuring performance of portfolio against set criteria
- knowledge of organisation's practices, ethical standards and legislative requirements associated with monitoring the ongoing performance of a property or facility portfolio
- monitoring portfolio performance using data analysis methods and identifying variations in performance expectations
- providing advice and recommendations to clients based on a comprehensive evaluation of portfolio performance, including feedback using business equipment and technology.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in

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time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Performance may relate to:
- concepts and plans
- customer service outcomes
- productive use of property and assets
- strategies and placement of capital in property for investment.

Relevant people may include:
- accountants
- analysts
- clients

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- government personnel
- legal representatives
- management and colleagues
- members of industry associations
- taxation specialists.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- policies and procedures relating to own role and responsibility
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals
- records and information systems and processes.

Clients may include:

- developers
- financial institutions
- fund managers
- internal and external property groups
- investment organisations
- joint ventures
- owner-occupiers
- partners
- unit trustees.

Client needs and expectations may relate to:

- immediate capital gains
- long-term capital gains.

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication.

Source documents may include:

- business plans
- comparative market data
- depreciation schedules
- financial documents
- government statistics
- marketing plans
- property valuation statements

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- qualitative and quantitative data
- reports and inventories
- taxation records.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Specialist advice may be sought from:

- architects
- bankers and financiers
- builders
- environmental auditors
- government officials
- investment consultants
- members of industry associations
- real estate agents
- solicitors
- technical experts
- valuers.

Performance of portfolio may be influenced by:

- capacity to improve assets
- capital growth versus short-term gain
- cash flows
- change to organisational structure
- demographics
- gearing possibilities
- geographic aspects
- limits to financial resources
- return on investment

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	• return versus risk • taxation considerations • type of property or facility.
Market conditions may relate to:	• availability of alternatives • business confidence • economic conditions • level of competition.
Industry benchmarks may include:	• discounted cash flow • employment rates • industry association performance index • inflation rate • internal rate of return • life cycle costing • published vacancy factors • tenancy mix.
Recommendations may include:	• new finance arrangements • new tenant or lease arrangements • rebuilding • redeveloping • refitting • refurbishment and fit-outs • renovation • repackaging.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers and scanners • software applications, such as databases and word applications.
Feedback may be obtained from:	• clients and colleagues • legal representatives • documentation and reports • quality assurance data • questionnaires • regular meetings.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5036A Prepare tender documentation in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to prepare tender documentation for property or facility management and maintenance operations. It requires the ability to determine property requirements accurately, develop detailed budgets, and prepare documentation according to established tender criteria and conditions.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in preparing tender documentation for property or facility management and maintenance operations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine tender requirements.	1.1 Tender brief and other relevant ***documentation*** are obtained and analysed to establish tender requirements in consultation with ***relevant people***.
	1.2 ***Viability*** to comply with tender requirements is assessed against project specifications and organisational operational capacity.
	1.3 ***Risk assessment*** is conducted on anticipated project outcomes according to ***organisational and legislative requirements***.
	1.4 Personal limitations in assessing tender requirements are identified and assistance is sought as required from relevant people.
	1.5 Relevant legislative requirements are interpreted and allowed for within parameters of tender requirements.
2 Estimate resource requirements.	2.1 Financial, physical and human resource requirements are determined according to tender requirements.
	2.2 Organisational rate schedules and conditions are applied to establish costings where appropriate according to organisational requirements.
	2.3 Factors that may affect capacity to meet tender requirements are identified through risk analysis and accounted for in resource estimates.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Information is reviewed to ensure accuracy and a budget is determined to meet assessed tender and resource requirements.
3 Prepare tender documentation.	3.1 ***Business equipment and technology*** are used to gather and compile relevant information in a suitable format according to organisational requirements.
	3.2 Draft tender documentation is prepared that accurately reflects project requirements and complies with specific ***tender criteria and conditions***.
	3.3 Draft tender documentation is distributed to relevant people to check that information is accurate and project requirements are clearly addressed.
	3.4 ***Feedback*** is sought and where appropriate incorporated into tender documentation.
	3.5 Final documentation is lodged within designated time lines and a copy securely maintained according to organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- computing skills to compile and present information, access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy and communication skills to access and interpret specific tender criteria and conditions and prepare required documentation using clear and comprehensible language
- numeracy skills to estimate resource requirements and create a budget
- project planning skills to plan, schedule and track activities
- proofreading and editing skills to revise, amend and finalise tender documentation
- research and evaluation skills to evaluate specifications to establish tender criteria and to undertake qualitative and quantitative research.

Required knowledge and understanding:

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REQUIRED SKILLS AND KNOWLEDGE

- contingency and risk assessment techniques
- contractual arrangements in relation to property management and maintenance
- customer service procedures and practices
- legal and ethical responsibilities, including:
  - maintaining client privacy and confidentiality
  - meeting environmental standards
  - providing accurate information
- local knowledge of the property operations and development market
- organisational pricing policy and procedures
- organisational structure, services and environment
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- tender layout, format and presentation methods
- tendering codes of practice.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment This unit of competency could be assessed through practical demonstration of preparing tender documentation for property or facility management and maintenance operations. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The

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demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- actively seeking feedback from clients and colleagues on tender requirements
- following organisational procedures to produce tender documentation
- gathering and collating information
- knowledge of organisation's practices, ethical standards and legislative requirements associated with preparing tender documentation for property or facility management and maintenance operations
- understanding methodologies and activities required to analyse tender requirements.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning

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experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Property ***documentation*** may include information relating to:	• agreements • building codes • company services • contracts • depreciation schedules • licences • operating costs • permits • plans • specifications.
Relevant people may include:	• clients • government agencies • industry regulators and associations

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	• legal representatives • management and colleagues • principals.
Viability may include consideration of:	• available resources, equipment and supplies • compliance with regulations • financial considerations • geographical constraints • skills required for the provision of services • time constraints.

Risk assessment may include:	• identifying risks in isolation or as part of a broader risk management strategy, such as:
	  • damage to property and equipment
	  • environmental risks
	  • equipment and system failures
	  • financial and economic loss or failure
	  • OHS
	  • professional incompetence.

Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Legislative requirements may be outlined and reflected in:	• Australian standards • codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law • environmental and zoning laws affecting access security, access and property use • general duty of care to clients • home building requirements • local regulations and by-laws • privacy laws applying to owners, contractors and tenants • quality assurance and certification requirements • relevant federal, and state or territory legislation that

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	affects organisational operation, including: • anti-discrimination and diversity • environmental issues • EEO • industrial relations • OHS • strata, community and company titles • tenancy agreements • trade practices laws and guidelines.
Business equipment and technology may include:	• computers and email • data storage devices • facsimile machines • internet, extranet and intranet • photocopiers • printers and scanners • software applications, such as databases and word applications.
Tender criteria and conditions may include:	• eligibility for submission of tender • interview, meeting or presentation of tender • special requirements • submission date • tender document format.
Feedback may be sought from:	• clients and their legal representatives • supervisors and colleagues • formal and informal performance appraisals • workplace assessment.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM5038A Value a business

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to value a business for business broking purposes. It requires the ability to access and interpret market trends and other information relevant to the valuation of a business. The unit requires the ability to value the business using established evaluation methods, allowing for variations and internal and external risk assessment.

The unit may form part of the licensing requirements for persons engaged in business broking in those States and Territories where business broking is a regulated activity.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in valuing businesses for business broking purposes.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Obtain, interpret and confirm instructions.	1.1 Client requirements and instructions are discussed and clarified according to ***legislative***, ***industry and agency requirements***. 1.2 Assignment plan that best meets client valuation requirements is identified, determined and implemented. 1.3 Fees are determined and negotiated with the client according to industry and agency requirements. 1.4 Instructions are confirmed with the client according to agency requirements. 1.5 Advice is prepared and provided to other ***enlisted professionals*** involved in the valuation process.
2 Conduct research on business.	2.1 ***Information sources*** are identified and used to ensure that reliable data and advice are accessed. 2.2 ***Current market data and trends*** relative to the business are identified and analysed to assist in determining a fair and realistic valuation figure. 2.3 ***Apparent or potential conflicts in collected information*** are identified and accounted for in preparation for valuation. 2.4 ***Agency and industry legal and ethical requirements*** are adhered to in the process of gathering

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ELEMENT	PERFORMANCE CRITERIA
	information and preparing for valuation.
3 Inspect business and premises.	3.1 Business and associated premises are ***fully inspected*** according to assignment plan and relevant industry practice standards.
	3.2 Assignment plan and relevant documentation are referred to as required to ensure accuracy of inspection.
	3.3 Inspection is documented and appropriately filed for future reference according to industry and agency requirements.
	3.4 Relevant enquiries are made and discussions with ***key personnel*** are documented according to industry and agency requirements.
	3.5 Actual characteristics of the business and premises are cross-referenced against other available data and inconsistencies are noted.
4 Conduct valuation.	4.1 ***Internal and external analysis and risk*** assessment for the identified business are conducted.
	4.2 Accepted ***valuation methodology*** suitable to the business type and available information are selected and applied.
	4.3 Assumptions are made in the valuation process that are justified in terms of accepted valuation and ethical practices.
	4.4 ***Historical records*** are normalised through adjustment of discretionary, non-operational and non-recurrent items.
	4.5 Future profitability of the business is assessed using all available information and ***identifiable variables***.
5 Complete valuation and deliver to client.	5.1 ***Valuation calculations*** are reconciled to arrive at a final valuation conclusion and recorded according to agency and client instructions.
	5.2 ***Records and documentation*** needed for verification purposes are retained or identified for future access according to client, legal and agency requirements.
	5.3 Report is prepared in an ***acceptable format*** highlighting ***valuation findings and rationale*** and where appropriate, provides constructive advice for future valuations.
	5.4 Areas for improvement in valuation processes are identified and communicated to relevant agency personnel.

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ELEMENT	PERFORMANCE CRITERIA
	5.5 Report is delivered to the client according to the assignment plan and agreed timeframes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- access a variety of information relating to valuing a business and relevant information regarding legislative requirements
- compile a professional report
- determine most appropriate valuation methods
- identify current market trends and positions
- inspect buildings and premises and take field notes for legal purposes
- interpret trust accounts
- liaise with clients
- obtain information relevant to valuing a business and provide information on the valuation process and final valuation
- plan and monitor activities
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- resolve client concerns and issues
- research and analyse relevant information relating to a valuation
- select and use appropriate technology.

Required knowledge and understanding:

- agency's policy and procedures for client service, including ethical behaviour and valuation procedures
- mechanisms to obtain and analyse client comments and feedback
- organisational legal structures, financial and accounting systems and taxation issues
- principles and techniques for checking financial statements, the ownership and status of a business and associated plant and equipment
- principles and techniques for communicating concerns to clients
- principles and techniques for valuing a business
- relevant federal and state or territory legislation and local government regulations related to:

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REQUIRED SKILLS AND KNOWLEDGE

- anti-discrimination
- business broking
- business operation and valuations, especially in regard to franchise and business structures and the sale of businesses
- consumer protection
- environmental issues
- equal employment opportunity
- financial probity
- industrial relations
- OHS
- sale and appraisal of businesses
- service standards and best practice models
- trust accounting principles and practices
- types of valuation methodologies, and benefits and limitations of each for a variety of business types.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of valuing a business for business broking purposes. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • analysing the business and associated systems and finances, as they relate to valuing a business • clarifying concerns and communicating with clients to

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enable the valuation process and resolve complications
- completing the valuation, documenting findings and making recommendations on improvements to future valuation procedures
- knowledge of agency practice, ethical standards and legislative requirements associated with valuing a business
- preparing and structuring advice on the valuation process.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to suitable resources and simulated or real opportunities to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of

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the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislative, ***industry and agency requirements*** may relate to:

- access and equity policy, principles and practice
- business and performance plans, including organisational goals and objectives
- client service policies
- industry and agency codes of conduct and practice, and code of ethics
- legislative and statutory requirements for provision of business broking services
- OHS policies, procedures and programs
- organisational policy, guidelines and requirements
- policies and procedures relating to own role, responsibility and delegation
- privacy and confidentiality requirements
- records and information systems
- reporting and communication structures
- terms and conditions of employment.

Enlisted professionals may include:

- accountants
- plant and equipment valuers
- real estate agents
- real estate valuers
- solicitors.

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Information sources may include:

- annual reports
- financial statements and account details
- interviews with management, proprietors and other key personnel
- market and industry sources external to the identified business
- source documents
- taxation records.

Current market data and trends:

- may relate to:
  - business brokers' databases
  - current market information
  - demographic data such as size, nature of industry, shifts in usage and uptake rates
  - economic conditions and business confidence levels
  - global and local issues that may impact upon the identified business or sector
  - market reports, analysis and commentary
  - municipal authorities
  - property leases
  - raw market data and trends
- may be obtained from:
  - business consultants
  - clients
  - competitors
  - established media, industry analysts and commentators, publications and journals
  - industry.

Apparent or potential conflicts in collected information may arise from:

- discrepancies within and between accounting and administrative records
- historical financial records
- projections for growth and expansion in comparison to actual growth and expansion.

Agency and industry legal and ethical requirements may be included in:

- access and equity policy, principles and practice
- Australian Competition and Consumer Commission requirements
- Australian Securities and Investments Commission requirements
- business and performance plans
- court precedents
- ethical standards
- goals, objectives, plans, systems and processes

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- government statutes
- industry self-regulation or licensing requirements
- legal and organisational policies and guidelines
- mission statements and strategic plans
- OHS policies, procedures and programs
- privacy and confidentiality requirements
- quality and continuous improvement processes and standards
- quality assurance and procedures manuals, including sales and client liaison procedure manuals.

Fully inspected would include:

- internal and external inspection
- physical attributes.

Key personnel could include:

- cleaners and building supervisors
- council and fire authorities
- staff of the organisation.

Internal and external analysis and risk assessment may include:

- internal:
  - assessing a business' overall strengths, weaknesses, opportunities and threats
  - background and history
  - depth of management
  - determining financial condition
  - evaluating tangible and intangible assets
  - historical financial trend analysis
  - identifying prior ownership sales
  - diversifying products and services
- external:
  - competitive forces
  - economic and industry conditions
  - regulatory influences
- locating possible guideline companies to be used in the market valuation approach.

Valuation methodology may include:

- analysis of taxation considerations
- applying the sanity test
- asset based approach
- data collection, including:
  - ownership details
  - plant, equipment, fixtures and fittings listings
  - financial accounts
  - lease and rent reviews
- income, earnings and cash flow approach

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- normalising the accounts
- recommended listing price of business
- use of accepted valuation methods, such as:
  - build-up method
  - capitalised earning method
  - comparable sales method
  - excess earnings method
  - industry-adopted methods, such as rent rolls
- use of accounting ratios
- vertical, horizontal and trend analysis of financial statements.

Historical records may be normalised by:

- adjusting balance sheet items to their fair market values
- adjusting for discretionary items such as owner or family salaries and benefits
- considering the potential value of non-recorded items
- identifying non-operating and non-recorded items
- removing non-operating and non-recurring income and expenses.

Identifiable variables may include:

- analysis of personnel requirements, finances, plant and equipment, methods of operation and materials
- asset management
- market trends and projections
- potential buyer interest
- projected sales and revenue targets
- tangible and intangible assets.

Valuation calculations should account for:

- minority and marketability discounts
- minority interests
- tangible and intangible assets.

Records and documentation may include:

- documents and pro formas for the client
- forms and paperwork required by legislation and statutory regulation
- internal documents required for the completion of the valuation process, including financial records.

Acceptable format may relate to:

- agency expectations regarding the valuation report in relation to style, layout, formatting, syntax and grammar
- industry expectations regarding the valuation report in relation to style, layout, formatting, syntax and grammar.

Valuation findings and rationale may cover:

- financial data
- organisation's history

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- present operations, including:
  - accounting
  - engineering
  - environmental and OHS concerns and regulations
  - equipment
  - facilities
  - inventory
  - management and organisational structure
  - marketing and competition
  - personnel
  - product lines and services
  - quality control
  - service record and systems
  - suppliers
- valuation.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Business broking

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CPPDSM6001A Determine viability of regeneration options in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to analyse and determine regeneration options for property and assets. It requires the ability to evaluate regeneration options to make a decision on a preferred viable option and to provide advice and recommendations to clients.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in analysing and determining regeneration options for property and assets.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish regeneration options.	1.1 ***Asset regeneration*** options are reviewed according to ***client*** requirements.
	1.2 ***Communication strategies*** are used to negotiate options for addressing client needs.
	1.3 ***Analysis*** of client requirements is used to clarify project objectives and methods.
	1.4 ***Relevant information*** and legislation are analysed to provide ***strategic context*** to asset regeneration objectives.
	1.5 Applicable industry, ***organisational and legislative requirements*** are interpreted and complied with.
2 Analyse regeneration options.	2.1 Quantitative and qualitative analysis of regeneration options is undertaken to assess viability and determine preferred option.
	2.2 Economic trends and market developments are analysed in terms of potential implications and impact on regeneration objectives.
	2.3 Impacts, ***risks*** and costs of regeneration options are established and analysed according to project objectives.
	2.4 Sound reasoning is applied to ensure consistency of interpretations based on available and reliable information.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Decision on preferred regeneration option is checked against verifiable evidence.
3 Evaluate assessment process.	3.1 Strategies and processes for assessing viability of regeneration options are evaluated using established ***evaluation methods***.
	3.2 Reliable evaluation methods are used making efficient use of time and resources.
	3.3 Measures and criteria provide sufficient information to make judgements about progress towards strategic regeneration objectives.
	3.4 ***Strategies to improve*** assessment processes are documented and implemented.
4 Provide advice and recommendations.	4.1 Client is provided with advice and recommendations on preferred regeneration option within agreed timeframes.
	4.2 Advice and recommendations are presented in appropriate format, style and structure using ***business equipment and technology***.
	4.3 ***Feedback*** on suitability and sufficiency of advice and recommendations is obtained from client and action is taken to modify advice as required.
	4.4 Comments, analysis and recommendations are made available for the review and reformulation of strategic goals and policies.
	4.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to negotiate client requirements and consult with industry experts and others
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases

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REQUIRED SKILLS AND KNOWLEDGE

- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to plan and schedule time lines and objectives and to source and access information
- problem solving skills to anticipate factors that may affect asset regeneration and to assess risk
- research skills to source, analyse and interpret asset and market information
- technical skills to use software for planning and scheduling tasks, use financial and assessment software and spreadsheets efficiently, and access market information.

Required knowledge and understanding:

- financial analysis and modelling
- implications for business continuity
- industry benchmarks
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- regeneration methods
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- sources of industry and market information
- sources of industry data
- strategic management principles and practices
- strategic planning
- supply and demand economics
- taxation as it applies to asset regeneration.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of analysing and determining regeneration options for property or assets. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- interpreting and applying applicable legal, ethical and organisational requirements
- establishing regeneration options and expectations through an assessment of consultation and sourced market information
- knowledge of organisation's practices, ethical standards and legislative requirements associated with analysing and determining regeneration options for property or assets
- providing advice and recommendations on a preferred regeneration option using client feedback within agreed timeframes
- testing the assessment process against assessment measures and criteria and implementing strategies to improve future processes
- using suitable analysis methods and techniques to assess regeneration options and decide on a preferred option.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment

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- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Asset may include:

- building
- business and marketing contract
- equipment
- furniture
- goodwill
- land
- vehicle.

Regeneration may relate to:

- rebuilding
- redecorating
- redeveloping
- refinancing
- refitting
- remodelling
- renovation
- repackaging
- re-tenant.

Clients may include:

- asset or property agents
- asset or property owners
- company management
- fund managers
- fund providers
- government and legal instruments or agencies
- institutions
- internal and external property groups
- owner-occupiers
- private investors
- users.

Communication strategies may relate to:

- clear and concise use of technical terminology
- direct line supervision paths
- face-to-face meetings
- lateral supervision paths
- organisational communication protocols and procedures
- organisational networks
- telephone, facsimile and written communication.

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Analysis:	• may be:
	  • explorative, descriptive, causative or predictive
	  • quantitative and qualitative
	• may include:
	  • basic statistical analysis
	  • critical analysis
	  • mathematical calculations
	  • problem solving.

Relevant information may include:	• agreements • assessment criteria • building codes • certificates of occupancy • contracts • documented recommendations on viability of regeneration options • leases • licences • market research • permits • plans • specifications.
Strategic context may relate to:	• competitive • cultural • financial • legal aspects of organisational functions • operational • political • social.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Legislative requirements may be outlined and	• Australian standards, and quality assurance and certification requirements

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reflected in:	• award and enterprise agreements
	• codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• home building requirements
	• privacy requirements
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

Risk factors that may influence regeneration may include:	• constraints on use • existing asset use and ownership • government zoning and restrictions • market influences • project financing • staging of investment or development • structure of leases or agreements • type and number of tenants and users.
Evaluation methods could be qualitative or quantitative and may include:	• checklists • cost data analysis • expert and peer review • interviews • observation • questionnaires • review of quality assurance data.
Strategies to improve may be assessed for:	• ability to add value • ability to improve client satisfaction • cost-effectiveness • degree of client or management support • ease of implementation • practicality • viability.
Business equipment and technology may include:	• data storage devices • email

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	• facsimile machines • internet, extranet and intranet • photocopiers • printers and scanners • software applications, such as databases and word applications • work computers.
Feedback may be received through:	• clients and their legal representatives • management and colleagues.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM6002A Conduct a property investment feasibility study

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to conduct an assessment of investment feasibility. It requires the ability to identify objectives and techniques to undertake the study, use valid and reliable research techniques to analyse information, and report study findings and conclusions.

The unit may form part of the licensing requirements for persons engaged in property operations and development in those States and Territories where these activities are regulated.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in conducting assessments of investment feasibility.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish study requirements.	1.1 Aims and objectives of ***investment*** feasibility study are clearly established according to ***client*** and ***organisational requirements***. 1.2 Study objectives and time lines are negotiated and agreed in consultation with ***relevant people***. 1.3 ***Relevant documentation*** and ***legislative requirements*** are gathered and reviewed to identify critical requirements of the study. 1.4 Initial comparisons with similar properties are made to allow effective comparison with ***client expectations*** according to organisational requirements. 1.5 Situations requiring ***specialist advice*** are identified and support is sought as required according to organisational requirements.
2 Access relevant information.	2.1 Relevant ***information*** is gathered and organised in a format suitable for ***analysis*** and interpretation. 2.2 Market information is accessed and evaluated in terms of validity, reliability and relevance according to identified analysis requirements. 2.3 Relevant people are consulted to gather additional information using appropriate ***communication techniques***.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Environment is scanned to identify and assess factors that may impact on study according to organisational requirements.
	2.5 Reliable methods for gathering information are used according to organisational requirements, making efficient use of time and resources.
3 Analyse information.	3.1 Quantitative and qualitative analysis is undertaken of ***comparative market data*** using standard financial analysis techniques.
	3.2 Economic trends and market developments are identified and evaluated in terms of potential implications and impact on study objectives.
	3.3 ***Factors*** increasing or diminishing investment ***risk*** are identified, analysed and discussed with client.
	3.4 Sound reasoning is applied to ensure consistency of interpretations based on available information.
4 Formulate investment scenarios.	4.1 Alternative investment scenarios are developed to meet study requirements according to organisational requirements.
	4.2 ***Consultative processes*** are used to obtain views of industry experts as required.
	4.3 Scenarios are verified against prescribed criteria and analysed to minimise subjective assessment.
	4.4 Sensitivity analysis is performed on data to identify degree of convergence within identified industry and market ***benchmarks***.
	4.5 Property trends and ***market conditions*** are identified and evaluated against study requirements.
5 Document feasibility study.	5.1 Feasibility study is presented in appropriate format, style and structure using suitable ***business equipment and technology***.
	5.2 Report is prepared and distributed to relevant people within agreed timeframes according to organisational requirements.
	5.3 Conclusions are documented that are verifiable, current and sufficiently detailed to meet identified client and organisational requirements.
	5.4 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to negotiate client requirements and consult with industry experts and other relevant people
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to plan and schedule time lines and objectives and to manage project processes
- problem solving skills to determine factors that may affect property markets and evaluate risk
- research skills to source, analyse and interpret property and market information
- technical skills to use software for planning and scheduling tasks, use financial and assessment software and spreadsheets, and access market information.

Required knowledge and understanding:

- alternative property uses
- building control legislation, codes and relevant Australian standards
- business and industry property networks
- current property and investment market
- investment risk factors and relationship to return expectations
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- project assessment methods
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS

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REQUIRED SKILLS AND KNOWLEDGE

- privacy
- property sales, leasing and management
- sources of industry and market information
- types of property markets
- value management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of conducting an assessment of investment feasibility. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • analysing market information to identify economic trends, market developments and risk factors • documenting and presenting investment feasibility study using appropriate business equipment and technology • formulating investment scenarios against industry benchmarks • knowledge of organisation's practices, ethical standards and legislative requirements associated with conducting an assessment of investment feasibility • sourcing documentation and information through consultation to establish study aims and objectives,

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and make initial comparisons of similar properties
- sourcing market and environmental information to identify factors affecting study.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be

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undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Investment may relate to:	• concepts and plans • strategies and placement of capital in property for investment • productive use of property and assets • customer service outcomes.
Clients may include:	• financial institutions • fund managers • individuals • internal and external property groups • investment organisations.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Relevant people may include:	• accountants • agents • clients

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- government personnel
- interested parties
- legal representatives
- management and colleagues
- members of industry associations
- taxation specialists.

Relevant documentation may relate to:

- building codes
- current and planned property or site developments
- deposited, survey and other plans and maps
- depreciation schedules
- land title and zoning
- leasing rates
- legal status
- management policy and procedures
- marketing services
- performance of comparable properties
- permits
- rates notices
- sales information
- taxation papers
- tenancy and other contracts or leases.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Client expectations may relate

- immediate capital gains
- long-term capital gains.

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to:

Specialist advice may be sought from:	• architects • bankers and financiers • developers • investment consultants • land economists • members of industry associations • planners • real estate agents • solicitors • taxation and accounting practitioners • valuers.
Information sources may include:	• consultants • industry and organisational databases • information services • press clippings • published industry data, including industry indices • third parties • trade journals.
Analysis may include:	• computer modeling • examination of cash flows and other financial projections • examination of collected data • quantitative and qualitative analysis • probability analysis • time series recognition.
Communication techniques may include:	• active listening • clear presentation of options • consultation methods • culturally inclusive and sensitive engagement techniques • questioning to clarify and confirm understanding • seeking feedback • two-way interaction • using language and concepts appropriate to cultural differences • verbal or non-verbal language.
Comparative market data may include:	• best practice information • national and international benchmarking • inter-organisation comparison data.
Factors that may influence	• constraints on use

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complexity of feasibility study may include:	• existing land use and ownership • government zoning and restrictions • project financing • staging of investment or development • structure of leases • type and number of tenants.

Risk may relate to:	• asset allocation and investment spread
	• borrowing risk
	• gearing
	• economics
	• lifestyle choices
	• market and property sector risks, including:
	  • fluctuations in economic cycle
	  • interest rates
	  • stock market
	• organisational risk
	• risk factors and client return expectations
	• volatility of income and capital.

Consultative processes may include:	• face-to-face meetings • telephone, facsimile and written communication.
Benchmarks may include:	• building operational costs • business strategy parameters • economic parameters • financial constraints • historical operational costs • industry published building occupation data • market expectations • research data • statutory costs.
Market conditions may relate to:	• availability of alternatives • business confidence • economic conditions • level of competition.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners

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- software applications.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM6003A Contract to invest in property

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to manage the development and performance of a property investment contract. It requires the ability to negotiate contract specifications and undertake a due diligence review against an investment feasibility study.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in managing the development and performance of a property investment contract.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Formulate contract specifications.	1.1 ***Investment*** contract specifications are ***negotiated*** and formulated in consultation with ***relevant people***.
	1.2 ***Communication strategies*** and processes are established and implemented to assist ongoing communication between contract parties.
	1.3 ***Analysis*** is made of ***relevant information*** and legislation to provide ***strategic context*** to investment objectives.
	1.4 Instructions are issued to ***consultants*** to prepare draft contract.
	1.5 Applicable ethical, ***organisational and legislative requirements*** are interpreted and applied.
2 Undertake due diligence review.	2.1 Instructions are issued to relevant consultants to undertake ***due diligence review*** for assessment against feasibility study.
	2.2 Impacts of due diligence review are documented and assessed against feasibility study outcomes.
	2.3 Variations to feasibility study are identified and a decision made to proceed, renegotiate or withdraw as required.
	2.4 Required variations to contract are negotiated and agreed between parties to reflect outcomes of due diligence process.

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ELEMENT	PERFORMANCE CRITERIA
3 Develop investment contract.	3.1 Contract is prepared in appropriate style and format ensuring compliance with contract specifications and due diligence outcomes. 3.2 Contract is reviewed to ensure accuracy of information and is disseminated to relevant people for ***feedback***. 3.3 Contract text is amended to include feedback from client in line with organisational policy and procedures. 3.4 Situations requiring ***specialist advice*** are identified and addressed. 3.5 Contract is finalised and settlement effected according to agreed timeframes.
4 Evaluate investment contract.	4.1 Contract is reviewed using established ***evaluation methods*** relative to contract specifications. 4.2 Reliable evaluation methods are used, making efficient use of time and resources. 4.3 Verifiable conclusions are detailed with due diligence and according to feasibility outcomes. 4.4 Comments and recommendations are made available for review and reformulation of strategic goals and policies. 4.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to negotiate contract arrangements, obtain feedback and consult with clients
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- evaluation skills to analyse contract information and specifications, assess feasibility study outcomes and review contracts
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information

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REQUIRED SKILLS AND KNOWLEDGE

- management skills to plan contract development processes, achieve contract objectives and make decisions about impact of due diligence outcomes on feasibility study
- organisational skills to manage consultative processes and determine appropriate timeframes.

Required knowledge and understanding:

- commercial and contract law
- due diligence processes
- economics as they relate to the property industry
- feasibility studies
- limitations of work role, responsibility and professional abilities
- property appraisal methods and interpretation of findings
- relevant Australian standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- risk management strategies
- strategic management principles and practices
- strategic planning.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment This unit of competency could be assessed through practical demonstration of managing the development and

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performance of a property investment contract. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- interpreting and applying applicable legal, ethical and organisational requirements
- evaluating the property investment contract against contract specifications, due diligence and feasibility outcomes and documenting conclusions for future strategic goals and policies
- knowledge of organisation's practices, ethical standards and legislative requirements associated with managing the development and performance of a property investment contract
- preparing a property investment contract within agreed timeframes and ensuring the interests of the client are protected
- undertaking a due diligence review against feasibility study and negotiating required variations to study or contract
- using effective communication strategies to formulate property investment contract specifications.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally

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appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Investment may include:	• concepts and plans • strategies and placement of capital in property for investment • productive use of property and assets • customer service outcomes.
Negotiated refers to negotiation techniques that should include:	• clearly presenting options and consequences • control of tone of voice and body language • demonstrating flexibility and willingness to negotiate • using positive, confident and cooperative language • using language and concepts appropriate to the people involved • using strategic questioning and listening to gather information and direct the focus of people involved • using summarising of positions and agreements to move understanding.
Relevant people may include:	• agents • clients • company directors • consultants, including legal, banking, financial architectural, engineering, surveying, environmental, valuation, planning and insurance • governing body • government personnel • management and colleagues • members of industry associations • property or facilities owners and managers.
Communication strategies may relate to:	• clear and concise use of technical terminology • direct line supervision paths • face-to-face meetings • lateral supervision paths • organisational communication protocols and procedures • organisational networks • telephone, facsimile and written communication.

Analysis:	• may be:
	  • explorative, descriptive, causative or predictive
	  • quantitative and qualitative
	• may include:
	  • basic statistical analysis
	  • critical analysis
	  • mathematical calculations
	  • problem solving.

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Relevant information may include information relating to:

- financial, accounting and taxation records
- insurances
- leases
- legal information relating to the property, including current claims, court actions, trade mark issues, prior charges and current ownership structures
- licences
- maintenance contracts
- ownership, operational and adjoining owners' agreements
- plans, photos and other property documentation
- plant and equipment
- property details
- property investment feasibility study
- remedial and contamination issues
- research into investment market, demographics, competition and development proposals
- technical issues, including:
  - building specifications
  - quantity surveyor's reports
  - statements of defects
  - building permits
  - structural, mechanical, electrical, hydraulic and fire services and protection
  - air conditioning and ventilation
  - refrigeration
  - vertical transport
  - asbestos
- valuations.

Strategic context may include:

- competitive
- cultural
- financial
- legal aspects of organisational functions
- operational
- political
- social.

Consultants may be sourced from the following sectors:

- architectural
- banking
- engineering
- environmental
- financial

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- insurance
- legal
- planning
- surveying
- valuation.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Due diligence means:

- the process by which an investor, lawyer, consistent auditor or other qualified person, verifies the accuracy of data provided by another organisation.

Due diligence review may relate to:

- financial issues, such as taxation and accounting
- legal issues, such as current claims, court actions, trademark issues and prior charges
- legal searches

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- planning and development
- property documentation, including agreements, contracts, leases, valuations, authorities, plans and maintenance
- research conducted on such things as demographics and competition
- technical issues
- tenancy analysis
- town planning.

Feedback may include:

- formal and informal discussions, reviews and evaluations with:
  - colleagues and directors
  - existing and previous clients
- information provided by others involved in a professional capacity, both internal and external to the organisation.

Specialist advice may be sought from:

- clients and stakeholders
- company directors
- governing body
- management and colleagues
- relevant consultants, including legal, banking, financial, architectural, engineering, surveying, environmental, valuation, planning and insurance.

Evaluation methods could be qualitative or quantitative and may include:

- checklists
- cost data analysis
- expert and peer review
- interviews
- observation
- questionnaires
- review of quality assurance data.

Unit Sector(s)

Unit sector Property development, sales and management

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Competency field

Competency field Property operations and development

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CPPDSM6004A Determine performance of assets and facilities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to monitor the ongoing performance of an asset or facility portfolio. It requires the ability to source and assess performance information, and provide advice and recommendations.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in monitoring the ongoing performance of an asset or facility portfolio.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify performance requirements.	1.1 ***Performance requirements*** are identified in consultation with ***relevant people***.
	1.2 ***Client needs and expectations*** are assessed and clarified using appropriate research and survey techniques and ***consultative processes***.
	1.3 ***Source documents*** are obtained and analysed to ensure information is current and reliable.
	1.4 Situations requiring ***specialist advice*** are identified and addressed.
	1.5 Applicable industry, ***organisational and legislative requirements*** are interpreted and complied with.
2 Monitor performance of assets and facilities.	2.1 ***Performance of assets and facilities*** are regularly monitored to ensure client objectives are met.
	2.2 Trends and ***market conditions*** are identified and evaluated against ***industry benchmarks*** to determine performance of assets and facilities.
	2.3 ***Assessment requirements*** are determined and assessment processes established that accurately reflect client needs.
	2.4 Reliable ***evaluation methods*** for measuring performance are used, making efficient use of time and resources.
	2.5 ***Variations*** between performance expectations and actual

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ELEMENT	PERFORMANCE CRITERIA
	performance are identified and explained to relevant people according to organisational procedures.
3 Provide advice and recommendations.	3.1 Clients are provided with clear advice and ***recommendations*** on whether performance of facility meets their identified needs and expectations.
	3.2 ***Feedback*** on suitability and sufficiency of advice and recommendations is obtained according to organisational procedures.
	3.3 Advice and recommendations are formed on the basis of verifiable evidence and are consistent with monitoring objectives and client requirements.
	3.4 Advice and recommendations are presented in an appropriate format, style and structure using ***business equipment and technology***.
	3.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to analyse asset or facility performance, identify variances and provide recommendations for optimum performance
- communication skills to clarify ideas and perspectives
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- leadership skills to take a leading role in a variety of situations and pursue new challenges and opportunities
- literacy skills to interpret written and oral information, complete documentation, report findings, access and interpret relevant information, evaluate performance of assets and facilities, and prepare advice and recommendations
- research skills to collect reliable and valid information and source market analysis data to determine performance of specific assets and facilities.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- adaptive re-use strategies and implications for business continuity
- due diligence procedures
- economics and management of facilities and support services using a whole-of-life approach
- financial analysis and forecasting principles
- impact of taxation on portfolio management, including asset depreciation
- industry performance benchmarks, including use and application of value analysis and benchmarking techniques
- industry practice and benchmarks
- investment risk factors and relationship to return expectations
- organisational and professional procedures, ethical practices and business standards
- principles and practices of performance measurement, including evaluation processes and techniques
- range of research methods and analysis techniques
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- risk management associated with facility use
- value identification and quality assessment.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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Overview of assessment

This unit of competency could be assessed through practical demonstration of monitoring the ongoing performance of an asset or facility portfolio. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- accurately determining facilities and asset performance expectations through consultation and research of relevant documentation
- knowledge of organisation's practices, ethical standards and legislative requirements associated with monitoring the ongoing performance of an asset or facility portfolio
- monitoring asset performance using data analysis evaluation methods and identifying variations in performance expectations
- providing advice and recommendations to client using business equipment and technology and incorporating constructive feedback.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- competency standards
- assessment materials and tools
- suitable assessment venue and equipment
- workplace documentation.
- candidate special requirements
- cost and time considerations.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period

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of time reflecting the scope of the role and the practical requirements of the workplace

- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Performance requirements may relate to:

- concepts and plans
- customer service outcomes
- productive use of property and assets

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- strategies and placement of capital in property for investment.

Relevant people may include:

- accountants
- analysts
- clients
- government personnel
- legal representatives
- management and colleagues
- members of industry associations
- taxation specialists.

Clients may include:

- bankers
- company management
- facility agents
- facility owners
- fund managers
- fund providers
- government and legal instruments or agencies
- institutions
- internal and external facility groups
- investors
- owner-occupiers
- tenants.

Client needs and expectations may include:

- immediate capital gains
- long-term capital gains.

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication.

Source documents may include:

- company property documents and registers
- comparative market data
- depreciation schedules
- financial documents
- funding strategies
- life cycle strategic asset management plans
- property valuation statements
- qualitative and quantitative data
- reports and inventories
- strategic facilities management plans
- taxation records.

Specialist advice may be sought from:

- architects
- bankers and financiers
- builders
- business consultants

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- government officials
- investment consultants
- members of industry associations
- OHS representatives
- planners
- real estate agents
- solicitors
- subcontractors
- technical experts
- valuers.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- policies and procedures relating to own role and responsibility
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals
- records and information systems and processes.

Legislative requirements may be outlined and reflected in:

- Australian standards
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- environmental and zoning laws affecting access and facility use, and access security
- general duty of care to clients
- home building requirements
- local regulations and by-laws affecting subject facility
- privacy laws applying to owners, contractors and tenants
- quality assurance and certification requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues

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	• EEO • industrial relations • OHS • strata, community and company titles • tenancy agreements • trade practices laws and guidelines.
Performance of assets and facilities may be influenced by:	• capacity to improve assets • capital growth versus short-term gain • cash flows • change to organisational structure • demographics • gearing possibilities • geographic aspects • limits to financial resources • return on investment • return versus risk • taxation considerations • type of facility.
Asset may include:	• building • equipment • land • property.
Facilities may include:	• child care centres • offices • recreation • sport and recreation venues • car parking • community facilities • educational facilities • meeting places • security facilities.
Market conditions may include:	• availability of alternatives • business confidence • economic conditions • level of competition.
Industry benchmarks may include:	• discounted cash flow • employment rates • industry association performance index • inflation rate • internal rate of return • life cycle costing

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	• published vacancy factors • tenancy mix.
Assessment requirements may relate to:	• after and pre-tax analysis • capital growth • cash flow • client objectives • degree of compliance with legislation • degree of functionality • degree of market acceptance • depreciation • discounted rate of return • financial feasibility • foregone income • horizon for investment • internal rate of return • nett present value • sale potential.
Evaluation methods could be qualitative or quantitative and may include:	• computer modelling • cost data analysis • examination of cash flows and other financial projections • examination of collected data • expert and peer review • observation or interviews • probability analysis • time series recognition.
Variations may relate to:	• financial performance • functionality • physical condition • use.
Recommendations may relate to:	• acquisition • disposal • establishment of a new asset • new finance arrangements • new tenant or lease arrangements • operation and maintenance • rebuilding • redeveloping • refurbishment and fit-out • repackaging.
Feedback may be obtained	• clients and colleagues

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from:	• legal representatives • documentation and reports • quality assurance data • questionnaires • regular meetings.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM6005A Develop a property investment strategy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to formulate and assess a viable property investment strategy. It requires the ability to establish investment requirements, identify market developments and trends, use standard financial analysis methods and techniques to determine investment options, and develop a risk management plan.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in formulating and assessing a viable property investment strategy.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish investment requirements.	1.1 ***Investment parameters***, goals and objectives are determined and confirmed in consultation with ***relevant people***.
	1.2 Effective targets and ***performance measures*** are developed that are consistent with investment expectations.
	1.3 ***Relevant information*** with regard to property and market sector characteristics is interpreted to provide strategic context to investment objectives.
	1.4 Market intelligence is collected from reputable ***sources*** and is readily available and up-to-date.
	1.5 ***Industry benchmarks*** are selected to ensure effective comparability with return on property and meaningful ***analysis*** against available data.
	1.6 Applicable ethical, ***legislative and organisational requirements*** are interpreted and applied.
2 Undertake strategic analysis.	2.1 Quantitative and qualitative analysis is undertaken of ***comparative market data*** to identify facts, issues, patterns, interrelationships and trends.
	2.2 Economic trends and market developments are evaluated in terms of potential implications and impact on investment objectives.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Relevant due diligence and feasibility studies are accessed and considered to assist with determining potential investment viability.
	2.4 Investment options are determined and tested for viability and performance against identified investment parameters.
	2.5 Factors increasing or diminishing investment ***risk*** are identified and defined in a risk management plan.
	2.6 Sound reasoning is applied to ensure consistency of interpretations based on available information.
3 Develop investment strategy.	3.1 Strategy is formulated based on a comprehensive analysis of tested information.
	3.2 Strategy is documented in a logical, concise and conclusive manner and presented in an appropriate format using ***business equipment and technology***.
	3.3 Recommendations are made that are verifiable, current and detailed and meet identified investment requirements.
	3.4 Comments, analysis and recommendations are made available to relevant people for review and reformulation of investment strategy.
	3.5 Adjustments to investment strategy are determined and implemented as a result of feedback, changed trends or events.
	3.6 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to negotiate client requirements and consult with industry experts and others
- computing skills to access the internet and web pages, prepare and complete online

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REQUIRED SKILLS AND KNOWLEDGE

forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to plan and schedule time lines and objectives
- problem solving skills to anticipate factors that may affect property investment and to assess risk
- research skills to source, analyse and interpret property and market information
- technical skills to use software for planning and scheduling tasks, use financial and assessment software and spreadsheets efficiently, and access market information.

Required knowledge and understanding:

- building control legislation, codes and relevant Australian standards
- business and industry property networks
- industry benchmarks
- investment risk factors and relationship to return expectations
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- property and investment markets
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- sources of industry and market information
- supply and demand economics
- taxation as it applies to property development.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of assessing and formulating a viable property investment strategy. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- interpreting and applying applicable legal, ethical and organisational requirements
- establishing investment requirements and expectations through an assessment of consultation and sourced market information
- formulating a property investment strategy, including identified investment options and a defined risk management plan
- knowledge of organisation's practices, ethical standards and legislative requirements associated with assessing and formulating a viable property investment strategy
- testing the viability and performance of potential investment options against investment parameters
- using suitable analysis methods and techniques to identify and assess economic trends and market data and developments.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

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Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Investment may relate to:

- concepts and plans
- strategies and placement of capital in property for investment
- productive use of property and assets
- customer service outcomes.

Parameters may include:

- ability to control investment
- administrative talent
- balancing a portfolio
- capacity to improve assets
- capital growth versus short-term gains
- cash flows
- class and type of property
- demographics
- exit strategies
- gearing possibilities
- geographic aspects
- limits to financial resources
- market standing
- return on investment
- return versus risk
- taxation considerations.

Relevant people may include:

- accountants
- agents
- clients
- government personnel
- interested parties
- legal representatives
- management and colleagues
- members of industry associations
- taxation specialists.

Performance measures:

- may include:
  - quantitative and qualitative assessments
- may be:
  - financial and non-financial

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	• statistical and non-statistical.
Relevant information may include:	• bank reports • building codes • current and planned property or site developments • deposited, survey and other plans and maps • depreciation schedules • general knowledge of industry • government statistics • industry reports and indices • land title and zoning • market intelligence from industry operators or other interested parties • media reports • performance of comparable properties • permits • published analytical reports • tenancy and other contracts or leases.
Sources may include:	• consultants • information services • press clippings • published industry data, including industry indices • third parties • trade journals.
Industry benchmarks may include:	• discounted cash flow • employment rates • industry association performance index • inflation rate • internal rate of return • life cycle costing • published vacancies index • tenancy mix.
Analysis may include:	• computer modelling • examination of cash flows and other financial projections • examination of collected data • quantitative and qualitative analysis • probability analysis • time series recognition.
Legislative requirements may be outlined and reflected in:	• Australian standards • general duty of care to clients • home building requirements

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- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Comparative market data may include:

- best practice information
- national and international benchmarking
- inter-organisation comparison data.

Risk may relate to:

- age of property
- asset allocation and investment spread
- borrowing risk
- gearing
- comparative risk against alternative in investments
- competitive development
- exit strategy and investment scenario analysis
- interest rates
- level of regulation
- lifestyle choices
- market and property sector risks, including:
  - fluctuations in economic cycle

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- interest rates
- stock market

- technology in use
- tenancy security
- volatility of income and capital.

Business equipment and technology may include:

- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications
- work computers.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM6006A Develop facilities procurement system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to manage the development of a facilities procurement system. It requires the ability to establish the strategic context in which procurement takes place and to review procurement performance to facilitate improvement.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in managing the development of facilities procurement systems.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish procurement system context.	1.1 ***Procurement*** system ***context*** is established and analysed according to ***organisational and legislative requirements***. 1.2 Applicable ethical, organisational and legal requirements are interpreted and applied. 1.3 Relationship between organisation and its procurement ***environment*** is examined and defined. 1.4 ***Analysis*** is undertaken of organisational capability, potential future procurement interests and activities, supply markets and collaborators. 1.5 Recommendations for improvement to organisational structures and procurement systems are negotiated with ***relevant people***. 1.6 Supply markets are monitored to identify problems, limitations and new opportunities.
2 Define strategic procurement directions.	2.1 Strategic ***procurement direction*** is determined through ***consultative processes*** with relevant people. 2.2 Strategic procurement plan is developed to guide ***procurement processes*** according to industry and organisational ethical standards. 2.3 Procurement plan is prepared in required format, style and structure and presented to relevant people for

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ELEMENT	PERFORMANCE CRITERIA
	feedback.
	2.4 Procurement plan is reviewed to ensure opportunities and current and emerging trends are reflected.
	2.5 Situations requiring ***specialist advice*** are identified and addressed.
3 Evaluate and improve procurement performance.	3.1 Procurement system is reviewed using established ***evaluation methods*** to improve procurement performance.
	3.2 Reliable evaluation methods are used, making efficient use of time and resources.
	3.3 Measures and criteria are established that provide sufficient information to make judgements about progress towards strategic goals and implementation of procurement processes.
	3.4 ***Strategies to improve*** procurement performance are documented and implemented.
	3.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to negotiate procurement arrangements, obtain feedback and consult with clients
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- evaluation skills to analyse risk, market trends and factors and to review procurement system
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- management skills to plan strategic procurement directions, achieve an improved procurement system and make decisions about procurement processes
- organisational skills to manage procurement system development and determine

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REQUIRED SKILLS AND KNOWLEDGE

appropriate timeframes.

Required knowledge and understanding:

- benefits and risks of a range of procurement options such as lease, purchase, sale and leaseback, and term contract
- best practice procurement principles
- implications of warranties, guarantees and exclusions
- key principles of procurement, including value for money, open and effective competition, accountability and recording, ethics and fair dealing and planning and professionalism
- limitations of work role, responsibility and professional abilities
- organisational policies and procedures for employment or tendering of services and procurement
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- risk management strategies relating to managing suppliers
- strategic management principles and practices
- strategic planning
- tendering and contracting processes, including a range of contractual arrangements
- user needs and requirements for facilities
- whole-of-life costing and price-quality relationship issues.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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Overview of assessment

This unit of competency could be assessed through practical demonstration of managing the development of a procurement system. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- interpreting and applying applicable legal, ethical and organisational requirements
- developing strategic procurement plan and defining the strategic procurement direction ensuring opportunities and current or emerging trends are reflected
- establishing strategic procurement context by analysing supply markets and organisational environment and capability, and recommending improvements to structures and systems
- knowledge of organisation's practices, ethical standards and legislative requirements associated with managing the development of a facilities procurement system
- reviewing facilities procurement system against set criteria and implementing improvements to procurement processes as required.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- competency standards
- assessment materials and tools
- suitable assessment venue and equipment
- workplace documentation
- candidate special requirements
- cost and time considerations.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy

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capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Procurement may include:

- common use contracts
- facilities management
- franchising
- gainsharing and open book
- incentive contracting
- leasing and buying
- maintenance and support arrangements
- pre-qualification of suppliers
- prime contractor and subcontractor
- research and development
- short-term or long-term arrangements
- sole or multiple suppliers
- standard form agreements
- standing orders.

Context may include:

- competitive
- cultural
- financial
- legal aspects of organisational functions
- operational
- political
- social.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO

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	• industrial relations • OHS • relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law • strata, community and company titles • tenancy agreements • trade practices laws and guidelines.
Environment may relate to:	• competitors • contract and tender arrangements • environmental issues, such as water, noise and air • financial and supply markets • leasing and tenanting arrangements or prospects • market share • neighbours • property and facilities stakeholders • situational issues • size, location and nature of facilities • stability of property or facilities, industry and market • suppliers.

Analysis:	• may be:
	  • explorative, descriptive, causative or predictive
	  • quantitative and qualitative
	• may include:
	  • basic statistical analysis
	  • critical analysis
	  • mathematical calculations
	  • problem solving.

Relevant people may include:	• agents • clients and stakeholders • company directors • governing body • government personnel • legal representatives • management and colleagues • members of industry associations • property or facilities owners and managers • technical experts.
Procurement direction	• Australian industry involvement requirements

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may be influenced by:	• client and stakeholder needs and intentions • disposal of assets • end user requirements • government policies • industry development requirements • potential provider and supplier base.
Consultative processes may include:	• face-to-face meetings • telephone, facsimile and written communication.
Procurement processes may include:	• advertisement • complying and non-complying tendering • direct appointments • open quotations • register of suppliers.

Feedback may include:	• formal and informal discussions, reviews and evaluations with:
	  • existing and previous clients
	  • peers, colleagues and managers
	• information provided by others involved in a professional capacity, both internal and external to the organisation.

Specialist advice may be sought from:	• clients and stakeholders • company directors • governing body • legal, functional and technical experts • management and colleagues.
Evaluation methods could be qualitative or quantitative and may include:	• checklists • cost data analysis • expert and peer review • interviews • observation • questionnaires • review of quality assurance data.
Strategies to improve may be assessed for:	• ability to add value • ability to improve client satisfaction • cost-effectiveness • degree of client or management support • ease of implementation • practicality • viability.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM6007A Develop life cycle asset management plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to develop a life cycle asset management plan. It requires the ability to determine asset management objectives, carry out strategic analysis and formulate an asset management plan.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in developing a life cycle asset management plan.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine asset management objectives.	1.1 ***Asset management objectives*** are assessed and clarified using appropriate ***research and survey techniques*** and consultative processes. 1.2 Strategic plans and other ***information*** are obtained and asset management issues analysed. 1.3 ***Roles and responsibilities*** associated with development of asset management plan are clearly defined and documented. 1.4 Monitoring and reporting arrangements for ***asset management activities*** are determined. 1.5 Information is reviewed to ensure accuracy and a detailed ***budget*** is prepared. 1.6 Applicable industry, ***organisational and legislative requirements*** are interpreted and complied with.
2 Conduct strategic analysis.	2.1 Information on current and future asset requirements is accessed and evaluated according to organisational policies and procedures. 2.2 Economic trends and market developments are identified and evaluated in terms of potential ***factors that may impact on asset management objective***. 2.3 ***Comparative market data*** is obtained and analysis undertaken using standard financial ***analysis*** techniques.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Risks and contingencies are identified and quantified according to industry standards, precedents and techniques.
3 Design support processes.	3.1 Key ***performance criteria*** for measuring the achievement of objectives and strategies are developed and incorporated into asset management plan.
	3.2 Financial, physical and human ***resources*** to support the asset management plan are determined and organised within budget parameters.
	3.3 ***Quality assurance goals and strategies*** are determined in consultation with ***relevant people***.
	3.4 Draft asset management plan and other ***relevant documentation*** are processed using ***business equipment and technology***.
4 Review and evaluate asset management plan.	4.1 Asset management plan is reviewed and evaluated in consultation with relevant people using appropriate communication techniques.
	4.2 Systematic review processes are established and ***evaluation methods*** used to assess strategic processes and outcomes.
	4.3 Evaluation results are prepared in required format, style and structure and feedback is incorporated where appropriate.
	4.4 Recommendations for improvement of strategy are presented to relevant people within agreed timeframes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- analytical skills to interpret documentation, review and evaluate strategy, assess risks and estimate costings and budget needs
- communication skills to negotiate and consult with relevant people
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate and to people from a range of social, cultural and

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REQUIRED SKILLS AND KNOWLEDGE

ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to schedule and meet time lines and client requirements, assess risk, and plan management requirements and resource use
- research and evaluation skills to source asset management information and resource requirements
- technical skills to formulate and present an asset management plan.

Required knowledge and understanding:

- basic knowledge of property contracts and administrative requirements
- building codes and relevant Australian standards
- building construction practice
- building control legislation
- common hazards to public and personal safety associated with particular types of maintenance work in buildings
- industry benchmarks for maintenance procedures
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- relevant building service, trades and operation for maintenance operations
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of developing a life cycle asset management plan. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

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

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

- conducting a risk analysis and evaluating potential factors that may impact on asset management objectives
- establishing asset management objectives through research and consultation
- knowledge of organisation's practices, ethical standards and legislative requirements associated with developing a life cycle asset management plan
- organising processes to formulate, review and evaluate an asset management strategy
- preparing a detailed budget outlining resource requirements to support asset management activities.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- competency standards
- assessment materials and tools
- suitable assessment venue and equipment
- workplace documentation
- candidate special requirements
- cost and time considerations.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy

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capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Assets may include:	• static or dynamic assets • buildings • equipment • furniture • goodwill • land • property • vehicles.
Asset management objectives may relate to:	• environmental considerations • industry benchmarks • maintenance and repair • maintenance of asset register • performance measures.
Research and survey techniques may include:	• analysing asset reporting systems • discussions with colleagues and clients • group workshops and brainstorming • interviews and questionnaires • reviewing documentation, reports and risk management plans • organisational or industry-based surveys.
Information may include:	• asset registers • depreciation schedules • details of maintenance schedules • inventory turnover analysis • output from dedicated fixed asset software • residual life of assets • total purchase and disposals for a period.
Roles and responsibilities may be influenced by:	• applicable codes of conduct • job description and employment arrangements • organisational policy relevant to work role • skills, training and competencies • supervision and accountability requirements, including OHS • team structures.
Asset management activities may include:	• accounting, including cost accounting • asset creation and acquisition • asset maintenance • asset strategies • audit and management reviews • condition and performance monitoring • disposals

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- information and support systems
- operations
- renewals.

Budgets may include:

- assets and liabilities
- budget delegations
- cash flow budgets
- projected expenditure by item
- projected income by source
- reporting mechanisms
- security measures
- variation and review procedures.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Legislative requirements may be outlined and reflected in:

- Australian standards, and quality assurance and certification requirements
- award and enterprise agreements
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- environmental and zoning laws affecting access security, access and property use
- general duty of care to clients
- home building requirements
- local regulations and by-laws
- privacy laws applying to owners, contractors and tenants
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations

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	• OHS • strata, community and company titles • tenancy agreements • trade practices laws and requirements.
Factors that may impact on asset management objectives could relate to:	• actual or estimated residual life • commercial or technical obsolescence • effect of planned maintenance • effective life • location in life cycle • prediction of deterioration or failure • previous inspection date and process • when constructed, rehabilitated or replaced.
Comparative market data may include:	• best practice information • national and international benchmarking • inter-organisation comparison data.
Analysis may include:	• computer modelling • examination of cash flows and other financial projections • examination of collected data • explorative, descriptive, causative or predictive analysis • quantitative and qualitative analysis • probability analysis • time series recognition.
Performance criteria may relate to:	• age • condition assessment • cost • depreciation • downtime • emergency operation and backup • functionality • life span • maintenance requirements and cost • replacement • security • service levels.
Resources may include:	• materials • personnel • tools and equipment • training • transport.
Quality assurance goals	• a formal structure against which progress can be

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and strategies may include:

evaluated

- budgets and timetables that enable the commitment of resources at appropriate points in the project
- compliance with Australian standards
- contingency plans to cater for a change of corporate focus or significant project difficulties
- continuous improvement strategies
- mechanisms for involving a wide variety of interested parties or stakeholders in the project
- procedures for monitoring and evaluating project outcomes and client satisfaction
- reducing risk by anticipating, evaluating and developing strategies for the management of possible problems
- reporting procedures and protocols.

Relevant people may include:

- clients
- engineers and technicians
- government personnel
- installers
- legal representatives
- management and colleagues
- property owners
- site personnel
- subcontractors
- technical experts
- tenants.

Relevant documentation may include:

- certification, including inspection certificates
- costings, receipts and invoices
- logs of equipment and system problems or faults
- operational checks and maintenance conducted
- parts and components replaced and materials used
- planning permits
- property leases, plans or contracts
- recommendations for repairs
- service and maintenance records
- testing and commissioning results
- warranty conditions and allowances.

Business equipment and technology may include:

- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers

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- scanners
- software applications, such as databases and word applications
- work computers.

Evaluation methods could be qualitative or quantitative and may include:

- checklists
- cost data analysis
- expert and peer review
- interviews
- observation
- questionnaires
- review of quality assurance data.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM6008A Develop strategic facilities management plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to develop and implement a strategic facilities management plan that is consistent and appropriate. It requires the ability to measure the effectiveness of the facilities management plan using a variety of review and evaluation methods and to modify and implement corrective action strategies.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in developing and implementing strategic facilities management plans.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish facilities management requirements.	1.1 ***Facilities*** management performance needs are determined and confirmed as required in consultation with ***relevant people***.
	1.2 Risk assessment of facilities management outcomes is conducted and assessed according to industry and organisational policies and procedures.
	1.3 Relevant ***industry benchmarks*** are analysed to assess expected performance of ***assets*** in varying market conditions.
	1.4 Applicable industry, ***organisational and legislative requirements*** are interpreted to establish user, contractual and legal compliance for facilities performance.
2 Prepare plan.	2.1 ***Facilities management plan*** including aims and objectives is prepared in appropriate format for dissemination to relevant people.
	2.2 ***Quality assurance goals and strategies*** are established according to facilities management plan.
	2.3 Monitoring and reporting arrangements for facilities management plan are determined in line with client requirements.
	2.4 ***Life cycle analysis*** is undertaken and capital investment

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ELEMENT	PERFORMANCE CRITERIA
	strategies are planned.
3 Organise resources and support processes.	3.1 Financial, physical and human resource requirements are organised according to facilities management plan. 3.2 ***Information relating to implementation of facilities management plan*** is distributed using established ***communication channels***. 3.3 Reliable management methods are used, making efficient use of time and resources. 3.4 ***Roles and responsibilities*** associated with implementation of facilities management plan are clearly defined and documented.
4 Review, evaluate and modify facilities management plan.	4.1 Facilities management plan is reviewed and evaluated in consultation with relevant people using appropriate ***feedback strategies***. 4.2 Systematic review processes are established and suitable ***evaluation methods*** used to evaluate facilities management plan outcomes. 4.3 Evaluation results are reviewed and recommendations for modification of plan and corrective actions are incorporated as required into facilities management plan. 4.4 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical skills to interpret documentation, evaluate plan, analyse risk and estimate costings and budget needs
- communication skills to include relevant people in the planning process, discuss issues that may impact on others and receive feedback
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to obtain feedback that enables a review and evaluation of plan and to relate to people from a range of social, cultural and ethnic backgrounds and

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REQUIRED SKILLS AND KNOWLEDGE

varying physical and mental abilities

- leadership skills to take a leading role in a variety of situations and pursue new challenges and opportunities
- literacy skills to access and interpret relevant information and prepare required documentation and information for those involved in implementation activities
- problem solving skills to identify potential barriers to implementation of the plan and establish contingencies
- research skills to collect reliable and valid information and match forecasting models and techniques with specific asset or facility requirements
- technical skills to design facilities or asset management plan, schedule tasks and report outcomes.

Required knowledge and understanding:

- building services and operation methods and practices
- financial analysis and forecasting principles
- impact analysis and investment scenario planning
- industry benchmarks for maintenance procedures
- industry performance benchmarks, including use and application of value analysis and benchmarking techniques
- long-range and annual facility planning techniques and practices
- organisational and professional procedures, ethical practices and business standards
- organisational quality systems, such as recording systems and strategic planning processes
- principles and practices of performance measurement, including review and evaluation procedures, processes and techniques
- principles and processes of objective setting
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of developing and implementing a facilities management plan. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- conducting a life cycle assessment and planning appropriate investment and disposal strategies for incorporation into facilities management plan
- determining facilities and asset management requirements using industry benchmarks and risk assessment strategies
- evaluating the facilities management plan and making recommendations for immediate action or modification of the plan
- identifying resource requirements, communicating roles and responsibilities and designing an implementation strategy for the plan
- knowledge of organisation's practices, ethical standards and legislative requirements associated with developing and implementing facilities management plans
- preparing a facilities management plan incorporating quality systems and reporting procedures.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

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Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Facilities may include:

- car parking
- child care centres
- community facilities
- educational facilities
- meeting places
- offices
- security facilities
- sport and recreation venues.

Relevant people may include:

- agents
- clients
- colleagues
- designated OHS representatives
- emergency personnel
- engineers and technicians
- government personnel
- installers
- legal representatives
- members of industry associations
- property owners
- site personnel
- subcontractors
- supervisors
- technical experts
- tenants
- tradespeople.

Industry benchmarks may relate to:

- discounted cash flows
- employment rates
- industry association performance index
- inflation rate
- internal rates of return
- life cycle costings
- published vacancy factors
- tenancy mix.

Assets may be static or dynamic and include:

- buildings
- business and marketing contracts
- equipment
- furniture

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- goodwill
- land
- property
- vehicles.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- policies and procedures relating to own role and responsibility
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals
- records and information systems and processes.

Legislative requirements may be outlined and reflected in:

- Australian standards
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- consumer protection
- environmental and zoning laws affecting access security, access and property use
- freedom of information relevant federal, and state or territory legislation that affects organisational operation, including:
  - OHS
  - environmental issues
  - EEO
  - industrial relations
  - anti-discrimination and diversity
- home building requirements
- local regulations and by-laws
- privacy laws applying to owners, contractors and tenants
- public health
- quality assurance and certification requirements
- strata, community and company titles

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- tenancy agreements
- trade practices laws and guidelines.

Facilities management plan may include:

- asset management process and practice recommendations
- building and engineering maintenance plans
- environment plans and guidelines
- funding strategies
- life cycle management plans
- long-term capital and maintenance financial forecasts
- performance benchmarking recommendations and measurement processes
- planning guidelines
- quality standards
- risk management processes and practices
- utilities plans and infrastructure such as energy, water and sewerage.

Quality assurance goals and strategies may relate to:

- a formal structure against which progress can be evaluated
- budgets and timetables that enable the commitment of resources at appropriate points in the project
- compliance with Australian standards
- contingency plans to cater for a change of corporate focus or significant project difficulties
- continuous improvement strategies
- mechanisms for involving a wide variety of interested parties or stakeholders in the project
- procedures for monitoring and evaluating project outcomes and client satisfaction
- reducing risk by anticipating, evaluating and developing strategies for the management of possible problems
- reporting procedures and protocols.

Life cycle analysis may include:

- computer modelling
- examination of cash flows and other financial projections
- quantitative and qualitative analysis
- probability analysis
- time series recognition.

Information relating to implementation of facilities management plan may include:

- a formal structure against which progress can be evaluated
- acquisition and disposal strategies
- budgets and timetables that enable the commitment of resources at appropriate points
- consultation strategies to involve stakeholders

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	• contingency plans to cater for changes or significant difficulties • objectives, scope and expected benefits • quality assurance procedures • specifications • transition plans.
Communication channels may include:	• direct line supervision paths • lateral supervision paths • organisational communication protocols and procedures • organisational networks.
Roles and responsibilities may be influenced by:	• codes of conduct • job description and employment arrangements • organisational policies relevant to work role • skills, training and competencies • supervision and accountability requirements, including OHS • team structures.
Feedback strategies may include:	• clients and their legal representatives • management and colleagues • documentation and reports • formal and informal communication • regular meetings.
Evaluation methods could be qualitative or quantitative and may relate to:	• checklists • cost data analysis • expert and peer review • interviews • observation • questionnaires • review of quality assurance data.

Unit Sector(s)

Unit sector	Property development, sales and management

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Competency field

Competency field Property operations and development

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CPPDSM6009A Manage facilities portfolio

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to manage a facilities portfolio. It requires the ability to analyse risks and monitor financial resource implications. It also requires the ability to evaluate the status of the portfolio and provide recommendations.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in managing a facilities portfolio.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine portfolio objectives and scope.	1.1 ***Portfolio objectives and scope*** are established in consultation with ***client*** and ***relevant people***.
	1.2 ***Risk assessment*** of portfolio management requirements is conducted and assessed according to industry and ***organisational requirements***.
	1.3 Relevant ***industry benchmarks*** are analysed to assess expected performance of portfolio in varying market conditions.
	1.4 Relevant market data is interpreted to determine trends that may affect ***portfolio performance***.
2 Develop management strategies.	2.1 Portfolio reporting requirements are determined and confirmed in consultation with client.
	2.2 Strategies are developed that include best-practice compliance and ***risk management measures*** according to organisational requirements.
	2.3 Strategic options are reviewed and confirmed to ensure client requirements are addressed.
	2.4 Applicable industry, organisational and ***legislative requirements*** relevant to management of facilities portfolios are interpreted and complied with.
3 Implement management	3.1 ***Portfolio management plan*** is prepared within a strategic management framework and disseminated to

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ELEMENT	PERFORMANCE CRITERIA
strategies.	relevant people. 3.2 ***Roles and responsibilities*** associated with implementation of portfolio management plan are clearly defined and documented. 3.3 ***Quality assurance goals and strategies*** are established in line with portfolio management plan. 3.4 Monitoring and reporting arrangements for management strategies are determined in line with client requirements. 3.5 Financial, physical and human resource requirements are organised according to portfolio management plan.
4 Coordinate monitoring of portfolio.	4.1 Portfolio is systematically reviewed and variations to management strategies are documented for future reference and improvement processes. 4.2 Expenditure and resource usage are monitored and controlled to ensure objectives are achieved within specified parameters. 4.3 Regular reports on facility portfolio activities are provided to relevant people to ensure compliance with portfolio management plan. 4.4 Systems, records and reporting procedures are maintained according to portfolio management plan.
5 Evaluate portfolio.	5.1 Portfolio is evaluated in consultation with relevant people using appropriate communication strategies. 5.2 Systematic review processes and established ***evaluation methods*** are used to evaluate portfolio performance. 5.3 Evaluation results are prepared in required format, style and structure for dissemination to relevant people. 5.4 Constructive feedback is reviewed and adjustments are made to portfolio management plan as required. 5.5 Relevant documentation is securely maintained with due regard to client confidentiality, and organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Required skills:

- analytical skills to interpret documentation, evaluate plan, analyse risk and estimate costings and budget needs
- communication skills to include relevant people in the planning process, discuss issues that may impact on others and receive feedback
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- leadership skills to take a leading role in a variety of situations and pursue new challenges and opportunities
- literacy skills to access and interpret relevant information and prepare required documentation and information for those involved in portfolio management activities
- problem solving skills to identify potential barriers to implementation of the portfolio management plan and establish contingencies
- interpersonal skills to review and evaluate portfolio management plan and to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- research skills to collect reliable and valid information and match forecasting models and techniques with specific portfolio requirements
- technical skills to schedule tasks and report outcomes.

Required knowledge and understanding:

- financial analysis and forecasting principles
- impact analysis and investment scenario planning
- industry performance benchmarks, including use and application of value analysis and benchmarking techniques
- long-range and annual planning techniques and practices
- organisational and professional procedures, ethical practices and business standards
- organisational quality systems such as strategic planning processes and recording systems
- principles and practices of performance measurement, including review and evaluation procedures, processes and techniques
- principles and processes of objective setting
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures

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REQUIRED SKILLS AND KNOWLEDGE

- industrial relations
- OHS
- privacy
- property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of managing a facilities portfolio. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • accurately determining portfolio objectives and analysing relevant industry benchmarks to establish portfolio performance • conducting a risk assessment on portfolio management requirements and preparing a risk management plan • determining resource requirements to support the implementation of the portfolio management plan • developing strategic management strategies which incorporate best-practice requirements • knowledge of organisation's practices, ethical standards and legislative requirements associated with managing a facilities portfolio • monitoring and controlling budgets associated with the portfolio • producing a portfolio management plan that outlines

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monitoring and reporting arrangements according to established quality assurance goals
- undertaking strategic evaluation of portfolio and providing recommendations in a timely manner.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- competency standards
- assessment materials and tools
- suitable assessment venue and equipment
- workplace documentation
- candidate special requirements
- cost and time considerations.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the

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underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Portfolio may relate to:

- buildings
- business and marketing contracts
- equipment
- furniture
- goodwill
- land
- property
- vehicles.

Portfolio objectives and scope may relate to:

- current and proposed usage
- financial constraints
- image and presentation
- market confidence
- market options and conditions
- maximum asset use
- return on investment
- supply and demand
- tenancy possibilities
- value adding.

Clients may include:

- company management
- fund managers
- government and legal instruments or agencies
- institutions
- insurers

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- internal and external property groups
- legal advisers
- private investors
- property agents
- property owners
- risk assessors.

Relevant people may include:

- accountants
- analysts
- clients
- government personnel
- legal representatives
- management and colleagues
- members of industry associations
- taxation specialists.

Risk assessment may include analysis of:

- changes to regulations and legislation
- client and staff satisfaction
- competition
- emergencies and disasters
- fire and security
- health and safety
- market influences
- physical, financial or human resources
- project control and cash flow
- suppliers and contractors
- time constraints.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Industry benchmarks may relate to:

- discounted cash flows
- employment rates
- industry association performance index
- inflation rate
- internal rates of return
- life cycle costings

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- published vacancy factors
- tenancy mix.

Portfolio performance may be influenced by:

- capacity to improve assets
- capital growth versus short-term gain
- cash flows
- change to organisational structure
- demographics
- gearing possibilities
- geographic aspects
- limits to financial resources
- return on investment
- return versus risk
- taxation considerations
- type of facility.

Risk management measures may describe:

- how often risks will be reviewed, the process for review and who will be involved
- how risk status will be reported and to whom
- planned strategies for reducing likelihood and seriousness of each risk (mitigation strategies) and who will be responsible for implementing them
- initial snapshot of the major risks and current grading
- process that will be used to identify, analyse and manage risks both initially and throughout the life of the project
- who will be responsible for which aspects of risk management.

Legislative requirements may be outlined and reflected in:

- Australian standards, and quality assurance and certification requirements
- award and enterprise agreements
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- environmental and zoning laws affecting access security, access and property use
- general duty of care to clients
- home building requirements
- local regulations and by-laws
- privacy laws applying to owners, contractors and tenants
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity

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- environmental issues
- EEO
- industrial relations
- OHS

- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Portfolio management plan may include:

- building and engineering maintenance, cleaning services, security and landscape maintenance
- control of traffic and parking
- environment plans
- funding strategies
- infrastructure for and supply of utilities such as energy, water and sewerage
- life cycle management plans
- long-term capital and maintenance financial forecasts
- performance benchmarking recommendations and measurement processes
- risk management processes.

Roles and responsibilities may be influenced by:

- codes of conduct
- job description and employment arrangements
- organisational policies relevant to work role
- skills, training and competencies
- supervision and accountability requirements
- team structures.

Quality assurance goals and strategies may relate to:

- a formal structure against which progress can be evaluated
- budgets and timetables that enable the commitment of resources at appropriate points in the project
- compliance with Australian standards
- contingency plans to cater for a change of corporate focus or significant project difficulties
- continuous improvement strategies
- mechanisms for involving a wide variety of interested parties or stakeholders in the project
- procedures for monitoring and evaluating project outcomes and client satisfaction
- reducing risk by anticipating, evaluating and developing strategies for the management of possible problems
- reporting procedures and protocols.

Evaluation methods may be qualitative or quantitative and may

- checklists
- cost data analysis

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include:

- expert and peer review
- interviews
- observation
- questionnaires
- review of quality assurance data.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM6010A Manage performance of property investment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to manage the performance of a property investment. It requires the ability to source and analyse market information, assess industry trends and develop performance criteria to measure and monitor performance of property investments.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in managing the performance of a property investment.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish performance requirements.	1.1 ***Property investment*** requirements are determined and confirmed in consultation with ***clients*** and ***relevant people***. 1.2 ***Client needs and expectations*** are accurately assessed and clarified using appropriate research and survey techniques and ***consultative processes***. 1.3 Relevant ***information*** and legislation are assessed to ensure investment options comply with investment requirements. 1.4 Reliable methods for gathering information are used, making efficient use of time and resources. 1.5 Applicable ethical, ***legislative and organisational requirements*** are interpreted and applied.
2 Develop performance management strategies.	2.1 Performance management strategy is formulated based on ***analysis*** of investment requirements against ***market conditions***. 2.2 ***Performance criteria*** are determined and tested to ensure they are logical, clear, concise and capable of implementation. 2.3 Factors increasing or diminishing investment ***risks*** are identified, analysed and discussed with client. 2.4 ***Quality assurance goals and strategies*** are established

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ELEMENT	PERFORMANCE CRITERIA
	in consultation with relevant people.
	2.5 Performance strategy is documented and communicated to relevant people involved in implementation.
3 Manage implementation of strategies.	3.1 Monitoring and reporting arrangements for implementation of performance management strategy are effectively communicated.
	3.2 ***Targets and milestones*** are identified and linked to performance criteria to ensure achievement of investment requirements.
	3.3 ***Documentation*** and checklists associated with implementation of performance management strategy are prepared and distributed to relevant people.
	3.4 ***Resource*** requirements are identified and organised according to organisational requirements.
4 Evaluate performance of property investment.	4.1 Property investment strengths and weaknesses are analysed and measured against property trends and ***market parameters*** to determine future recommendations.
	4.2 Reliable and valid data analysis methods are applied to identify facts, issues, patterns, interrelationships and trends.
	4.3 Trends are accurately assessed to provide meaningful information on performance of property investment.
	4.4 Factors increasing or diminishing investment risk are identified, analysed and discussed with client.
	4.5 Sound reasoning is applied to ensure consistency of interpretations based on available information.
	4.6 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical skills to apply statistical methods and techniques

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REQUIRED SKILLS AND KNOWLEDGE

- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities and liaise with property investment stakeholders
- organisational skills to maintain records and databases, organise and prepare property investment information and build property investment models
- problem solving skills to determine factors that may affect property markets
- research skills to analyse and interpret property and market information and identify relevant sources of information
- technology skills to use financial and assessment software and spreadsheets.

Required knowledge and understanding:

- a range of research methods and analysis techniques
- budgeting methods and techniques
- concepts and strategies for placement of capital in property for investment
- current property and investment market
- economics as it applies to property development
- ethical practices and relevant codes of conduct
- industry benchmarks
- local property market conditions and overall trends in the industry
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- taxation as it applies to property development.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of managing the performance of a property investment. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- analysing property investment information and identifying property trends and risk factors
- interpreting and applying applicable legal, ethical and organisational requirements
- arranging required resources to support the implementation of performance measurement strategies
- establishing performance criteria to assess property investment performance through an assessment of sourced market information
- knowledge of organisation's practices, ethical standards and legislative requirements associated with managing the performance of a property investment
- testing the performance of property investments against market parameters
- using suitable analysis methods and techniques to identify and assess economic trends, market data and developments.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include

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equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Property investment may include:	• concepts and plans • strategies and placement of capital in property for investment • productive use of property and assets • customer service outcomes.
Clients may be:	• developers • financial institutions • fund managers • individuals • internal departments • internal and external property groups • investment organisations • joint ventures • owner-occupiers • partners • small and large principals • unit trustees.
Relevant people may include:	• accountants • agents • analysts • clients • government personnel • legal representatives • management and colleagues • members of industry associations • site personnel • taxation specialists.
Client needs and expectations may relate to:	• immediate capital gains • long-term capital gains.
Consultative processes may include:	• face-to-face meetings • telephone, facsimile and written communication.
Information may include:	• bank reports • general knowledge of industry • government statistics • industry reports and indices • market intelligence from industry operators or other

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	interested parties • media reports • published analytical reports.

Legislative requirements may be outlined and reflected in:	• Australian standards
	• general duty of care to clients
	• home building requirements
	• privacy requirements
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Analysis may include:	• computer modelling • examination of cash flows and other financial projections • examination of collected data • quantitative and qualitative analysis • probability analysis • time series recognition.
Market conditions may be influenced by:	• availability of alternatives • business confidence • economic conditions

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- level of competition.

Performance criteria:

- may include:
  - quantitative and qualitative assessments
- may be:
  - financial and non-financial
  - statistical and non-statistical.

Risks may relate to:

- age of property
- asset allocation and investment spread
- borrowing risk
- gearing
- alternative investments
- competitive development
- exit strategy and investment scenario analysis
- interest rates
- level of regulation
- lifestyle choices
- market and property sector risks, including:
  - fluctuations in economic cycle
  - interest rates
  - stock market
- technology in use
- tenancy security
- volatility of income and capital.

Quality assurance goals and strategies may include:

- a formal structure against which progress can be evaluated
- budgets and timetables that enable the commitment of resources at appropriate points in the project
- compliance with Australian standards
- contingency plans to cater for a change of corporate focus or significant difficulties
- continuous improvement strategies
- mechanisms for involving a wide variety of interested parties or stakeholders in the project
- procedures for monitoring and evaluating project outcomes and client satisfaction
- reducing risk by anticipating, evaluating and developing strategies for the management of possible problems
- reporting procedures and protocols.

Targets and milestones may include:

- agreed reporting requirements
- asset life cycle reporting
- completion of key tasks
- measurement and achievement of set outcomes.

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Documentation may include information relating to:	• budgets and operating costs • legal documentation • management policy and procedures • property leases, plans or contracts • service and maintenance records • sub-plans, including environment, human resource management and marketing.
Resources may include:	• materials, tools and equipment • personnel • training • transport.
Market parameters may relate to:	• ability to control investment • administrative talent • balancing a portfolio • capacity to improve assets • capital growth versus short-term gains • cash flows • class and type of property • demographics • exit strategies • gearing possibilities • geographic aspects • limits to the financial resources • market standing • return on investment • return versus risk • taxation considerations.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM6011A Negotiate partnership arrangements in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to establish a formal partnership for property investment. It requires the ability to research and select a preferred partner and negotiate and formalise a partnership strategy for investment in property.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in establishing formal partnerships for property investment.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine investment requirements.	1.1 ***Property investment*** requirements are determined in consultation with ***relevant people***.
	1.2 ***Client*** needs are accurately assessed and clarified using appropriate research and survey techniques and ***consultative processes***.
	1.3 Relevant ***documentation*** and ***legislation*** are assessed to ensure investment options comply with investment requirements.
	1.4 Reliable methods for gathering information are used, making efficient use of time and ***resources***.
	1.5 Applicable legislative, ethical and ***organisational requirements*** are interpreted and applied.
2 Research partnership opportunities.	2.1 Desired investment partnership arrangements are determined in consultation with client and relevant people.
	2.2 Criteria for potential ***partners*** are established in line with investment, client and organisational requirements.
	2.3 Listing of potential partners is established and confirmed with client according to organisational procedures.
	2.4 Identified partner preferences, needs and expectations are clarified and addressed using appropriate ***communication techniques***.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Preferred partner is selected based on ***assessment*** against specified criteria and in line with client preferences.
3 Develop negotiation strategy.	3.1 Strategy is developed for ***negotiation*** of partnership offer, according to client preferences, needs and expectations.
	3.2 Strategy includes details of timetables, budget and negotiation parameters.
	3.3 Negotiation strategy is established that complements workable partnership relationships.
	3.4 Potential ***conflict situations*** are identified and strategies developed to manage, resolve and facilitate partnership arrangement.
	3.5 Situations requiring ***specialist advice*** are identified and addressed.
4 Negotiate partnerships.	4.1 Negotiations are conducted in a professional manner and maintain a focus on client interests and agreed negotiation strategy.
	4.2 Problems are identified, analysed and addressed with minimal disruption to achievement of client objectives.
	4.3 Communication styles and methods are adapted to meet preferred individual negotiation style.
	4.4 Interactions are conducted in a manner that reflects sensitivity to individual ***social and cultural differences***.
	4.5 Appropriate facilitation skills are used to promote a professional environment that supports and promotes participation throughout negotiations.
5 Establish partnership arrangements.	5.1 Partnership arrangements are established and confirmed according to client requirements.
	5.2 Financial arrangements are finalised according to negotiated terms and conditions.
	5.3 Documentation is prepared using ***business equipment and technology*** and formalised reflecting agreed arrangements.
	5.4 Client is advised of formal partnership arrangements and ***feedback*** is received on process and outcomes.
	5.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical skills to identify and assess potential partners and identify potential areas of conflict
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities and to adjust communication style to suit negotiations
- negotiation skills to direct focus of people involved in negotiation, negotiate agreement of all parties and resolve conflict and problems arising during negotiation
- organisational skills to coordinate assessment and selection process, conduct negotiation process and develop and complete strategies within established timeframes
- research skills to analyse and interpret property investment documentation and identify relevant sources of information
- technology skills to use financial and assessment software and spreadsheets, and to develop and present information.

Required knowledge and understanding:

- a range of research methods and analytical techniques
- budgeting
- concepts and strategies for investing capital in property
- current property and investment markets
- ethical practices and relevant codes of conduct
- industry benchmarks
- investment risk factors and relationship to return expectations
- legal processes
- local property market conditions and overall trends in the industry
- negotiation strategies
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity

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REQUIRED SKILLS AND KNOWLEDGE

- franchise and business structures
- industrial relations
- OHS
- privacy
- property sales, leasing and management
- sources of funding
- taxation as it applies to property development.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of establishing a formal partnership for property investment. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • conducting negotiations using effective communication and facilitation methods • determining investment requirements and objectives through effective consultative processes and identifying required legislative compliance • developing a negotiation strategy that includes timetables, budget and negotiation parameters and addresses potential areas of conflict • formalising and documenting partnership arrangements, showing evidence of agreement by all parties to the arrangement • identifying and selecting potential partnership

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arrangements using criteria developed for assessment and selection

- knowledge of organisation's practices, ethical standards and legislative requirements associated with establishing formal partnerships for property investment.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to

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each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Property investment may include:

- concepts and plans
- strategies and placement of capital in property for investment
- productive use of property and assets
- customer service outcomes.

Relevant people may include:

- accountants
- agents
- analysts
- clients
- government personnel
- legal representatives
- management and colleagues
- members of industry associations
- site personnel
- taxation specialists.

Clients may include:

- developers
- financial institutions
- fund managers
- individuals
- internal and external property groups
- investment organisations
- joint ventures

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- owner-occupiers
- partners
- unit trustees.

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication.

Documentation may include information relating to:

- bank reports
- budgets and other financial reports
- contracts and other legal papers
- cultural variations
- general knowledge of industry
- government statistics
- industry reports and indices
- market intelligence
- media reports
- published analytical reports.

Legislation may be outlined and reflected in:

- Australian Securities and Investments Commission, Australian Competition and Consumer Commission, Foreign Investment Review Board requirements
- Australian standards
- federal and state taxation requirements
- consumer protection laws and guidelines
- court and tribunal precedents
- environmental and zoning laws affecting access security, access and property use
- freedom of information
- home building requirements
- licensing requirements
- privacy and confidentiality requirements and laws applying to owners, contractors and tenants
- public health
- quality assurance and certification requirements
- relevant common law
- relevant federal, and state or territory legislation and regulations affecting organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation,

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	environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law • relevant local government policies and regulations • strata, community and company titles • tenancy agreements • trade practices laws and guidelines.
Resources may relate to:	• materials • personnel • tools and equipment • training • transport.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Partners may include:	• banks • builders • corporations • developers • government instrumentalities • other financial institutions • other investors • private individuals • tenants.
Communication techniques may include:	• active listening • clear presentation of options • consultation methods • culturally inclusive and sensitive engagement techniques • questioning to clarify and confirm understanding • seeking feedback • two-way interaction • using language and concepts appropriate to cultural differences

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- verbal or non-verbal language.

Assessment may include:

- establishing that potential partners are bona fide
- verifying financial credentials.

Negotiation techniques should include:

- clearly presenting options and consequences
- control of tone of voice and body language
- demonstrating flexibility and willingness to negotiate
- using positive, confident and cooperative language
- using language and concepts appropriate to the people involved
- using strategic questioning and listening to gather information and direct the focus of people involved
- using summarising of positions and agreements to move understanding.

Conflict situations may include:

- accidents resulting in injury
- arguments and disagreements
- conflicts between members of the public
- destruction of property
- ejection of persons
- persons suffering from emotional distress or mental illness
- persons under the influence of intoxicating substances
- persons with criminal intent
- refusals to follow directions and guidance
- riots and demonstrations
- situations affecting the security of self, others or property.

Specialist advice may be sought from:

- analysts
- architects
- bankers and financiers
- government officials
- investment consultants
- members of industry associations
- planners
- real estate agents
- solicitors
- valuers.

Social and cultural differences may be expressed in:

- beliefs, values and practices
- conventions of gender and sexuality
- cultural stereotypes
- dress
- food and diet
- religious and spiritual observances

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	• social conventions • traditional practices and observations • verbal and non-verbal language.
Business equipment and technology may include:	• computers • data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications.
Feedback may be sought from:	• clients and their legal representatives • supervisors and colleagues • formal and informal performance appraisals • workplace assessment.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM6012A Plan property portfolio management

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan the management of a property portfolio. It requires the ability to provide advice and recommendations to the client based on an accurate analysis of investment performance.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in planning the management of a property portfolio.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish performance requirements.	1.1 Property ***portfolio performance*** requirements are determined and confirmed in consultation with ***client*** and ***relevant people***.
	1.2 ***Client needs and expectations*** are accurately assessed and clarified using appropriate research and survey techniques.
	1.3 ***Risk*** assessment is conducted on portfolio management requirements.
	1.4 ***Industry benchmarks*** are analysed to determine expected performance of portfolio in varying ***market conditions***.
	1.5 Relevant market data is accurately interpreted to determine trends that may affect ***performance of portfolio***.
	1.6 Applicable ethical, ***legislative and organisational requirements*** are interpreted and applied.
2 Analyse performance constraints.	2.1 ***Asset life cycle*** is confirmed and usage parameters are determined in consultation with client.
	2.2 ***Class*** and use of property portfolio are analysed and investment management strategies are established.
	2.3 ***Asset information*** is analysed and specific maintenance

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ELEMENT	PERFORMANCE CRITERIA
	and ***strategic issues*** are assessed and documented.
	2.4 Financial performance and retention information are analysed and special funding and budget requirements are documented.
3 Design portfolio management system.	3.1 Portfolio management plan is designed within a strategic management framework and disseminated to relevant people.
	3.2 Portfolio management strategies are reviewed according to organisational requirements for best-practice compliance and risk management.
	3.3 Variations in performance expectations are identified and explained to relevant people.
4 Implement and review the system.	4.1 Portfolio is systematically ***evaluated*** and variations to the management system are identified and appropriate changes made.
	4.2 Measures and criteria are chosen that provide sufficient information to make judgements about progress towards client objectives.
	4.3 Strategies to improve portfolio management system are documented and implemented.
	4.4 Regular ***reports*** on property portfolio management activities are provided to relevant people.
	4.5 Information is securely maintained with due regard to client confidentiality, and legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical skills to interpret financial data, assess property performance, and research property or facility application and usage and benchmark for optimisation
- communication skills to negotiate leases, purchases and rent reviews
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic

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REQUIRED SKILLS AND KNOWLEDGE

backgrounds and varying physical and mental abilities

- literacy skills to interpret written and oral information, including property portfolio plans
- organisational skills to implement and review the portfolio management system and develop and complete strategies within established timeframes
- research skills to analyse and interpret property investment documentation and identify relevant sources of information
- technical skills to develop reports.

Required knowledge and understanding:

- a range of research methods and analysis techniques
- administration of property or facility usage plans
- contract law and property performance
- cost-in-use issues such as occupancy costs, service charges and maintenance costs
- industry practice and benchmarks
- lease rights and responsibilities
- life cycle costing
- local property market conditions and overall trends in the industry
- organisational and professional procedures, ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- risk management associated with property portfolio management.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of planning the management of a property portfolio. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- assessing risk and identifying portfolio performance constraints through analysis of asset life cycle, class and use
- conducting analysis of portfolio performance requirements against sourced market information and industry benchmarks
- designing and documenting strategic plans for the review of the portfolio management system
- determining client performance expectations through consultation and conducting research of relevant documentation and legislation
- knowledge of organisation's practices, ethical standards and legislative requirements associated with planning and managing a property portfolio
- preparing plans and reports on portfolio management and suggesting improvements through systematic review of portfolio management against set criteria.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

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Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Portfolio performance may relate to:

- concepts and plans
- customer service outcomes
- productive use of property and assets
- strategies and placement of capital in property for investment.

Clients may include:

- developers
- financial institutions
- fund managers
- internal and external property groups
- investment organisations
- joint ventures
- owner-occupiers
- partners
- unit trustees.

Relevant people may include:

- accountants
- analysts
- clients
- government personnel
- legal representatives
- management and colleagues
- members of industry associations
- supervisors
- taxation specialists.

Client needs and expectations may relate to:

- immediate capital gains
- long-term capital gains.

Risk may relate to:

- access restrictions on property
- borrowing risk
- gearing
- market and property sector risks, including:
  - fluctuations in economic cycle
  - interest rates
  - stock market
- risk factors and return expectations
- specific property risk
- volatility of income and capital.

Industry benchmarks may

- discounted cash flow

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include:

- employment rates
- industry association performance index
- inflation rate
- internal rate of return
- life cycle costing
- published vacancy factors
- tenancy mix.

Market conditions may be influenced by:

- availability of alternatives
- business confidence
- economic conditions
- level of competition.

Performance of portfolio may be influenced by:

- capacity to improve assets
- capital growth versus short-term gain
- cash flows
- change to organisational structure
- demographics
- gearing possibilities
- geographic aspects
- limits to financial resources
- return on investment
- return versus risk
- taxation considerations
- type of property or facility.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

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Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • policies and procedures relating to own role and responsibility • quality and continuous improvement processes and standards • quality assurance and procedure manuals • records and information systems and processes.
Asset life cycle is:	• acquisition • disposal • operation and maintenance • planning for and establishing a new asset.
Class of assets in portfolio may include:	• infrastructure • land • land and improvements • plant and equipment.
Asset information may be contained within:	• business plans • comparative market data • depreciation schedules • financial documents • government statistics • marketing plans • property valuation statements • qualitative and quantitative data • reports and inventories • taxation records.
Strategic issues may relate to:	• changes in return on investment expectations • political considerations • portfolio balance • the environment.
Evaluated refers to evaluation methods that could be qualitative or quantitative and may	• checklists • cost data analysis • expert and peer review

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include:
- interviews
- observation
- questionnaires
- review of quality assurance data.

Reports may be:
- accounting
- advisory
- financial.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM6013A Prepare project design brief and documentation in the property industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to prepare a design brief in the property industry. It requires the ability to analyse specific site documentation, determine facility requirements, and establish design parameters and project costings.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in preparing project design briefs in the property industry.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine facility requirements.	1.1 ***Facility requirements*** are confirmed and agreed with ***relevant people***.
	1.2 Relevant information, including applicable industry, ***legislative and organisational requirements*** is reviewed to ensure compliance with critical planning requirements.
	1.3 Project objectives and time lines are developed, negotiated and confirmed according to organisational policies and procedures.
	1.4 Special client requirements are determined and expert industry advice is sought as required.
2 Establish design concepts.	2.1 ***Design parameters*** are established based on examination of research and feasibility data.
	2.2 ***Design documentation*** and specifications are prepared according to client and industry requirements.
	2.3 Relevant codes and standards are examined to establish their impact on design concepts and human and environmental needs.
3 Prepare design brief.	3.1 ***Design brief*** is prepared that addresses client and project requirements and is in an appropriate format for dissemination to relevant people.
	3.2 Project costings are established and a ***construction***

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ELEMENT	PERFORMANCE CRITERIA
	budget negotiated and confirmed in consultation with relevant people.
	3.3 Constructive ***feedback*** is reviewed and adjustments are made to design brief as appropriate.
	3.4 Final design brief is lodged within designated time lines and relevant documentation is securely maintained according to organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- communication skills to discuss issues that may impact on others, include relevant people in the design process, receive feedback and evaluate design brief
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to prepare required documentation and information for those involved in design process and to access and interpret relevant design information, plans and specifications
- organisational skills to plan and arrange activities to prepare a design brief and to schedule and meet time lines
- technical skills to complete reports, use and understand design software such as CAD, and use planning and scheduling software.

Required knowledge and understanding:

- a range of building types and the use best suited to each type of building
- basic knowledge of property contracts and administrative requirements
- building codes and practices relating to fit-out
- building construction practices
- building control legislation, codes and relevant Australian standards
- building structures and their benefits and drawbacks
- industry practices and benchmarks for contracts
- organisational and professional procedures, ethical practices and business standards
- planning and scheduling techniques and software

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REQUIRED SKILLS AND KNOWLEDGE

- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed through practical demonstration of preparing design briefs. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • accurately determining facility design requirements and special client needs through consultation activities • determining design budget and project costings • knowledge of organisation's practices, ethical standards and legislative requirements associated with preparing design briefs

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- producing a design brief that clearly sets out requirements for completion of design
- reviewing relevant codes and standards and developing design concepts that incorporate budget requirements and design parameters.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be

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combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Facility requirements may relate to:	• aspect • building useable space • fit-out and finishes • special purpose building.
Relevant people may include:	• architects and designers • bankers and financiers • builders • business consultants • clients • investment consultants • planners • project management consultants • property owners • quantity surveyors • real estate agents • solicitors • surveyors • tenants • valuers.
Legislative requirements may be outlined and reflected in:	• Australian standards • environmental and zoning laws affecting access security, access and property use

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- freedom of information
- home building requirements
- privacy and confidentiality requirements and laws applying to owners, contractors and tenants
- public health
- quality assurance and certification requirements
- relevant common law
- relevant federal, and state or territory legislation and regulations affecting organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- relevant local government policies and regulations
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- policies and procedures relating to own role and responsibility
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals
- records and information systems and processes.

Design parameters may relate to:

- aesthetics
- financial constraints

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	• maximum and best asset use • tenancy possibilities.
Design documentation may include:	• artwork • bills of quantity • computer models • forms of contracts • plans and specifications • schedules.
Design brief may include:	• estimated project costings • preliminary cost limitations • project concept and objective • sketch plans and layouts • time lines • user and client needs.
Construction budget may include:	• consultants' fees • contingencies • costings of all component construction parts • council fees • development management fees • leases • other allowances.

Feedback may include:	• formal and informal discussions, reviews and evaluations with:
	  • existing and previous clients
	  • peers, colleagues and managers
	• information provided by others involved in a professional capacity, both internal and external to the organisation.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPFES2003A Safely move loads and dangerous goods

Modification History

Revised unit

Unit redeveloped based on PRMPFES03C Safely move materials and loads in the workplace

Outcomes relating to moving and transporting dangerous goods added

Unit Descriptor

This unit of competency specifies the outcomes required for fire protection equipment technicians to safely move materials, loads and dangerous goods in the workplace in such a way as to avoid injuries to self and others, and prevent damage to product, property and the environment.

The unit supports one or more extinguishing agent handling licences prescribed under the Ozone Protection and Synthetic Greenhouse Gas Management Act 1989.

Application of the Unit

This unit of competency supports fire protection technicians who move and transport heavy loads as part of their work role, particularly those responsible for safely moving dangerous goods, such as gaseous containers, especially containers containing ODS and SGG.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry, customer and organisational requirements, including policies and procedures relating to occupational health and safety (OHS), and ozone depleting substance (ODS) and synthetic greenhouse gas (SGG) emissions.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Use manual-handling techniques to move loads and materials.	1.1	***Hazards are identified*** and risk assessment and control methods implemented prior to moving loads and materials.
		1.2	***Manual-handling techniques*** are used, including OHS procedures appropriate for the type of load and material being moved.
2	Use mechanical-handling aids to move loads and materials.	2.1	***Mechanical-handling aids*** are used to assist with safe manual handling of loads and materials according to ***industry and legislative requirements*** and ***workplace procedures***.
		2.2	Mechanical-handling aids are maintained according to ***organisational requirements*** and manufacturers' specifications.
		2.3	Faulty mechanical-handling aids are reported to ***relevant persons*** according to organisational requirements.
3	Adhere to regulatory requirements for moving and transporting dangerous material.	3.1	Requirements of relevant dangerous goods regulations, and ODS and SGG are followed when moving material or load that is assessed as dangerous or hazardous.
		3.2	Requirements of relevant dangerous goods regulations and ODS, SGG and ***OHS policies and procedures*** are followed when transporting by road any material or load that is assessed as dangerous or hazardous.
		3.3	Required ***transport documents*** and ***signage*** are used when transporting dangerous goods.

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3.4 General requirements for storing dangerous goods that form part of fire protection equipment or systems are followed.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- assessing hazards and risks, such as:
  - movement paths for loads and materials
  - safe working loads
- language and literacy skills to:
  - interpret safety signs
  - read, understand and comply with work instructions
- skills to work safely when:
  - controlling risks
  - manual handling loads and materials, including containers
  - moving and transporting dangerous goods, including ODS and SGG materials
- problem-solving skills to resolve problems in practical and safe ways

Required knowledge

- dangerous goods commonly used in the fire protection industry and key requirements, including:
  - general storage requirements for all dangerous goods
  - identification of dangerous goods by diamond-shaped symbol
  - requirements for transporting dangerous goods by a vehicle, especially class 2.2 for placarded loads and bulk loads
  - storage requirements for gaseous containers, especially those containing ODS and SGG
- manual-handling techniques, including implications of:
  - ignoring safety precautions used with mechanical manual-handling aids
  - incorrect manual-lifting techniques
- maximum safe loads for vehicles
- meaning of material handling applied to role of service technician
- methods used to prevent ODS and SGG emissions in the workplace
- purpose and structure of relevant dangerous goods legislation, including HAZCHEM signs and emergency information panels
- purpose of hazard identification, hazard assessment and hazard control
- reasons for preventing ODS and SGG emissions in the workplace

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of two practical demonstrations of the safe movement of loads, including ODS and SGG containers, in different workplace settings. All practical demonstrations must adhere to the safety and environmental regulations relevant to each state or territory.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.
	In particular the person should demonstrate the ability to:
	• communicate effectively, including reporting procedures for faulty mechanical-handling aids
	• comply with:
	  • OHS, ODS and SGG regulations, policies and procedures applicable to the materials or load being moved or transported
	  • relevant dangerous goods regulations, policies and procedures, including transport of dangerous goods using company vehicle
	• handle materials in compliance with relevant OHS procedures
	• move loads and ODS and SGG containers, including:
	  • identifying potential hazards and risks prior to moving loads
	  • identifying risk assessment and control methods prior to moving loads
	• use and maintain mechanical-handling aids.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • suitable work area or simulated workplace environment with appropriate loads and containers that allows demonstration of manual-handling techniques • suitable load and manual-handling aids for candidate to demonstrate manual-handling techniques • PPE commonly used in manual handling

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	• manuals and relevant documentation • assessment documentation forms and record books.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN2002A Participate in workplace safety arrangements.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Identification of hazards may include activities associated with:	• checking equipment and work area before work commences and during work • checking for potential ODS and SGG emissions • regular housekeeping activities • workplace inspections of equipment and work areas.
Hazards may include:	• environmental, such as improper use of hazardous materials and chemicals, including ODS or SGG materials • ergonomic, such as incorrect manual-handling methods • hazards associated with electrical or mechanical faults

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	• obstructive, such as blocked access to emergency entry and exit points.
Manual-handling techniques may include:	• carrying • lifting • pulling • pushing.

Mechanical-handling aids may include:	• hand trucks
	• hooks
	• lifting magnets
	• lifting straps
	• non-licensed mechanical-handling aids, including:
	  • cranes
	  • hoists
	  • manually-operated forklifts and pallet trucks
	• suction grips
	• trolleys
	• wheelbarrows.

Industry and legislative requirements may include:	• building surveyor requirements
	• fire protection industry codes of practice
	• licensing arrangements
	• ODS and SGG legislation, codes and regulations, such as:
	  • Ozone Protection and Synthetic Greenhouse Gas Management Act 1989
	• OHS legislation, codes and regulations
	• relevant Australian standards, such as:
	  • AS 1851 Maintenance of fire protection systems and equipment
	  • note: Australian standards are frequently revised and users must always check for currency and amendments
	• relevant federal, state and territory building Acts, regulations and codes, such as Building Code of Australia (BCA)
	• other relevant legislation relating to fire protection equipment, including:
	  • international shipping codes
	  • marine codes for different Australian States
	  • requirements of Australian petroleum industry.

Workplace procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisors and managers • personal protective equipment (PPE) requirements • reporting and documentation requirements

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	• specific customer requirements • work instructions to prevent the emission of ODS and SGG in the workplace.
Organisational requirements may be located in quality assurance and procedures manuals relating to:	• documentation and information systems and processes • legal and organisational policies and guidelines, including personnel practices and guidelines outlining work roles, responsibilities and delegations • legislation relevant to service operation • ODS and SGG policies, procedures and programs • OHS policies, procedures and programs • use of electronic job scheduling and communication devices.
Relevant persons may include:	• colleague • customer • manager • supervisor • team leader.

OHS policies and procedures may relate to:	• assessing work site for hazards and risks prior to preparing it for the work procedure
	• displaying signs and using barriers in work area
	• employer and employee rights and responsibilities
	• equipment maintenance and use
	• first aid
	• incident and accident investigation
	• OHS audits and safety inspections
	• risk assessment and control measures
	• safe operating procedures and instructions, including:
	  • awareness of electrical hazards
	  • emergency procedures
	  • following confined spaces procedures
	  • hazard and risk identification and reporting
	  • using PPE, including:
	  • appropriate gloves and overalls
	  • dust masks
	  • earmuffs or plugs
	  • hard hats
	  • safety boots or shoes
	  • safety glasses or goggles
	  • sunhats
	  • working safely:
	  • around electrical wiring, cables and overhead powerlines
	  • around tools and equipment

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	• on ladders and raised platforms • the OHS hierarchy of control • use and storage of hazardous substances.
Transport documents include:	• dangerous goods driving licence • emergency procedure guide • material safety data sheet (MSDS).
Signage includes:	• dangerous goods signage (diamond-shaped symbol) • emergency information panel.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2004A Identify types of installed fire safety equipment and systems

Modification History

Revised unit

Element structure and performance criteria expanded to reflect workplace requirements

Skills and knowledge requirements and range statement updated

Unit based on PRMPFES04B Identify fire protection equipment

Unit Descriptor

This unit of competency specifies the outcomes required to accurately identify fire safety equipment and systems and their function.

Application of the Unit

This unit of competency supports individuals responsible for interacting with customers as a representative of their organisation, discussing fire protection service needs for a variety of equipment and systems and referring customers to senior staff in the organisation for further consultation if necessary.

Licensing/Regulatory Information

Work in the area of identification must be completed according to relevant legislative, industry, customer and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify range of first response equipment.	1.1	Range of ***portable fire extinguishers*** is identified according to types, ***extinguishants***, ***expellants***, colour-coding requirements, labelling and location signs.
		1.2	Range of ***wheeled fire extinguishers*** is identified according to types, extinguishants, expellants, standardised colour code and labelling requirements.
		1.3	Types of ***fire hose reels*** are identified according to function and location signs.
		1.4	Types of ***delivery lay flat fire hoses*** are identified according to class, size and construction.
		1.5	Types of ***delivery lay flat fire hose couplings*** are identified according to type and construction.
		1.6	Fire blankets and ***fire blanket containers*** are identified according to function and location signs.
2	Identify fire hydrant systems.	2.1	***Major components of fire hydrant systems*** are identified according to function.
3	Identify passive products and systems.	3.1	***Fire*** and ***smoke door sets*** are identified according to funct**ion** and tags.
		3.2	***Service penetration products*** are identified according to function and tags.

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4	Identify fire pumpsets.	4.1	***Fire pumpsets*** are identified according to function.
5	Identify automatic fire-suppression systems.	5.1	***Automatic sprinkler alarm systems*** are identified according to function.
		5.2	***Pre-engineered fire-suppression systems*** are identified according to function.
		5.3	***Gaseous fire-suppression systems*** are identified according to function.
6	Identify electrical life safety equipment and systems.	6.1	***Automatic fire detection and alarm systems*** are identified according to function.
		6.2	***Smoke alarms and heat alarms*** are identified according to function.
		6.3	***Sound systems for emergency purposes*** are identified according to function.
		6.4	***Intercom systems for emergency purposes*** are identified according to function.
		6.5	***Emergency exits and lighting*** units are identified.
7	Recognise and report on installed fire safety equipment and systems.	7.1	Fire safety equipment and systems are recognised at work sites and discussed with customers and colleagues.
		7.2	Information about installed equipment and systems is ***communicated*** to ***relevant persons***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- language, literacy and numeracy skills to:

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  - communicate with others clearly and concisely, verbally and in writing
  - read and comply with work instructions and specifications
  - use effective questioning and listening techniques
- recognising installed fire safety equipment and systems

Required knowledge

- purpose and range of Australian colour-coding system for portable and wheeled fire extinguishers, including pictographs
- purpose and types of:
  - automatic fire detection and alarm systems
  - automatic sprinkler alarm systems
  - delivery lay flat fire hoses
  - emergency exits and lighting units and system
  - fire and smoke door sets
  - fire blankets
  - fire hose reels
  - fire pumpsets
  - gaseous fire-suppression systems
  - intercom systems for emergency purposes
  - major components of fire hydrant systems
  - portable and wheeled fire extinguishers
  - pre-engineered fire-suppression systems
  - service penetration products
  - smoke and heat alarms
  - sound systems for emergency purposes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration of the ability to identify the fire equipment and systems outlined in the range statement at customers' premises.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to:

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	• identify a range of fire safety equipment and systems, including:
	  • automatic fire-suppression systems
	  • electrical life safety equipment and systems
	  • fire hydrant systems
	  • fire pumpsets
	  • first attack equipment
	  • passive products and systems
	• report on fire safety equipment and systems installed at customers' premises.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • actual or simulated work environment • product examples or clear photographs/drawings of relevant products • assessment documentation • training and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPFES2005A Demonstrate first attack firefighting equipment • CPPFES2006A Prepare for installation and servicing operations.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Portable fire extinguisher types include:	• cartridge • rechargeable and non-rechargeable • reversible • stored pressure.
Extinguishants may include:	• carbon dioxide • foam • powder • vaporising liquid • water • wet chemical.
Expellants may include:	• carbon dioxide • dry air • nitrogen.
Wheeled fire extinguisher types include:	• cartridge • stored pressure.
Fire hose reel types may include:	• swing-hinged • vehicle-mounted • wall-mounted.
Delivery lay flat fire hoses may include:	• percolating and non-percolating • low, medium and high classes • range of different hose diameters.
Delivery lay flat fire hose couplings may include:	• British instantaneous couplings (BIC) • Storz system couplings • threaded.
Fire blanket containers may include:	• metal tubes • plastic and vinyl covers.

Major components of fire hydrant systems may include:	• backflow prevention valves
	• external hydrant valves
	• fire brigade booster connections
	• internal hydrant valves:
	  • points
	  • landing valves

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	• outlets
	• pressure reducing valves (ratio valves)
	• reticulating pipework
	• town main reticulated hydrant ‘street’ valves
	• water supply system, including:
	  • tanks
	  • pumpsets.

Fire door sets may include:	• automatic closing • one-hour or two-hour fire rated assemblies • self-closing or sliding.
Smoke door sets may include:	• automatic closing • self-closing or sliding • solid core or fire-resistance rated.

Service penetration products may include:	• fire-rated gap-fillers, such as:
	  • mortars
	  • grouts
	  • sealants
	  • caulks
	  • putties
	• fire-rated pillows
	• fire stop collars.

Fire pumpsets may include:	• dedicated pumpset driven by an electric or diesel motor • combination of both motors that supply fire systems, such as hydrants and sprinklers.

Automatic sprinkler alarm systems may include:	• standard sprinkler systems that use:
	  • concealed sprinklers
	  • conventional sprinklers
	  • dry pendant, dry sidewall and dry upright sprinklers
	  • enlarged orifice sprinklers
	  • fast response sprinklers
	  • flush sprinklers
	  • large, extra large and very large orifice sprinklers
	  • recessed sprinklers
	  • sidewall sprinklers
	  • spray or pendant sprinklers
	• special sprinkler systems that use:
	  • early suppression fast response (ESFR) sprinklers
	  • extended coverage sprinklers, including enhanced protection extended coverage (EPEC) sprinklers
	  • large drop sprinklers

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	• residential sprinklers • sealed water mist nozzles.

Pre-engineered fire-suppression systems may include:	• ducting used for extraction of fumes or particles
	• electrical equipment installed in a cabinet
	• exhaust ducting
	• large mining vehicles
	• mobile and transportable equipment, such as systems installed for the protection of cooking equipment
	• major components, including:
	  • alarm system devices
	  • automatic fire detection devices linked to automatic release mechanism
	  • containers of extinguishant agent
	  • manual release mechanism
	  • nozzles connected to pipework or tubing
	  • pipework or tubing connected to extinguishant containers.

Gaseous fire-suppression systems may include:	• total flood systems using a variety of extinguishing agents:
	  • inert gaseous fire-extinguishing agents
	  • local application systems using mainly carbon dioxide
	  • synthetic gaseous fire-extinguishing agents – extinguishing agent handling licences (EAHL) required
	• major components, including:
	  • alarm system devices
	  • automatic fire detection devices
	  • containers of extinguishant agent
	  • local control stations
	  • nozzles connected to pipework
	  • pipework connected to extinguishant containers
	  • warning devices and signs at entry points to protected space.

Automatic fire detection and alarm systems may include:	• flame detectors, including:
	  • infra-red
	  • ultraviolet
	  • combination of both
	• gas sensing fire detectors, including semiconductor and catalytic element types
	• heat detectors, including point and linear types
	• smoke detectors, including ionisation, photoelectric and air sampling
	• warning devices, such as bells, speakers and lights.

Smoke alarms and heat	• fixed temperature

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alarms may include:	• ionisation • photoelectric.
Sound systems for emergency purposes may include:	• warning devices, such as speakers and lights independently operated by control and indicating equipment (CIE) fit for purpose.
Intercom systems for emergency purposes may include:	• warden intercommunication points, such as telephones, distributed throughout a building and independently operated by CIE fit for purpose and separate from all other communication equipment.
Emergency exits and lighting may include:	• central systems consisting of emergency luminaires powered by a battery bank with battery charger supply • self-contained emergency luminaires • combination of self-contained emergency luminaires and house artificial lighting • emergency exit luminaire signs.
Communication may include:	• email messages • facsimiles • multimedia messages (MMS) • online reporting system • pager messages • SMS text messages • verbal reports • written reports.
Relevant persons may include:	• colleagues, including those in other organisations • customers • licensing and regulatory bodies • managers • supervisors • system and component manufacturers and suppliers • team leaders • trades people and contractors.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2005A Demonstrate first attack firefighting equipment

Modification History

Revised unit

Unit updated and equivalent to PRMPFES05B Use portable fire fighting equipment

Unit Descriptor

This unit of competency specifies the outcomes required to demonstrate the use of portable fire extinguishers, fire hose reels and fire blankets.

Application of the Unit

This unit of competency supports fire protection equipment service technicians responsible for demonstrating to customers how to interpret and follow manufacturers' instructions on various first attack firefighting equipment in emergency situations.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry, customer and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Demonstrate correct use of portable fire extinguishers to extinguish simulated fires.	1.1	***Fire type*** and ***classification*** are determined.
		1.2	***Fire extinguishers*** are selected to attack different fires.
		1.3	Safe use of fire extinguishers is demonstrated according to manufacturers' instructions and relevant ***OHS and workplace policies and procedures***.
2	Demonstrate correct use of fire hose reels.	2.1	Safe use of ***hose reels*** is demonstrated according to manufacturers' instructions and relevant OHS and workplace policies and procedures.
		2.2	Water is turned off in the approved sequence and hose reel is checked for leaks.
		2.3	Hose reel is rewound correctly after use.
3	Demonstrate correct use of fire blanket.	3.1	Safe use of fire blankets is demonstrated according to manufacturers' instructions and relevant OHS and workplace policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- decision-making skills to select correct first attack firefighting equipment for different types of fires
- effective customer service
- language, literacy and numeracy skills to:
  - communicate with others in a clear and concise manner
  - read and comply with work instructions and specifications

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- interpersonal skills to relate to people from a range of social and cultural backgrounds
- skills to work safely when:
  - applying recommended manufacturers' techniques for operating equipment and fire fighting
  - using firefighting equipment

Required knowledge

- basic methods of locating a fire
- correct use of fire extinguishers and hose reels on different classes of fire and implications of incorrect use
- how fire can be spread by conduction, convection, radiation and direct burning
- how water pressure influences the discharge distance for hose reels
- key actions in a fire emergency, commonly known by the acronym RACE:
  - rescue
  - activate alarm
  - confine fire
  - evacuate or extinguish
- meaning of secondary damage
- reasons for cooking oil and fat fires requiring special attention
- theory of fire, including the triangle of combustion
- types and operation of fire protection equipment classified as first attack equipment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by practical demonstration, using simulated fire situations. Due to safety and cost factors, methods of extinguishing class D, E and F fires are confined to oral explanations and role play or simulations only. All practical demonstrations involving the use of simulated fires must adhere to the safety and environmental regulations relevant to each state or territory.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • select correct portable firefighting equipment for a particular type of fire

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	• demonstrate the use of portable firefighting equipment • use portable firefighting equipment safely and correctly.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • actual or simulated work environment • portable firefighting equipment.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPFES2004A Identify types of installed fire safety equipment and systems • CPPFES2006A Prepare for installation and servicing operations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Fire types may include:	• combustible metals • cooking oils and fats • energised electrical equipment • flammable and combustible liquids • flammable gases • ordinary combustibles.
Classifications of fires include:	• classes A, B, C, D, E and F.
Fire extinguishers may include:	• carbon dioxide • foam • powder • vaporising liquid • water • wet chemical.

OHS and workplace policies and procedures may be located in quality assurance and/or procedures manuals relating to:	• appropriate techniques to use in relation to emergency management of fires
	• assessing work site for hazards and risks prior to preparing the work site for the work procedure
	• displaying signs and using barriers in the work area
	• OHS policies, procedures and programs, including:
	  • risk and hazard recognition
	  • emergency procedures
	  • awareness of electrical hazards
	  • following confined spaces procedures
	  • first aid
	• personnel practices and guidelines outlining work roles, responsibilities and delegations
	• safety procedures, including those for working safely:
	  • around electrical wiring, cables and overhead powerlines
	  • around tools and equipment
	  • on ladders and raised platforms
	• using personal protective equipment, including:
	  • safety glasses or goggles
	  • safety boots or shoes
	  • hard hats
	  • earmuffs or plugs.

Hose reel types may be:	• swing-hinged • vehicle-mounted • wall-mounted.

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Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2006A Prepare for installation and servicing operations

Modification History

Revised unit

Element structure and performance criteria expanded to reflect workplace requirements

Skills and knowledge requirements and the range statement updated

Unit based on PRMPFES06C Prepare for installation and servicing operations

Unit Descriptor

This unit of competency specifies the outcomes required for a service technician in the field to select and use tools and equipment to install and service fire protection equipment, systems and products. It also covers access to information given in relevant Australian standards to carry out servicing procedures. Knowledge of the legal and regulatory framework relating to installation and servicing operations is required, as all preparatory work must be completed according to relevant legislative, industry and organisational requirements, including policies and procedures relating to occupational health and safety (OHS), ozone depleting substances (ODS) and synthetic greenhouse gases (SGG).

The unit supports one or more extinguishing agent handling licences prescribed under the Ozone Protection and Synthetic Greenhouse Gas Management Act 1989.

Application of the Unit

This unit of competency supports fire service technicians involved in non-trade installation or servicing of fire protection equipment.

Licensing/Regulatory Information

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to service operations.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***.
		1.2	Knowledge of ***ODS and SGG*** emission and legislative and industry requirements is applied when preparing for installation and servicing operations.
		1.3	***Potential and actual breaches of legislative and industry requirements*** are identified and ***action*** is taken according to ***organisational policies and procedures*** and ODS and SGG requirements.
2	Use Australian standards to access information in relation to installation and servicing procedures for fire protection equipment.	2.1	Current ***Australian standards*** are identified according to ***fire protection equipment*** installation and servicing procedures.
		2.2	Information is accessed according to required work procedures.
		2.3	Key principles from Australian standards relating to work procedures are interpreted and legislative, organisational and ***customer requirements*** are met.
3	Manage service vehicle.	3.1	Safety of service vehicles is monitored according to organisational requirements and manufacturers' specifications.
		3.2	Relevant items are safely stored according to organisational policies and procedures, and load carrying capacity of the service vehicle.

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		3.3	Motor vehicles are driven and maintained according to organisational requirements.
4	Prepare work area for installation or servicing procedure.	4.1	Surface and surrounding work area are assessed for ***hazards***.
		4.2	Intended work area is prepared for installation or servicing procedure according to organisational requirements and ***OHS policies and procedures***.
5	Identify, select and use tools and equipment effectively to perform installation and servicing procedures on fire protection equipment.	5.1	Relevant ***tools and equipment*** are identified to suit the required installation or servicing procedure.
		5.2	***Hardware*** for product installation is identified that is suitable to specific ***building surface*** or particular servicing procedure.
		5.3	Relevant tools and equipment for installation or servicing procedure are used according to organisational requirements, and ODS, SGG and OHS policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- language and literacy skills to access and use information
- observation skills to:
  - identify hazards in the work area in preparation for service operation
  - identify and remove debris in work area caused by installation or servicing operation
- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks
- skills to work safely when:
  - selecting and using equipment
  - selecting suitable fixing (hardware) for building surface to support items being fixed according to manufacturers' technical documents for the hardware

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- using tools and equipment

Required knowledge

- action to take when a breach of health, safety or other policy occurs
- appropriate tools and equipment to select for fire protection equipment installation and servicing operations
- awareness of on-site work permit requirements
- definition of terms used in Australian standards, such as:
  - commentary
  - informative
  - referenced document
  - shall
  - should
- federal, state or territory legislation that affects organisational operations, including:
  - anti-discrimination and diversity
  - equal employment opportunity
- implications of not applying legislative requirements to job functions
- key features of legislation, regulations, codes and standards applicable to fire protection equipment installation and servicing procedures, including:
  - purpose, function and structure of Australian standards
  - Building Code of Australia (BCA)
  - occupancy permits
  - service manuals and bulletins from manufacturers
- licence requirements for handling ODS and SGG agents
- maintenance requirements for hand and power tools and equipment, including basic daily maintenance procedures for service vehicle
- methods for:
  - converting basic units of measurement and pressure
  - holding work when using power tools
  - using detection equipment for finding hidden utilities
  - using liquid adhesives for attaching location signs
  - preventing ODS and SGG emissions as specified in code of practice
- reasons for preventing ODS and SGG emissions
- reasons and methods for ensuring vehicle stock levels are constantly maintained
- safety requirements for using tools and equipment
- types and purposes of relevant hardware items
- types of electrical safeguards used to protect persons and property

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration of preparations for installation and servicing operations.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.
	In particular the person should demonstrate the ability to:
	• locate, interpret and apply relevant information, standards and specifications
	• comply with site safety plan, OHS regulations and ODS and SGG regulations (where required) and state and territory legislation applicable to workplace operations
	• comply with organisational policies and procedures, including quality requirements
	• communicate and work effectively and safely with others
	• in a minimum of two different settings:
	  • adhere to safety procedures during preparation procedures
	  • complete workplace housekeeping requirements
	  • create records and documentation
	  • demonstrate knowledge of the BCA, occupancy permits and service manuals and bulletins from manufacturers
	  • identify and interpret Australian standards relevant to installation and servicing operations
	  • identify, select and use tools, equipment and hardware required to perform installation and servicing operations
	  • identify risk reduction measures
	  • identify, select and assemble hardware
	  • prepare work area for installation and servicing operations
	  • manage service vehicles.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • actual or simulated work environment • necessary tools, specialist equipment, manuals, spare parts and relevant documentation, including Australian standards

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	• assessment documentation • training and assessment record books.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPFES2004A Identify types of installed fire safety equipment and systems • CPPFES2005A Demonstrate first attack firefighting equipment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules and regulations may include:	• building surveyor requirements, such as occupancy permit • dangerous goods regulations • environmental regulations • fire protection industry codes of practice • licensing arrangements, such as extinguishing agent handling licence • ODS and SGG legislation, codes and regulations, such as Ozone Protection and Synthetic Greenhouse Gas Management

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	Amendment Regulations, 1995
	• OHS legislation, codes and regulations
	• relevant Australian standards, such as:
	  • AS 1851 Maintenance of fire protection systems and equipment
	  • AS 2444 Portable fire extinguishers and fire blankets – Selection and location
	  • note: Australian standards are frequently revised and users must always check for currency and amendments
	• relevant federal, state and territory building Acts, regulations and codes, including the BCA
	• other relevant legislation relating to fire protection equipment, including:
	  • international shipping codes
	  • marine codes for different Australian States
	  • requirements of Australian petroleum industry.

Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisors and managers • personal protective equipment (PPE) requirements • reporting and documentation requirements • specific customer requirements • work instructions to prevent the emission of ODS and SGG in the workplace.

ODS and SGG extinguishing agents may include:
 	
Note list format:
product name (other names) use
 	
Check the latest amendments to the Ozone Protection and Synthetic Greenhouse Gas Management Act for the
	• ODS and SGG extinguishing agents commonly used in Australia:
	  • FM200 (FE-227 Heptafluoropropane, HFC-227ea) used as a total flooding extinguishing agent and as a replacement for Halon 1301
	  • Halon 1211 (BCF, Halon 1211 BCF, Bromochlorodifluoromethane) used as a streaming agent – requires a special permit in Australia
	  • Halon 1301 (BTM, Halon 1301 BTM, Bromotrifluoromethane) used as a total flooding agent – requires a special permit in Australia
	  • NAF-P-III (HCFC Blend C) used as a streaming agent
	  • NAF-P-IV (HCFC Blend E) used as a streaming agent
	  • NAF-S-III (HCFC Blend A) used as a total flooding agent

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current list of ODS and SGG extinguishing agents.	• SF6 (Sulfurhexafluoride) used as an inerting agent in sealed high voltage switchgear • ODS and SGG extinguishing agents **not commonly** used in Australia: • Blitz III (HCFC Blend D) used in flooding systems • CFC-11 (Trichlorofluoromethane) may be found as a propellant in some powder fire extinguishers (this product is banned in Australia but may be found on incoming foreign vessels) • FC-2-1-8 (CEA-308) used in flooding systems • FC-3-1-10 (CEA-410) used in flooding systems • FC-5-1-14 (CEA-614) used as a streaming agent • FE-13 (Trifluoromethane, HFC-23) used as a total flooding agent • FE-241 (Chlorotetrafluoroethane, HCFC-124) used as a total flooding agent for non-occupied spaces and as a streaming agent • FE-25 (Pentafluoroethane, HFC-125) used in inerting and explosion suppression applications • FE-36 (Hexafluoropropane, HFC-236fa) used in portable fire extinguishers – is a replacement for Halon 1211 and Halon 1301 • FM100 (HBFC-22B1) used in portable fire extinguishers • Halon 2402 (Dibromotetrafluoroethane) limited use in military systems – requires a special permit in Australia • Halotron I (HCFC Blend B or HCFC-123) used as a total flooding agent and streaming agent • Halotron II (blend of HFC-143a and HFC-125) used as a total flooding agent and as a replacement for Halon 1301 • HCFC-22 (Chlorodifluoromethane) used as a propellant in some powder fire extinguishers (this product is banned in Australia but may be found on incoming foreign vessels) • HFC-134a (Unsymmetric tetrafluoroethane) used as a propellant in some powder fire extinguishers.
Potential and actual breaches of legislative and industry requirements may include:	• actions by fire protection technicians, such as: • failing to: • carry out work procedures correctly • complete documentation accurately • report a system or component fault or malfunction to appropriate personnel • making alterations to procedures, equipment or systems without prior authorisation from an approved authority • performing:

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	• unauthorised work • work without appropriate qualification(s) or training • working in an unsafe manner • documentation anomalies observed by fire protection technicians, such as: • incorrect or incomplete information or documentation • missing documentation • signed by unauthorised personnel • equipment or system is identified as no longer fit for purpose, due to: • component or system faults or malfunctions • changes to: • building structure • site usage or occupancy • protected asset • fire protection equipment or systems not matching 'as built' or installation drawings.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Organisational policies and procedures may be located in quality assurance and/or procedures manuals and relate to:	• documentation and information systems and processes • legal and organisational policies and guidelines, including personnel practices and guidelines outlining work roles, responsibilities and delegations • legislation relevant to service operations • ODS and SGG policies, procedures and programs • OHS policies, procedures and programs • using electronic job scheduling and communication devices.
Australian standards are:	• often referenced in state or federal legislation • published documents developed by technical committees representing the stakeholders • set out specifications and procedures designed to ensure that a material, product, method or service is fit for its purpose and consistently performs or is performed in the way intended.
Fire protection equipment may include:	• delivery lay flat fire hoses • dry powder fire-suppression systems • fire alarm monitoring systems • fire and smoke control features of heating, ventilation and air conditioning systems • fire blankets and containers • fire detection systems

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	• fire hose reels • fire hydrant installations • fire pumpsets • fire sprinklers • fixed aerosol fire-extinguishing systems • foam fire-suppression systems • gaseous fire-suppression systems • medium and high velocity water spray systems • passive fire and smoke containment systems • portable fire extinguishers • portable foam-generating equipment • pyrogenic fire-suppression systems • smoke and heat alarms • sound and intercom warning systems • water mist fire-suppression systems • wet chemical fire-suppression systems • wheeled fire extinguishers.
Customer requirements may include:	• confirming or varying service instructions • copy or details of occupancy permit • following sign-in and sign-out procedures for entry to or exit from premises • providing non-routine or urgent services • providing routine services • providing written or verbal confirmation of services provided and future maintenance schedule • sighting work permits.
Hazards may include:	• environmental, such as improper use of hazardous materials and chemicals, including ODS and SGG • equipment in a work site • ergonomic, such as incorrect manual-handling methods • hazards associated with electrical or mechanical faults • obstructive, such as blocked access to emergency entry or exit points • people in a work site • situations with a potential to cause loss • sources of potential harm • work methods, plans and procedures.
OHS policies and procedures may relate to:	• assessing work site for hazards and risks prior to preparing it for the work procedure • displaying signs and using barriers in work area • employer and employee rights and responsibilities • equipment maintenance and use

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	• first aid
	• incident and accident investigation
	• OHS audits and safety inspections
	• OHS hierarchy of control
	• risk assessment and control measures
	• safe operating procedures and instructions, including:
	  • awareness of electrical hazards
	  • emergency procedures
	  • following confined spaces procedures
	  • hazard and risk identification and reporting
	  • those for working safely:
	  • around electrical wiring, cables and overhead powerlines
	  • around tools and equipment
	  • on ladders and raised platforms
	• use and storage of hazardous substances
	• using PPE, including:
	  • appropriate gloves and overalls
	  • dust masks
	  • earmuffs or plugs
	  • hard hats
	  • safety boots or shoes
	  • safety glasses or goggles
	  • sunhats.

Tools and equipment required to cover range of installation and servicing procedures may include:	• fire equipment spare parts, including:
	  • anti-tamper seals
	  • hoses
	  • labels
	  • nozzles
	  • pressure indicators
	  • seals and gaskets
	  • service tags
	  • trigger pins
	  • valves
	• hand tools, including:
	  • hammers
	  • pliers
	  • screwdrivers
	  • spanners
	  • spirit levels
	• manual-handling aids, including:

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	• hand trucks • hooks • lifting magnets and lifting straps • suction grips • trolleys • wheelbarrows • non-licensed mechanical-handling aids, including: • cranes • hoists • manually-operated forklifts and pallet trucks • power tools, including: • battery powered drills • hammer drills • nail guns • servicing tools and equipment, including: • hydrostatic test equipment • recharging and pressurising equipment • safety equipment • scales • service tag punch.
Hardware relevant to the wall surface and type of product to be installed or serviced may include:	• bolts • double-sided tape • explosive powered fasteners • hanging brackets • identifying signs • liquid adhesives • locks • locksets • nails • plugs • screws.
Building surface may include:	• autoclaved aerated concrete (AAC) wall, such as: • Besser concrete block • Hebel block wall • brick wall • concrete • plasterboard • rendered brick • steel sheeting • structural steel members

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	• tiled wall.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2007A Maintain quality of work and promote continuous improvement

Modification History

Revised unit

Unit updated and equivalent to PRMPFES07B Maintain quality of work and promote continuous improvement

Unit Descriptor

This unit of competency specifies the outcomes required to use resources according to quality concepts that contribute to quality customer service and the optimisation of human and material resources in the workplace.

Application of the Unit

This unit of competency supports fire protection technicians in achieving work quality standards and awareness of, and contribution to, strategies for process and service improvements.

Licensing/Regulatory Information

All work must be completed according to relevant legislative, industry, customer and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Incorporate quality measures into the use of resources.	1.1	Quality measures are incorporated into ***workplace procedures***.
		1.2	Methods for incorporating quality concepts are explained and demonstrated to work group members as required.
		1.3	***Risk factors*** are identified to minimise potential constraints to work schedules.
2	Identify opportunities for process change and make balanced recommendations to relevant persons.	2.1	Own work output is monitored to ensure that work undertaken is cost-effective and achieves planned results.
		2.2	Impediments to procedures are identified and ideas formed for resolution and service improvement.
		2.3	Ideas are discussed and possible solutions evaluated.
		2.4	Balanced judgements on effectiveness of ideas and possible solutions are made.
		2.5	Recommendations for process change are made to ***relevant persons*** as appropriate.
3	Use resources.	3.1	***Resources*** are selected and used according to ***organisational requirements***.
		3.2	Information on the use of resources is sought from relevant persons, ***manuals and other technical publications***.

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4	Complete documentation for the use of resources.	4.1	***Records and other documentation*** are completed accurately and legibly according to organisational requirements, including relevant authorisation guidelines.
		4.2	Documentation is distributed according to organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- accessing regulatory information
- language, literacy and numeracy skills to:
  - complete documentation accurately and legibly
  - complete basic reports and memos
  - interpret regulatory information
- problem-solving skills to resolve problems associated with the use of resources
- working to achieve a quality outcome

Required knowledge

- basic principles of quality concepts, including:
  - quality control methods
  - quality problem identification
- explanation of ‘optimising the use of resources’
- importance of correct distribution of completed documentation
- methods for completing documentation
- processes to interpret information and give feedback
- purpose of indexes and tables of content in manuals and Australian standards
- organisational policies, plans and procedures relating to quality assurance and continuous improvement
- why resources are used in conjunction with specifications and procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by: • observation of demonstration of methods for incorporating quality concepts into work procedures • questioning to elicit explanation of quality concepts • review of completed documentation • third-party reports.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • explain and demonstrate the incorporation of quality measures into work procedures • identify and report opportunities for process change • meet business or industry benchmarks in specialised work on a consistent basis.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • actual or simulated workplace environment • assessment documentation • relevant documentation, manuals and resources • training and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical

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	take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisor or manager • personal protective equipment requirements • reporting and documentation requirements • specific customer requirements.
Risk factors may include:	• cost blow-out • disturbances to workflow • loss of confidence • product or service delivery problems • supplier problems • time delays.
Relevant persons may include:	• colleague • customer • manager • supervisor • team leader.
Resources may include:	• colleagues and other company staff • company time and finances • hand and power tools • utilities and services.
Organisational requirements may be located in quality assurance and procedures manuals relating to:	• documentation and information systems and processes • legal and organisational policies and guidelines, including personnel practices and guidelines outlining work roles, responsibilities and delegations • legislation relevant to the work operation • OHS policies, procedures and programs

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	• using electronic job scheduling and communication devices.
Manuals and technical publications may include:	• Australian standards • employee handbooks • environmental regulations • manufacturers' specifications • quality assurance manuals • service bulletins • service manuals • training manuals.
Records and other documentation may include:	• certificates of inspection (or equivalent) • job cards • maintenance recording systems • stock transfer books • summaries of goods received • time sheets • warranty claim forms.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2010A Inspect and test fire hose reels

Modification History

Revised unit

Element structure and performance criteria changed to reflect workplace requirements

Installation functions removed

Skills and knowledge requirements and the range statement updated

Unit based on PRMPFES10B Inspect, test and replace fire hose reels in the field

Unit Descriptor

This unit of competency specifies the outcomes required to inspect and test fire hose reels at a customer's premises, and replace hoses and drums as required. The replacement procedures apply to existing risers fitted with a control valve.

The service technician is not permitted to undertake any replacement, maintenance and repair functions that are restricted to licensed trades or occupations.

Application of the Unit

This unit of competency supports fire protection technicians responsible for testing and inspecting fire hose reels and replacing hoses and drums as required. Repairs to equipment or resources located prior to the control valve are restricted to licensed plumbers only.

Licensing/Regulatory Information

All work in this area must be completed according to relevant legislative, industry, customer and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to service operations.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***.
		1.2	***Compliance requirements are checked*** and in cases of non-compliance action is taken according to ***organisational policies and procedures***.
2	Inspect and test fire hose reels.	2.1	Necessary work permits are obtained prior to entering customer premises.
		2.2	***Fire hose reels*** are inspected and tested according to ***maintenance schedule*** of relevant Australian standard, and legislative, industry and ***customer requirements***.
		2.3	Defects are reported according to technical specifications and work procedures.
		2.4	Customers' premises are left in a clean and tidy condition on completion of inspect and test functions.
3	Replace fire hoses and drums as required.	3.1	Fire hose reel assemblies are replaced according to manufacturers' instructions, relevant Australian standards, and legislative, industry and customer requirements.
		3.2	Replaced fire hose reels are commissioned according to relevant Australian standards.
		3.3	Customer premises are left in a clean and tidy condition on completion of replacement functions.
		3.4	Documentation is completed and distributed according

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to organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- skills to work safely when:
  - manual handling
  - using hand and power tools
  - connecting pipe and hose joining components or systems
  - applying workplace housekeeping procedures
- effective customer service skills
- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - report and record documentation
  - read and comply with work instructions and specifications
  - read and record measurements
- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds

Required knowledge

- awareness that operating a fire hose reel may activate a booster pump
- implications of cross-threading water connections
- key features of legislation, regulations and codes applicable to inspecting, testing and replacing fire hose reels, including:
  - OHS issues and requirements and actions to take when a breach of health, safety or other policy occurs
  - purpose of the Building Code of Australia (BCA)
  - reasons for conducting a periodic maintenance schedule
  - reasons why activities related to work on reticulated water systems are restricted to licensed plumbers
  - steps and processes to be followed when unusual or non-documented faults are found
- importance of applying legislative requirements to job functions, including possible outcomes and implications of not applying requirements
- importance of completing documentation as required, including possible outcomes and implications of not meeting requirements

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by practical demonstration of inspecting and testing fire hose reels and replacing hoses and drums. In addition, oral questioning may be used to assess the candidate's knowledge of: • potential and actual breaches of legislative and industry requirements • types of defects that may be discovered. All practical demonstrations must adhere to the safety and environmental regulations relevant to each state or territory.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.
	In particular the person should demonstrate the ability to:
	• identify potential and actual breaches of legislative and industry requirements
	• apply understanding of the types of defects that may be discovered and:
	  • which of these may be repaired by a fire service technician
	  • which repairs and replacement activities must be referred to a licensed tradesperson
	• inspect and test fire hose reels and complete required documentation
	• replace defective fire hoses and drums and complete required documentation.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • access to customer premises or a simulated workplace environment • necessary tools, specialist equipment, manuals, spare parts and relevant documentation.
Method of assessment	Assessment methods must:

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	• satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPFES2004A Identify types of installed fire safety equipment and systems • CPPFES2006A Prepare for installation and servicing operations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules and regulations may include:

- relevant commonwealth and state or territory building Acts, regulations and codes, such as the BCA
- relevant legislation and regulations relating to inspecting and testing fire protection equipment, including:
  - dangerous goods regulations
  - environmental regulations
  - international shipping codes
  - marine codes for different Australian States
  - licensing arrangements
  - OHS legislation, regulations and codes
  - requirements of Australian petroleum industry

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	• relevant Australian standards, such as:
	  • AS 1851 Maintenance of fire protection systems and equipment
	  • note: Australian standards are frequently revised and users must always check for currency and amendments.

Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisor or manager • personal protective equipment requirements • reporting and documentation requirements • specific customer requirements.
Checking compliance requirements may include:	• reviewing documentation to verify that installed systems comply with relevant rules and regulations • applying inspection, test and survey requirements according to Australian standards.
Organisational policies and procedures may include:	• job scheduling systems and communication devices • personnel practices and guidelines outlining work roles, responsibilities and delegations • recording and reporting documentation and systems • relevant OHS policies, procedures and programs • relevant rules and regulations • standard operating procedures, work instructions and manuals.
Fire hose reels may include:	• recess-mounted • swing-hinged • wall-mounted.
Maintenance schedule may include:	• checking accessibility • checking ancillary equipment • checking signage • flow rate testing • testing fire hose reel components • visually inspecting fire hose reel and components.
Customer requirements may include:	• confirming or varying service instructions • following sign-in and sign-out procedures for entry to or exit from premises • providing non-routine or urgent services • providing routine services • providing written or verbal confirmation of services provided or future maintenance schedule

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Documentation may include:	• sighting work permits. • application for credit forms • certificates of inspection • corrective action reports • customer recommendation forms • equipment recommendation forms • expense claims • job cards • maintenance record system • motor vehicle fleet cards • petty cash vouchers • product documentation • service agreements • service tags.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2011A Install portable fire extinguishers and fire blankets

Modification History

Revised unit

Element structure and performance criteria changed to reflect workplace requirements

All references to smoke alarms removed

Skills and knowledge requirements and the range statement updated

Unit based on PRMPFES11B Install portable fire extinguishers, fire blankets and smoke alarms

Unit Descriptor

This unit of competency specifies the outcomes required to install portable fire extinguishers and fire blankets at a customer's premises.

Application of the Unit

This unit of competency supports fire service technicians responsible for installing portable fire extinguishers and fire blankets.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry, customer and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to installation operations.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***.
		1.2	***Compliance requirements are checked*** and ***action*** is taken according to ***organisational policies and procedures***.
2	Install portable fire extinguishers.	2.1	Work permits are obtained prior to entering customer premises.
		2.2	Extinguisher is selected according to hazard present in the area to be protected, and installation site compliance with requirements of relevant Australian standards is confirmed.
		2.3	Fire extinguisher mounting brackets and fire extinguisher are fixed securely to ***location surface*** according to work procedures, ***customer requirements*** and manufacturers' specifications.
		2.4	Approved extinguisher location signs are positioned levelly and according to requirements of relevant Australian standards.
		2.5	Extinguisher is commissioned, including initial inspection, testing and tagging routine, according to relevant Australian standards.
3	Install portable fire extinguisher	3.1	Installation site is confirmed as conforming to requirements of relevant Australian standards.

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	and fire cabinet combinations.	3.2	***Fire cabinet*** is installed levelly using ***fasteners*** appropriate to location surface.
		3.3	Approved fire extinguisher location and identification signage and labelling are provided and positioned level, according to requirements of relevant Australian standards.
4	Install fire blankets.	4.1	Installation site is confirmed as appropriate according to relevant Australian standards and manufacturers' specifications.
		4.2	Fire blankets are installed using fasteners appropriate to location surface.
		4.3	Fire blanket location signs are installed using appropriate fasteners or adhesives, and situated according to requirements of relevant Australian standards.
5	Finalise work.	5.1	Customer premises are left in a clean and tidy condition on completion of installation functions.
		5.2	***Documentation*** is completed and distributed according to organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills
- language, literacy and numeracy skills to:
  - communicate with others in a clear and concise manner, verbally and in writing
  - record and report information neatly and legibly
  - read and comply with work instructions and specifications
  - read and record measurements
- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks

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- interpersonal skills to relate to people from a range of social and cultural backgrounds
- skills to work safely when:
  - applying workplace housekeeping procedures
  - applying safe work methods
  - using hand and power tools

Required knowledge

- action to take when a breach of health, safety or other policy occurs
- key features of legislation, regulations and codes applicable to selection, positioning and installation of portable fire extinguishers and fire blankets to meet hazard present in the area to be protected
- importance of compliance with legislation and standards, and implications of:
  - not applying legislative requirements to job functions
  - incorrectly determining the installation site for a fire blanket
  - incorrectly locating fire extinguishers and fire blankets
- methods for determining the correct installation site for fire blankets
- methods for locating hidden 240-volt power cables, gas pipes, water pipes and other relevant utilities
- purpose of the Building Code of Australia (BCA) and 'deemed to comply' requirements relevant to installation of extinguishers and fire blankets
- reasons for installing portable fire extinguishers in fire cabinets
- special requirements of aggressive environments, such as those with high moisture, dust levels or acidity

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by practical demonstration of the installation of a number of portable fire extinguishers and fire blankets within customers' premises to meet: • customer requirements • hazard present in the area to be protected • BCA and relevant Australian standards.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • select, position and install portable fire extinguishers and fire

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	blankets to meet hazard present in the area to be protected and according to BCA and relevant Australian standards.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • access to a customer's premises or a simulated workplace environment • necessary tools, specialist equipment, manuals, spare parts and relevant documentation.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPFES2004A Identify types of installed fire safety equipment and systems • CPPFES2006A Prepare for installation and servicing operations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of

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the item, and local industry and regional contexts) may also be included.

Rules and regulations may include:	• dangerous goods regulations
	• environmental regulations
	• licensing arrangements
	• OHS legislation, regulations and codes
	• relevant commonwealth and state or territory building Acts, regulations and codes, such as the BCA
	• relevant Australian standards, such as:
	  • AS 2444 Portable fire extinguishers and fire blankets – Selection and location
	  • note: Australian standards are frequently revised and users must always check for currency and amendments
	• other relevant legislation relating to fire protection equipment, including:
	  • international shipping codes
	  • marine codes for different Australian States
	  • requirements of Australian petroleum industry.

Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisor or manager • personal protective equipment requirements • reporting and documentation requirements • specific customer requirements.
Checking compliance requirements may include:	• conducting commissioning tests detailed in Australian standard AS 2444 Portable fire extinguishers and fire blankets – Selection and location, and manufacturers' documents to verify performance of an installed, repaired or altered piece of equipment or system • reviewing documentation to verify that installed systems comply with relevant rules and regulations, such as fire safety statement for the building.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Organisational policies and procedures may	• job scheduling systems and communication devices • personnel practices and guidelines outlining work roles, responsibilities and delegations

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include:	• recording and reporting documentation and systems • relevant OHS policies, procedures and programs • relevant rules and regulations • standard operating procedures, work instructions and manuals.
Location surfaces may include:	• brick • concrete • metal • plaster • plastic • wood.
Customer requirements may include:	• confirming or varying service instructions • following sign-in and sign-out procedures for entry to or exit from premises • providing non-routine or urgent services • providing routine services • providing written or verbal confirmation of services provided and future maintenance schedule • sighting work permits.
Fire cabinets may include types that:	• accommodate one extinguisher • accommodate more than one extinguisher.

Fasteners should be appropriate to the location and may include those for:	• fire blankets, such as:
	  • cup hooks
	  • screws
	• fire extinguishers and fire cabinets, such as:
	  • expanding bolts
	  • explosive powered fasteners
	  • plugs
	  • screws.

Documentation may include:	• application for credit forms • certificates of inspection • corrective action reports • customer recommendation forms • equipment recommendation forms • expense claims • job cards • maintenance record system • motor vehicle fleet cards • petty cash vouchers • product documentation • service agreements.

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Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2016A Inspect, test and maintain delivery lay flat fire hoses

Modification History

Revised unit

Element structure and performance criteria changed to incorporate the deleted unit PRMPFES15B Service delivery lay flat fire hoses in the workshop

Skills and knowledge requirements and the range statement updated

Unit based on PRMPFES16B Inspect and service delivery lay flat fire hoses and nozzles in the field

Unit Descriptor

This unit of competency specifies the outcomes required to inspect, test and maintain delivery lay flat fire hoses.

Application of the Unit

This unit of competency supports fire protection technicians responsible for servicing delivery lay flat fire hoses.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry, customer and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to service operations.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***.
		1.2	***Compliance requirements are checked*** and ***action*** is taken according to ***organisational policies and procedures***.
2	Inspect delivery lay flat fire hoses for faults.	2.1	Work permits are obtained prior to entering customer premises.
		2.2	***Delivery lay flat fire hoses*** are inspected for ***defects or damage*** according to maintenance schedule of relevant Australian standard.
		2.3	Couplings and associated items are inspected for wear **and damag**e and, where evident, wear or damage is reported according to relevant Australian standard and work procedures.
		2.4	Defects are repaired or replaced according to manufacturers' procedures and specifications, and legislative and industry requirements.
		2.5	Maintenance record tag is updated according to requirements of relevant Australian standard.
		2.6	***Documentation*** is completed according to organisational requirements.
3	Conduct hydrostatic pressure test.	3.1	Hydrostatic pressure testing equipment is inspected for faults and damage and results are reported according to work procedures.

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		3.2	Delivery lay flat fire hoses are hydrostatic pressure tested according to the maintenance schedule and procedures specified in the relevant Australian standard.
		3.3	Permitted repairs are completed according to manufacturers' technical specifications and work procedures.
		3.4	Condemned lay flat fire hoses are labelled and documented according to the requirements of the relevant Australian standard.
4	Inspect and maintain nozzles.	4.1	Hose ***nozzles*** are inspected and tested for correct operation according to manufacturers' instructions and specifications.
		4.2	Defects are reported and repaired or replaced according to manufacturers' procedures and specifications, and legislative and industry requirements.
		4.3	Documentation is completed according to relevant organisational requirements.
5	Finalise work.	5.1	Delivery lay flat fire hoses are cleaned, dried and stored according to work procedures and relevant Australian standards.
		5.2	Customer premises are left in clean and tidy condition on completion of service operations.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills
- language, literacy and numeracy skills to:
  - communicate with others in a clear and concise manner, verbally and in writing
  - read and comply with work instructions and specifications
  - read and record measurements
  - record and report information neatly and legibly

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- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds
- skills to work safely when:
  - applying workplace housekeeping procedures
  - applying safe work methods
  - using hand and power tools
- technical work skills to:
  - band hose ends to couplings
  - repair hoses with patches
  - re-roll a delivery lay flat hose ready for use

Required knowledge

- action to take when a breach of health, safety or other policy occurs
- key features of legislation, regulations and codes applicable to servicing delivery lay flat fire hoses and hose nozzles, including implications of:
  - not applying legislative requirements to job functions
  - not venting the air during a hydrostatic pressure test
- purpose of the Building Code of Australia (BCA)
- methodology for conducting hydrostatic pressure testing on delivery lay flat fire hoses
- methods for:
  - completing and distributing organisational documentation
  - determining test pressure according to class of hose
  - repairing hoses, nozzles and couplings
- operating principles of nozzles
- purpose and range of nozzle types
- types of delivery lay flat fire hoses

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by practical demonstration covering the full range of performance criteria. The ability to transfer skills to other situations described in the range statement is inferred from this assessment. (Oral questioning may be used to provide evidence of this ability.) All safety requirements must be strictly adhered to during all

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	practical activities.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • inspect fire hoses, couplings and nozzles and identify defects • conduct hydrostatic pressure tests on fire hoses • repair or replace defective hoses, couplings or nozzles • roll a delivery lay flat fire hose ready for use.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • access to customer premises or simulated work environment • necessary tools, specialist equipment, manuals and relevant documentation.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPFES2004A Identify types of installed fire safety equipment and systems • CPPFES2006A Prepare for installation and servicing operations.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules and regulations may include:	• environmental regulations
	• licensing arrangements
	• OHS legislation, regulations and codes
	• relevant Australian standards, such as:
	  • AS 1851 Maintenance of fire protection systems and equipment
	  • note: Australian standards are frequently revised and users must always check for currency and amendments
	• other relevant legislation relating to fire protection equipment, including:
	  • international shipping codes
	  • marine codes for different Australian States
	  • requirements of Australian petroleum industry.

Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisor or manager • personal protective equipment requirements • reporting and documentation requirements • specific customer requirements.
Checking compliance requirements may include:	• applying inspection, tests and survey requirements according to Australian standards.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Organisational policies and procedures may include:	• job scheduling systems and communication devices • personnel practices and guidelines outlining work roles, responsibilities and delegations • recording and reporting documentation and systems

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	• relevant OHS policies, procedures and programs • relevant rules and regulations • standard operating procedures, work instructions and manuals.

Delivery lay flat fire hoses may include:	• L – low pressure (maximum working pressure 1000 kPa)
	• M – medium pressure (maximum working pressure 1400 kPa)
	• H – high pressure (maximum working pressure 2100 kPa)
	• couplings, which may include:
	  • Storz system couplings
	  • British instantaneous couplings (BIC)
	  • threaded.

Defects or damage may include:	• abrasions • burns • cuts • damaged couplings • gasket faults.
Documentation may include:	• certificates of inspection • corrective action reports • customer recommendation forms • equipment recommendation forms • expense claims • job cards • maintenance record system • motor vehicle fleet cards • petty cash vouchers • product documentation • service agreements.
Nozzles may include:	• fog, with or without operating levers • jet • spray.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2020A Conduct routine inspection and testing of fire extinguishers and fire blankets

Modification History

Revised unit

Element structure and performance criteria changed to incorporate the deleted unit PRMPFES09B Service portable fire extinguishers and fire blankets in the field

Skills and knowledge requirements and the range statement updated

Unit based on PRMPFES20B Service wheeled fire extinguishers in the field

Unit Descriptor

This unit specifies the outcomes required to conduct routine monthly, six-monthly and yearly inspections and testing of fire extinguishers and fire blankets at a customer's premises.

Application of the Unit

This unit of competency supports fire service technicians responsible for routinely inspecting and testing fire extinguishers and fire blankets on customers' premises. The unit does not apply to the completion of annual statements.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry, customer and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to service operations.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***.
		1.2	***Compliance requirements are checked*** and ***action*** is taken according to ***organisational policies and procedures***.
2	Inspect and test fire extinguishers.	2.1	Necessary work permits are obtained prior to entering customer premises.
		2.2	***Fire extinguishers*** are ***inspected and tested*** according to maintenance schedule of relevant Australian standards and ***customer requirements***.
		2.3	Area protected by extinguisher is surveyed according to relevant Australian standard.
		2.4	Maintenance record tag is updated as required for the relevant inspection and test schedule.
		2.5	Faulty fire extinguishers are reported; and replaced, repaired, labelled as withdrawn from service, or condemned according to relevant Australian standards, technical specifications and policy guidelines.
3	Inspect fire blankets.	3.1	Fire blankets are inspected according to requirements of relevant Australian standards and customer requirements.
		3.2	Fire blankets are refolded according to manufacturers' instructions.

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		3.3	Faulty fire blankets are reported and replaced according to organisational and customer requirements.
		3.4	Maintenance record tag is updated as required for the relevant maintenance schedule.
4	Finalise servicing operations.	4.1	***Maintenance equipment and tools*** are inspected for faults, wear or damage, and repaired or replaced according to technical specifications and work procedures.
		4.2	Customer premises are left in a clean and tidy condition on completion of servicing functions.
		4.3	Relevant ***documentation*** is completed and distributed according to relevant Australian standards and organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- skills to work safely when:
  - applying workplace housekeeping procedures
  - performing manual-handling tasks
  - using hand and power tools
- customer service skills
- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - find and use relevant information
  - read and comply with work instructions and specifications
  - read and record measurements
  - record and report information neatly and legibly
- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds

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Required knowledge

- dangers of mixing extinguishing agents
- disposal requirements for waste products
- key features of legislation, regulations and codes applicable to selecting, positioning, inspecting and testing installed fire extinguishers and fire blankets to meet hazard present in the area to be protected, including:
  - importance of applying legislative requirements to job functions, and implications of non-compliance
  - implications and outcomes of applying incorrect servicing procedures, both for the customer and the organisation
  - key procedures and licence requirements detailed in ozone depleting substances (ODS) and synthetic greenhouse gases (SGG) code of practice relevant to handling, transporting, inspecting and testing extinguishers with ODS and SGG agents
  - OHS issues and requirements and action to take when a breach of health, safety or other policy occurs
  - purpose of the Building Code of Australia (BCA) and 'deemed to comply' requirements relevant to installation of extinguishers and fire blankets
- reasons for:
  - conforming to environmental protection authority (EPA) regulations, or equivalent, with respect to discharge tests
  - ensuring gauges and scales are calibrated regularly
  - folding fire blankets according to manufacturers' instructions
  - following customer's workplace procedures and guidelines
  - informing customers of changes to Australian standards
- special requirements for aggressive environments, such as those with high moisture, dust levels or acidity
- types and quantities of spare parts that should be carried in the service vehicle
- types of extinguisher operation:
  - cartridge
  - rechargeable and non-rechargeable
  - reversible
  - stored pressure
- types of extinguishing agents:
  - water
  - foam
  - wet chemical
  - powder
  - carbon dioxide
  - vaporising liquid

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by practical demonstration of inspecting and testing fire extinguishers and inspecting fire blankets.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.
	In particular the person should demonstrate the ability to:
	• conduct inspection and testing activities according to relevant Australian standard requirements on one type of extinguisher in each of the following categories:
	  • water, foam, or wet chemical
	  • powder
	  • carbon dioxide
	  • vaporising liquid
	  • wheeled extinguisher
	• inspect a range of fire blankets
	• survey a site to ensure that installed extinguishers, fire blankets and location signs comply with BCA and relevant Australian standards.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • customer premises or a simulated workplace environment • necessary tools, specialist equipment, manuals and relevant documentation.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to

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	other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPFES2004A Identify types of installed fire safety equipment and systems • CPPFES2006A Prepare for installation and servicing operations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules and regulations may include:	• relevant legislation relating to inspecting and testing fire protection equipment, including:
	  • dangerous goods regulations
	  • environmental regulations
	  • international shipping codes
	  • licensing arrangements
	  • marine codes for different Australian States
	  • OHS legislation, regulations and codes
	  • requirements of Australian petroleum industry
	• relevant commonwealth and state or territory building Acts, regulations and codes, such as the BCA
	• relevant Australian standards, such as:
	  • AS 1851 Maintenance of fire protection systems and equipment
	  • note: Australian standards are frequently revised and users must always check for currency and amendments.

Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors

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	• team leaders.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisor or manager • personal protective equipment (PPE) requirements • reporting and documentation requirements • specific customer requirements.
Checking compliance requirements may include:	• reviewing documentation to verify that installed systems comply with relevant rules and regulations • applying inspection, test and survey requirements according to Australian standards.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Organisational policies and procedures may include:	• job scheduling systems and communication devices • personnel practices and guidelines outlining work roles, responsibilities and delegations • recording and reporting documentation and systems • relevant OHS policies, procedures and programs • relevant rules and regulations • standard operating procedures, work instructions and manuals.
Fire extinguishers may include:	• portable extinguishers as defined in AS/NZS 1841 Portable fire extinguishers • wheeled extinguishers as defined in AS 4265 Wheeled fire extinguishers.

Inspection and testing include:	• activities specified in relevant standards:
	  • AS/NZS 1841 Portable fire extinguishers
	  • AS 4265 Wheeled fire extinguishers.

Customer requirements may include:	• confirming or varying service instructions • following sign-in and sign-out procedures for entry to or exit from premises • providing non-routine or urgent services • providing routine services • providing written or verbal confirmation of services provided and future maintenance schedule • sighting work permits.
Maintenance equipment and tools may include:	• hand tools • hydrostatic test equipment • PPE • power tools

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	• recharge equipment • safety cages • test equipment.
Documentation may include:	• application for credit forms • certificates of inspection • corrective action reports • customer recommendation forms • equipment recommendation forms • expense claims • job cards • maintenance records • petty cash vouchers • product documentation • service agreements.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2021A Inspect, test and maintain fire extinguishers

Modification History

Revised unit

Element structure and performance criteria changed to incorporate the deleted unit PRMPFES14C Service portable fire extinguishers in the workshop

Skills and knowledge requirements and the range statement updated

Unit based on PRMPFES21C Service wheeled fire extinguishers in the workshop

Unit Descriptor

This unit of competency specifies the outcomes required to conduct additional and permitted inspection, testing and preventive maintenance of fire extinguishers conducted only at three, five and six-yearly intervals according to AS 1851 Maintenance of fire protection systems and equipment.

Application of the Unit

This unit of competency supports fire protection technicians responsible for inspecting, testing and maintaining fire extinguishers, including repairing and servicing extinguisher valve and internal components, recharging or refilling extinguishers, and hydrostatic pressure testing of suitable extinguishers.

This unit does not apply to hydrostatic pressure testing of carbon dioxide or wheeled extinguishers which can only be tested at an approved gas cylinder test station.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry, customer and organisational requirements, including those controlling ozone depleting substances (ODS) and synthetic greenhouse gas (SGG) emissions.

The unit supports one or more extinguishing agent handling licences (EAHL) prescribed under the Ozone Protection and Synthetic Greenhouse Gas Management Act 1989.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

1	Apply rules and regulations to service operations.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***.
		1.2	***Compliance requirements are checked*** and ***action*** is taken according to ***organisational policies and procedures***.
2	Inspect and test fire extinguishers.	2.1	***Fire extinguishers*** are ***inspected and tested*** according to organisational policies and procedures, Australian standards and ***environmental regulations***.
		2.2	Wheeled extinguisher carriage assemblies are inspected and maintained as necessary according to relevant Australian standards.
		2.3	Extinguisher valve rebuild is conducted according to manufacturers' listing requirements and Australian standards.
		2.4	Extinguisher valve replacement is conducted according to manufacturers' listing requirements and Australian standards.
		2.5	Defects are reported and repairs or replacement conducted according to relevant Australian standards, technical specifications and work procedures.
		2.6	***Documentation*** is completed according to organisational requirements and relevant Australian standards.

Elements and Performance Criteria

Not applicable.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- technical skills to discharge or depressurise extinguisher according to workplace safety and environmental procedures
- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - read and comply with work instructions and specifications
  - read and record measurements
  - record and report information neatly and legibly
- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks
- skills to work safely when:
  - applying manual-handling techniques
  - applying workplace housekeeping procedures
  - using equipment according to operating procedures
  - using hand and power tools

Required knowledge

- action to take when a breach of health, safety or other policy occurs
- key features of legislation, regulations, codes and standards applicable to servicing fire extinguishers, including:
  - consequences of not applying legislative requirements to job functions
  - disposal of waste products
  - implications of incorrect servicing procedures for the customer and the organisation
  - OHS issues and requirements, such as dangers of mixing extinguishants
- purpose of:
  - certificates of inspection
  - corrective action reports
  - equipment recommendation forms
  - job cards
  - maintenance record systems
  - product documentation
- technical information, including:
  - concept of hydrostatic pressure testing
  - handling, decanting, reclaiming and storage requirements of extinguishing agents
  - identification and purpose of specialised testing equipment
  - identification of:
    - componentry and agent fill requirements for an extinguisher to be maintained at original approval requirements
    - containers that do not comply with applicable Australian standards, and regulations

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and codes
    - different powder extinguishing agents
    - spare parts for extinguishers serviced, including how and where the spare part is applied
- methods of converting imperial units of measurement to metric
- methods used to prevent ODS and SGG emissions in the workshop
- purpose and operation of major extinguisher components
- purpose of the safety cage
- reasons for preventing ODS and SGG emissions in the workshop
- test pressures for different extinguishers
-
-

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by practical demonstration of inspecting, testing and maintaining fire extinguishers. Oral questioning may be used to assess underpinning knowledge of procedures for preventing emission of ODS and SGG in the workplace.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.
	
	In particular the person should demonstrate the ability to:
	
	• conduct inspection, testing and servicing activities scheduled at three, five and six-yearly intervals, as specified in AS 1851 Maintenance of fire protection systems and equipment, on fire extinguishers in each of the following categories:
	  • water, foam or wet chemical
	  • powder
	  • carbon dioxide (excluding hydrostatic pressure testing)
	  • vaporising liquid (must have the relevant EAHL)
	  • wheeled extinguisher of any type (excluding hydrostatic pressure testing)
	• follow procedures to prevent the emission of ODS and SGG vaporising liquid type extinguishing agents
	• conduct an extinguisher valve rebuild according to

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	manufacturers' listing requirements and Australian standards.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • access to workshop facilities or a simulated workplace environment • assessment documentation, including training and assessment record books • necessary tools, equipment, spare parts and relevant documentation.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Information derived from enterprise policies and practices must be treated as commercial in confidence. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with

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training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules and regulations may include:	• dangerous goods regulations
	• environmental regulations
	• licensing arrangements
	• OHS legislation, regulations and codes
	• relevant commonwealth and state or territory regulations and codes
	• relevant Australian standards, such as:
	  • AS 1851 Maintenance of fire protection systems and equipment
	  • note: Australian standards are frequently revised and users must always check for currency and amendments.

Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisor or manager • personal protective equipment requirements • reporting and documentation requirements • specific customer requirements • work instructions to prevent the emission of ODS and SGG in the workplace.
Checking compliance requirements may include:	• applying inspection, test, and preventive maintenance requirements according to Australian standards • reviewing documentation to verify that extinguishers comply with relevant rules and regulations.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Organisational policies and procedures may include:	• job scheduling systems and communication devices • personnel practices and guidelines outlining work roles, responsibilities and delegations • recording and reporting documentation and systems • relevant OHS policies, procedures and programs • relevant rules and regulations • standard operating procedures, work instructions and manuals.
Fire extinguishers may	• portable extinguishers as defined in AS/NZS 1841 Portable fire extinguishers

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include:	• wheeled extinguishers as defined in AS 4265 Wheeled fire extinguishers.

Inspection and testing:	• include additional and permissible inspection and testing activities specified in AS 1851 Maintenance of fire protection systems and equipment, to be conducted only at three, five and six-yearly intervals, which are:
	  • inspecting the condition of all parts for damage, corrosion and blockages
	  • testing the discharge action and actuating devices
	  • depressurising and dismantling extinguishers
	  • repairing and replacing components and seals
	  • hydrostatic pressure testing of extinguishers as permitted
	  • reassembling, filling or recharging, pressurising and leak testing extinguishers
	  • reinstating extinguishers ready for use
	• do not include hydrostatic pressure testing of the following extinguishers, which must be tested at an approved gas cylinder test station:
	  • carbon dioxide portable extinguishers
	  • all wheeled extinguishers.

Environmental regulations may be located in:	• appropriate Australian standards covering environmental safeguards • procedures and work instructions to prevent the emission of ODS and SGG in the workplace.
Documentation may include:	• certificates of inspection • corrective action reports • equipment recommendation forms • job cards • maintenance record systems • product documentation.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2025A Inspect, test and maintain gaseous fire-suppression systems

Modification History

Revised unit

Unit updated and equivalent to PRMPFES25C Inspect, test and maintain gaseous fire suppression systems

Unit Descriptor

This unit of competency specifies the outcomes required to complete mechanical inspection, testing and maintenance tasks on installed gaseous fire-suppression systems.

Application of the Unit

This unit of competency supports fire protection technicians responsible for inspecting, testing and maintaining gaseous fire-suppression systems. This unit does not apply to any installation, replacement, maintenance and repair functions that are restricted to licensed trades or occupations (subject to relevant state and territory regulations).

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry, customer and organisational requirements, including policies and procedures relating to occupational health and safety (OHS), and where needed, to ozone depleting substances (ODS) and synthetic greenhouse gases (SGG) emissions.

The unit supports one or more extinguishing agent handling licences prescribed under the Ozone Protection and Synthetic Greenhouse Gas Management Act 1989.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

This unit does not cover all the requirements of AS 1851 Maintenance of fire protection systems and equipment.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to service operations.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***.
		1.2	Knowledge of ***ODS and SGG materials*** and legislative and industry requirements is applied when inspecting and testing gaseous fire-suppression systems.
		1.3	Knowledge of operation of fire protection systems is applied to determine system ***key functional requirements*** and operation within design limitations.
		1.4	***Compliance requirements are checked*** and ***action*** is taken according to ***organisational policies and procedures***.
2	Research layout and components of gaseous fire-suppression system to be inspected.	2.1	Relevant ***gaseous fire-suppression system information*** is gathered.
		2.2	Gaseous fire-suppression system application and method of operation are identified.
		2.3	Gaseous fire-suppression system ***components*** are identified and located on ***installation drawings***.
		2.4	***Isolation devices*** and interface controls to other systems are identified and located on installation drawings.

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3	Prepare to inspect, test and maintain gaseous fire-suppression systems.	3.1	Necessary ***work permits*** are obtained prior to entering customer premises.
		3.2	Relevant persons and occupants are advised of intended tests and associated procedures.
		3.3	System and surrounding work area are assessed for ***hazards*** and relevant precautions are taken.
		3.4	Relevant ***tools, equipment and testing devices*** are identified and assembled according to work procedures and organisational requirements.
		3.5	Alarm signalling equipment (ASE) is switched to test mode in ***back-to-base facilities***.
		3.6	Equipment is physically isolated to ensure testing or maintenance procedures do not cause discharge of extinguishing agent.
		3.7	Equipment and interface controls to other systems are electrically isolated to ensure no alarms or actions are unduly generated.
		3.8	Test equipment is installed and calibrated to verify operation of components and system.
4	Inspect and test installed gaseous fire-suppression system.	4.1	System components are identified and located on site, and exact correspondence of system layout to installation drawings is verified and anomalies reported.
		4.2	***Mechanical inspection tasks*** specified for ***maintenance schedule periods*** in relevant ***maintenance information*** are safely completed.
		4.3	***Mechanical test tasks*** specified for maintenance schedule periods in relevant maintenance information are safely completed.
		4.4	Inspection and testing results are recorded and faulty equipment is reported according to organisational and legislative requirements.
		4.5	Relevant ***documentation*** is completed according to organisational and ***customer requirements***.

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5	Conduct preventive maintenance on installed gaseous fire-suppression system.	5.1	***Mechanical preventive maintenance tasks*** specified for maintenance schedule periods and described in relevant maintenance information are safely completed.
		5.2	Faulty equipment is repaired or replaced according to organisational, legislative and customer requirements.
		5.3	Transportation and refilling of gaseous agent containers by authorised refilling station are organised.
		5.4	Preventive maintenance activities, including repairs and replacements of faulty equipment, are recorded according to organisational, legislative and customer requirements.
		5.5	Relevant documentation is completed according to organisational and customer requirements.
6	Reinstate installed gaseous fire-suppression system.	6.1	Installed gaseous fire-suppression system is ***reinstated*** as fully operational.
		6.2	Customer premises are left in a clean and tidy condition on completion of work.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

• customer service skills
• language, literacy and numeracy skills to:
  • communicate with others clearly and concisely, verbally and in writing
  • interpret information on engineering drawings, such as installation drawings
  • read and comply with work instructions and specifications
  • read and record measurements
  • record and report information neatly and legibly
• planning and organising skills to:
  • estimate time to complete activities
  • prioritise tasks

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- interpersonal skills to relate to people from a range of social and cultural backgrounds
- skills to work safely when:
  - applying workplace housekeeping procedures
  - handling and transporting gaseous containers according to legislation (including ODS and SGG requirements), manufacturer and work procedures
  - using hand and power tools
- technical skills to:
  - conduct:
    - function system tests with other system interfaces as specified in AS 1851
    - routine mechanical maintenance on equipment as specified in AS 1851
    - visual mechanical inspection, testing and maintenance tasks as specified in AS 1851
- identify whether gaseous agent is still suitable for existing occupancy risk
  - operate:
    - actuators to determine that operation is within design parameters for installed equipment
    - manual controls of gaseous fire-suppression system
    - standardised control functions on a fire alarm panel that interfaces with the gaseous system to conduct functional tests as specified in AS 1851
  - remove and replace:
    - container actuators (note: the fire protection technician may require manufacturers' endorsement for specific actuators)
    - containers from container bank manifold
  - verify visually that system complies with original installation requirements

Required knowledge

- difference between total flooding and local application systems
- difference between various types of extinguishing gaseous agents used
- extent to which pressures and liquid levels in extinguishing agent containers vary according to temperature change
- fire suppressant action of gaseous agents in terms of smothering, cooling and reacting chemically with the fire radical
- how building structures, services and service penetration within and through protected area enclosures influence the holding time of a gaseous agent
- industrial relations issues applicable to inspecting, testing and maintaining gaseous fire-suppression systems
- industry best practice methods used to isolate actuators to prevent ODS and SGG emissions in the workplace
- key features of legislation, regulations, codes and standards, including ODS and SGG, applicable to inspecting, testing and maintaining gaseous fire-suppression systems, including:
  - action to take when a breach of OHS, ODS and SGG or other policy occurs
  - container handling, moving and transporting requirements

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- environment protection authority, ODS and SGG emission requirements
- implications of not applying legislative requirements to job functions
- manufacturers' requirements and standards applicable to inspecting, testing and maintaining gaseous fire-suppression systems
- occupational hazards of gaseous agent in terms of:
  - no observable adverse effect level (NOAEL)
  - lowest observable adverse effect level (LOAEL)
  - products of combustion from fire and products of decomposition associated with some gaseous agents when extinguishing a fire
- operating principles of:
  - lock-off, directional and pressure-release valves
  - pneumatic and mechanical actuators interfaced with gaseous systems
  - fire alarm components interfaced with gaseous fire-suppression systems
  - gaseous agent discharge nozzles
- operation of different types of equipment used to store and release gaseous extinguishant agent
- pressures generated during release of gaseous agents, pressure rating requirements of pipework and fittings, and the need for adequate support bracing
- reasons for preventing ODS and SGG emissions in the workplace
- relevant federal, state or territory legislation that affects organisational operations, including:
  - anti-discrimination and diversity
  - equal employment opportunity
- safety requirements relevant to inspect, test and maintain procedures
- types of:
  - gaseous fire-suppression agents and how they extinguish fire, including concentration and holding time requirements
  - gaseous fire-suppression systems, including:
    - working principles
    - pre-engineered
    - engineered
- use of flooding factors to check extinguishing agent quality

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of at least two different practical demonstrations of inspecting, testing and maintaining gaseous fire-suppression systems at customers'

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	premises.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • locate, interpret and apply relevant information, standards and specifications • comply with OHS and ODS and SGG regulations (where required), and state and territory legislation applicable to workplace operations • comply with organisational policies and procedures, including quality requirements • communicate and work effectively and safely with others. Competency must be demonstrated in a minimum of two different settings, including: • identifying potential hazards and risks • identifying risk-reduction measures • adhering to safety procedures during inspect, test and maintain procedures • identifying installed gaseous fire-suppression systems • identifying and locating system components • identifying, selecting and using tools, equipment and materials effectively to perform inspect, test and maintain procedures on an installed gaseous fire-suppression system • matching installed system to installation drawings • identifying isolation devices and interface controls to other systems • switching alarm signalling equipment to test mode • physically isolating equipment and gaseous fire-suppression systems • electrically isolating equipment and interface controls to other systems • installing and calibrating test equipment • completing specified mechanical inspection tasks, documenting results and reporting faulty equipment • completing specified mechanical test tasks, documenting results and reporting faulty equipment • completing specified mechanical preventive maintenance tasks, repairing or replacing faulty equipment, and documenting results • reinstating system to operational state • completing workplace housekeeping requirements.
Context of and specific	Assessment of essential underpinning knowledge may be conducted

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resources for assessment	in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • access to customer premises or a simulated workplace environment • assessment documentation • necessary tools, specialist equipment, manuals and relevant documentation, including ODS and SGG policies and work procedures • training and assessment record books.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules and regulations may	• dangerous goods regulations

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include:	• environmental regulations
	• licensing arrangements
	• OHS legislation, regulations and codes
	• relevant commonwealth and state or territory building Acts, regulations and codes, such as Building Code of Australia (BCA)
	• relevant Australian standards, such as:
	  • AS 1851 Maintenance of fire protection systems and equipment
	  • note: Australian standards are frequently revised and users must always check for currency and amendments
	• other relevant legislation relating to fire protection equipment, including:
	  • international shipping codes
	  • marine codes for different Australian States.

Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisors and managers • personal protective equipment requirements • reporting and documentation requirements • specific customer requirements • work instructions to prevent the emission of ODS and SGG in the workplace.

ODS and SGG extinguishing agents may include:
 	
Note list format:
product name (other names) use
 	
Check the latest amendments to the Ozone Protection and Synthetic Greenhouse Gas Management Act for the current list of ODS and
	• ODS and SGG extinguishing agents **commonly** used in Australia:
	  • FM200 (FE-227 Heptafluoropropane, HFC-227ea) used as a total flooding extinguishing agent and as a replacement for Halon 1301
	  • Halon 1211 (BCF, Halon 1211 BCF, Bromochlorodifluoromethane) used as a streaming agent – requires a special permit in Australia
	  • Halon 1301 (BTM, Halon 1301 BTM, Bromotrifluoromethane) used as a total flooding agent – requires a special permit in Australia
	  • NAF-P-III (HCFC Blend C) used as a streaming agent
	  • NAF-P-IV (HCFC Blend E) used as a streaming agent
	  • NAF-S-III (HCFC Blend A) used as a total flooding agent
	  • SF6 (Sulfurhexafluoride) used as an inerting agent in sealed

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SGG extinguishing agents.	high voltage switchgear
	• ODS and SGG extinguishing agents **not commonly** used in Australia:
	  • Blitz III (HCFC Blend D) used in flooding systems
	  • CFC-11 (Trichlorofluoromethane) may be found as a propellant in some powder fire extinguishers (this product is banned in Australia but may be found on incoming foreign vessels)
	  • FC-2-1-8 (CEA-308) used in flooding systems
	  • FC-3-1-10 (CEA-410) used in flooding systems
	  • FC-5-1-14 (CEA-614) used as a streaming agent
	  • FE-13 (Trifluoromethane, HFC-23) used as a total flooding agent
	  • FE-241 (Chlorotetrafluoroethane, HCFC-124) used as a total flooding agent for non-occupied spaces and as a streaming agent
	  • FE-25 (Pentafluoroethane, HFC-125) used in inerting and explosion suppression applications
	  • FE-36 (Hexafluoropropane, HFC-236fa) used in portable fire extinguishers – is a replacement for Halon 1211 and Halon 1301
	  • FM100 (HBFC-22B1) used in portable fire extinguishers
	  • Halon 2402 (Dibromotetrafluoroethane) limited use in military systems – requires a special permit in Australia
	  • Halotron I (HCFC Blend B or HCFC-123) used as a total flooding agent and streaming agent
	  • Halotron II (blend of HFC-143a and HFC-125) used as a total flooding agent and as a replacement for Halon 1301
	  • HCFC-22 (Chlorodifluoromethane) used as a propellant in some powder fire extinguishers (this product is banned in Australia but may be found on incoming foreign vessels)
	  • HFC-134a (Unsymmetric tetrafluoroethane) used as a propellant in some powder fire extinguishers.

Key functional requirements relate to interpreting the system functions within design limitations, such as:	• gaseous flooding discharge time and holding time, and factors that can effect these key design requirements, including:
	  • nozzle location
	  • openings in protected enclosure
	  • orifices
	  • pipe blockages
	• system is total flooding or local gaseous system suppression of fire mechanism in relation to fire triangle
	• understanding of environmental and occupational hazards caused by gaseous agents.

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Checking system compliance requirements may include:	• applying inspection, test and survey requirements according to Australian standards • reviewing documentation to verify that installed systems comply with relevant rules and regulations.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Organisational policies and procedures may be located in quality assurance and procedures manuals relating to:	• documentation and information systems and processes • legal and organisational policies and guidelines, including personnel practices and guidelines outlining work roles, responsibilities and delegations • legislation relevant to service operations • ODS and SGG policies, procedures and programs • OHS policies, procedures and programs • use of electronic job scheduling and communication devices.

Gaseous fire-suppression systems may include:	• synthetic gaseous fire-extinguishing agents (liquefied), such as:
	  • ODS and SGG materials
	  • Novec 1230
	• inert gaseous fire-extinguishing agents (non-liquefied), such as:
	  • Inergen
	  • Argonite
	  • nitrogen
	  • carbon dioxide.

Gaseous fire-suppression system information may include:	• as installed drawings • Australian standards • design drawings • manufacturers' manuals.

Components may include:	• actuators:
	  • mechanical
	  • pyrotechnic
	  • solenoid
	• fire alarm system interface components, such as:
	  • anti-tamper switches
	  • gaseous system controls and indicators on control and indicating equipment (CIE), such as fire indicating panels (FIP) approved to:
	  • AS 1603 Automatic fire detection and alarm systems
	  • AS 4428 Fire detection, warning, control and intercom systems – control and indicating equipment
	  • positional monitoring switches

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	• pressure switches • remote gas control points • warning system equipment, such as: • alarm bells • warning lights and strobes • warning speakers.
Installation drawings may include:	• installation drawings that meet the requirements of AS 4214 Gaseous fire extinguishing systems, and fire alarm standards: • in AS 1670.1 Fire detection, warning, control and intercom systems – System design, installation and commissioning – Fire • in AS 1670.4 Fire detection, warning, control and intercom systems – System design, installation and commissioning – Sound systems and intercom systems for emergency purposes • including: • 'for construction' drawings • 'as installed' or 'as built' drawings.
Isolation devices may include:	• CIE, including: • FIP • gas control panels • mechanical isolation devices • pneumatic isolation devices.
Work permits may include permits to:	• ensure that specific OHS requirements are met before entering a work site • enter a restricted area within a work site • enter a work site • enter a work site at specific times.
Hazards may include:	• environmental hazards, such as improper use of ODS and SGG, hazardous materials and other chemicals • environmental risks from ODS and SGG emissions that could be caused by: • conducting interface tests between actuators, CIE and fire alarm system during inspect, test and maintain procedures • installing and removing container valve assembly, manifold connection components and actuators • servicing and maintaining container valve assemblies • transporting, storing and manual handling ODS and SGG containers • equipment in a work site • ergonomic, such as incorrect manual-handling methods

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	• hazards associated with electrical or mechanical faults • obstructive, such as blocked access to emergency entry or exit points • people in a work site • sources of potential harm • situations with a potential to cause loss • work methods, plans and procedures.

Tools, equipment and testing devices may include:	• fire equipment spare parts, including:
	  • aerosol test smoke
	  • anti-tamper seals
	  • clamps
	  • service tags
	• hand tools, including:
	  • hammers
	  • pliers
	  • screwdrivers
	  • spanners
	  • spirit levels
	• power tools, including:
	  • battery powered drills
	  • hammer drills
	• manual-handling aids, including:
	  • hand trucks
	  • lifting straps
	  • trolleys
	• servicing tools and testing devices, including:
	  • actuator simulators
	  • barcode readers
	  • container contents-measurement equipment
	  • electrical multimeter
	  • recharging and pressurising equipment
	• safety equipment
	• scales
	• service tag punch.

Back-to-base facilities refer to:	• monitoring equipment that is connected by ASE from the CIE to a communication path (telephone line or a radio link) and then to a monitoring centre • monitoring centres, which can be operated by or on behalf of a fire authority for the purposes of mobilising and directing firefighting resources to site where CIE is installed.

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Mechanical inspection tasks may include:	• actions to complete mechanical inspection tasks according to AS 1851, such as:
	  • checking enclosure for changes in openings, for example any new, unsealed service penetrations
	  • checking that gas discharge pipe lock-off valve (if fitted) is correctly labelled and accessible
	  • checking that gas containers are secure, accessible and free from damage
	  • inspecting each container pressure indicator to check that pressure is within prescribed limits
	  • where there is no container pressure indicator, checking that system discharged indicator has not operated
	  • checking that release mechanisms, including drop weights, are undamaged, accessible and unimpeded
	  • checking gas container enclosure is accessible, adequately illuminated, ventilated and secured against unauthorised entry
	  • checking integrity of all pneumatic piping and fittings
	  • checking that entire protected area enclosure complies with original design
	  • checking that discharge nozzles are clear and unobstructed, correctly aimed and secured
	  • checking actuating devices for any condition likely to adversely affect their operation, such as excessive deposits of dust or paint coating
	  • inspecting all areas adjacent to protected area to ensure that migration of gas does not create a hazard to personnel
	  • inspecting protected area to check that the risk has not changed from original design, such as computer room to combustible storage and equipment
	  • checking that all pipework, flexible connectors and manifolds are free from damage and adequately secured
	  • checking that discharge from all pressure relief devices and vent valves does not create a hazard to personnel
	  • checking that all directional valves and check valves are correctly orientated
	  • determining whether container valve overhaul is due
	  • determining whether container hydrostatic pressure test is due according to AS 2030 Gas cylinders or AS 1851 Maintenance of fire protection systems and equipment
	  • checking age of pyrotechnic actuator to determine if due for replacement.

Maintenance schedule	• monthly

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periods may be:	• six monthly • yearly • five yearly • ten yearly.
Maintenance information may include:	• Australian standards • manufacturers' specifications and recommended procedures • service manual instructions • service manuals and bulletins.

Mechanical test tasks may include:	• actions to complete mechanical test tasks according to AS 1851, such as:
	  • simulating a system operation and confirming that discharge actuators and directional valves operate correctly
	  • testing operation of all mechanical manual discharge release systems
	  • testing operation of mechanical automatic discharge release systems not operated through CIE, such as fusible links
	  • operating system lock-off valve and confirming that the system inoperative visual warning device (VWD) operates
	  • confirming, by weighing, liquid level determination or pressure reading (inert gases only), that each gas container is charged with correct quantity of extinguishing agent
	  • testing to ensure correct operation of all automatic pneumatic controls
	  • simulating operation of agent release detection device and confirming indication of agent release at system control panel.

Documentation may include:	• application for credit forms • certificates of inspection • corrective action reports • customer recommendation forms • equipment recommendation forms • expense claims • job cards • maintenance record systems • motor vehicle fleet cards • petty cash vouchers • product documentation • service agreements • service test record logbooks.
Customer requirements may include:	• confirming or varying service instructions • following sign-in and sign-out procedures for entry to or exit from premises

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	• providing non-routine or urgent services • providing routine services • sighting work permits • written or verbal confirmation of services provided and future maintenance schedule.

Mechanical preventive maintenance tasks may include:	• actions to complete routine mechanical maintenance tasks according to AS 1851, such as:
	  • checking operation of mechanical container actuator and lubricating as necessary
	  • checking operation of remote mechanical release system and lubricating as necessary
	  • checking operation of automatic mechanical release system and lubricating as necessary
	  • replacing pyrotechnic container actuator that will exceed its listed lifetime prior to next scheduled maintenance
	  • cleaning dampers and nozzles that are subject to deposit of contaminants, such as cooking oil, hot wax, etc.
	• actions to conduct non-routine maintenance, such as general isolation to CIE so that building works can be done, then resetting systems after works are completed.

Reinstate process may involve:	• confirming all interface actuators are isolated and appropriate signage, documentation and lock-off are in place • removing transport caps on actuator outlets, plugs and locking devices according to manufacturer and organisational requirements • re-installing pneumatic actuators and pilot and slave tubes and fittings according to finalised design documentation and installation drawings • checking pneumatic actuator and pilot and slave tubes connection are free from kinks and physically checking for tightness • re-installing electrical and mechanical actuators according to finalised design documentation and installation drawings • physically checking tightness of electrical and mechanical actuators, and that they are correctly set to operate • re-installing manual actuators according to finalised design documentation and installation drawings • physically checking tightness of manual actuators, and that they are correctly set to operate with safety device engaged • activating all interfaced actuators and removing signage, documentation and lock-off for functional testing • advising relevant persons that system is fully operational and providing appropriate technical, maintenance or handover instructions on operation of system

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	• leaving work site clean and tidy with materials disposed of or recycled according to state or territory legislative and industry requirements.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2026A Inspect and test emergency and exit lighting systems

Modification History

Revised unit

Element structure and performance criteria changed to reflect workplace requirements

Skills and knowledge requirements and the range statement updated

Unit based on PRMPFES26B Inspect, test and maintain emergency/exit lighting systems

Unit Descriptor

This unit of competency specifies the outcomes required to inspect and test installed emergency and exit lighting systems at customers' premises.

Application of the Unit

This unit of competency supports fire protection technicians responsible for regularly inspecting and testing the functional operation of emergency and exit lighting. It does not apply to any installation, replacement, maintenance and repair functions that are restricted to licensed trades or occupations (subject to relevant state or territory regulations).

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry, customer and organisational requirements, including occupational health and safety (OHS) policies and procedures.

The fire protection technician is not permitted to undertake any functions restricted to licensed trades or occupations.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to service operations.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***.
		1.2	***Compliance requirements are checked*** and ***action*** is taken according to ***organisational policies and procedures***.
2	Inspect and test single point systems.	2.1	Work permits are obtained prior to entering customer premises.
		2.2	***Single point systems*** are inspected and tested according to requirements and procedures contained in relevant Australian standards and regulatory requirements.
		2.3	***Components*** are replaced, as required and ***permitted***, according to relevant Australian standards.
		2.4	Defects are reported and those within technician's level of competency and scope of responsibility are repaired.
		2.5	***Documentation*** is completed according to relevant Australian standards, and organisational and ***customer requirements***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills

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- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - read and comply with work instructions and specifications
  - read and record measurements
  - record and report information neatly and legibly
- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds
- technical skills to:
  - conduct electrical circuitry testing procedures
  - isolate circuit breakers
- skills to work safely when:
  - applying workplace housekeeping procedures
  - removing and replacing globes, tubes and starters, especially minimising exposure to electrical connections and avoiding damage to components
  - using hand and power tools

Required knowledge

- action to take when a breach of health, safety or other policy occurs
- basic operation of a central system
- basic operation of single point emergency and exit lights
- basic operation of computer monitored single point systems
- basic theory of AC and DC current
- battery types used in emergency and exit lighting and basic theory of battery operation, including charge time and ampere hour ratings
- circuit breakers to be isolated for system inspection
- common control and indicators required on any single point emergency light
- commonly used emergency and exit light fittings
- deemed to comply requirements for exit sign locations, given required egress routes and exit door locations
- definition of extra low voltage according to AS 3000 Electrical installations (known as the wiring rules)
- electrical terms associated with emergency and exit lighting
- factors affecting lifetime of batteries
- how to determine:
  - minimum and maximum viewing distance of pictorial element on an exit sign
  - whether tubes and globes are:
    - maintained
    - non-maintained
    - sustained

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- identification of circuit breakers to be isolated for system inspection
- inspection, testing and reporting requirements according to relevant standard, such as AS/NZS 2293 Emergency escape lighting and exit signs for buildings
- key features of legislation, regulations and codes applicable to testing and maintaining an emergency and exit lighting system, including:
  - implications of not applying legislative requirements to job functions
  - permissible work on emergency and exit lighting that may be undertaken without an electrical licence
  - purpose of the Building Code of Australia (BCA) and deemed to comply requirements relevant to installation of emergency and exit lighting
- minimum and maximum mounting height for exit signs
- purpose of an emergency and exit lighting system and examples of where it may be required or installed
- purpose of wiring diagrams
- relevant cleaning solutions and their application for cleaning lighting lenses and reflectors
- safety issues, including:
  - concerns with voltages in excess of extra low voltage
  - requirements for replacing globes, tubes and starters on electrical circuits that power lighting
  - requirements for testing electrical circuits

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration of inspecting and testing emergency and exit lighting systems. Assessment of this unit must be conducted by, or in association with, a person holding a current electrician's licence.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • comply with relevant rules and regulations, including those relating to the scope and limit of the technicians' responsibilities • inspect and test single point systems • replace globes and tubes on fittings

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	• clean and fit components, such as lenses • complete required documentation.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • access to customer premises or a simulated workplace environment • assessment documentation • necessary tools, specialist equipment, manuals and relevant documentation • training and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of

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the item, and local industry and regional contexts) may also be included.

Rules and regulations may include:	• dangerous goods regulations
	• environmental regulations
	• licensing arrangements
	• OHS legislation, regulations and codes
	• relevant commonwealth and state or territory building Acts, regulations and codes, such as BCA
	• relevant Australian standards, such as:
	  • AS/NZS 2293 Emergency escape lighting and exit signs for buildings
	  • note: Australian standards are frequently revised and users must always check for currency and amendments.

Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisor or manager • personal protective equipment requirements • reporting and documentation requirements • specific customer requirements.
Checking system compliance requirements may include:	• applying inspection, test and survey requirements according to Australian standards • reviewing documentation to verify that installed systems comply with relevant rules and regulations.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Organisational policies and procedures may include:	• job scheduling systems and communication devices • personnel practices and guidelines outlining work roles, responsibilities and delegations • recording and reporting documentation and systems • relevant OHS policies, procedures and programs • relevant rules and regulations • standard operating procedures, work instructions and manuals.
Single point system is:	• a system of emergency lighting employing self-contained emergency luminaires and exit signs that will vary from building to building. Note: The service technician will need to become familiar with the

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	system layout before inspection and testing procedures can be carried out.
Components may include:	• batteries • lenses • light fitting globes and tubes • starters • other replaceable components. Note: Replacement of these components is not restricted to any licensed trade or occupation.
Permitted means:	• not restricted to licensed trades or occupations.
Documentation may include:	• application for credit forms • certificates of inspection • corrective action reports • customer recommendation forms • equipment recommendation forms • expense claims • job cards • maintenance record system • motor vehicle fleet cards • petty cash vouchers • product documentation • service agreements.
Customer requirements may include:	• confirming or varying service instructions • following sign-in and sign-out procedures for entry to or exit from premises • providing non-routine or urgent services • providing routine services • providing written or verbal confirmation of services provided or future maintenance schedule • sighting work permits.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2027A Inspect, test and maintain non-gaseous pre-engineered fire-suppression systems

Modification History

Revised unit

Element structure and performance criteria changed to incorporate outcomes of deleted units:

- PRMPFES29B Inspect, test and maintain pre-engineered powder fire suppression systems
- PRMPFES30B Inspect, test and maintain pre-engineered wet chemical fire suppression systems
- PRMPFES31B Inspect, test and maintain pre-engineered water mist fire suppression systems

Skills and knowledge requirements and the range statement are more comprehensive

Unit based on PRMPFES27B Inspect, test and maintain pre-engineered aqueous fire suppression systems

Unit Descriptor

This unit of competency specifies the outcomes required to inspect, test and maintain non-gaseous pre-engineered fire-suppression systems.

Application of the Unit

This unit of competency supports fire protection technicians responsible for regularly inspecting, testing and maintaining pre-engineered, foam, wet chemical, powder or water mist fire-suppression systems.

This unit does not apply to any installation, replacement, maintenance and repair functions that are restricted to licensed trades or occupations (subject to relevant state and territory regulations).

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry, customer and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	**Prepare for inspection, testing and maintenance.**	1.1	***Legislative and industry requirements*** are interpreted, ***confirmed*** and applied to ***organisational requirements***.
		1.2	***Non-gaseous pre-engineered fire-suppression systems*** are ***checked for compliance*** with legislative and industry requirements, and ***action*** is taken according to organisational requirements.
		1.3	Preparations for inspection, testing and maintenance work are made according to organisational requirements.
		1.4	***Safety procedures*** are followed according to organisational, manufacturer and ***customer requirements***.
		1.5	Work permits are obtained prior to entering customer premises.
		1.6	***Relevant persons*** are consulted before commencing procedures.
2	**Inspect and survey installed non-gaseous**	2.1	Type of **non-gaseous** pre-engineered fire-suppression system and ***extinguishing agent*** is identified according to operation and application.

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	pre-engineered fire-suppression systems.	2.2	***System components*** are identified, located and inspected according to function and manufacturers' manuals.
		2.3	***Auxiliary shutdown devices*** of fire-suppression system or equipment interfaces and alarm devices forming part of the fire-suppression system are identified and inspected.
		2.4	Changes to non-gaseous pre-engineered fire-suppression system, the protected space or its use are identified according to relevant state and territory regulations, manufacturers' documentation and Australian standards.
3	**Test an installed non-gaseous pre-engineered fire-suppression system.**	3.1	***Testing procedures*** are completed and recorded according to relevant ***maintenance schedule***, Australian standards and manufacturers' documentation.
		3.2	***Documentation*** for recording test and inspection results is completed according to organisational, customer and manufacturers' requirements.
4	**Maintain and repair an installed non-gaseous pre-engineered fire-suppression system.**	4.1	System is maintained according to requirements of relevant maintenance schedule, customer requirements, Australian standard and manufacturers' documentation.
		4.2	Faulty equipment or extinguishant is reported, and rectified or replaced according to ***work procedures***, customer requirements and manufacturers' technical specifications.
		4.3	System is reinstated as fully operational as specified in manufacturers' documentation and system design standards.
		4.4	Documentation for recording maintenance and repairs is completed and distributed according to organisational, customer and manufacturers' requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- customer service skills
- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - read and comply with work instructions and specifications
  - read and record measurements
  - record and report information neatly and legibly
- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds
- skills to work safely when:
  - applying workplace housekeeping procedures
  - handling and transporting containers according to legislation, manufacturers' procedures and work practices
  - using hand and power tools
- technical skills to:
  - operate standard controls on proprietary systems to verify system operation to manufacturers' requirements
  - pressurise containers in situ, using pressure regulators connected to gaseous containers, such as a nitrogen cylinder
  - replace extinguishing agents and components in a manner that conforms to OHS requirements, environmental requirements and manufacturers' specifications
  - test system components according to manufacturers' requirements

Required knowledge

- action to take when a breach of health, safety or other policy occurs
- identification and purpose of the major components in **non-gaseous** pre-engineered fire-suppression systems for different manufacturers' proprietary systems
- key features of legislation and regulations relevant to **non-gaseous** pre-engineered fire-suppression systems, including:
  - implications of:
    - not applying legislative requirements to job functions
    - not following safety procedures
    - incorrect inspection, testing and maintenance functions
  - limitations of maintenance and repair functions that may be conducted by the fire protection technician
- manufacturers' requirements and standards applicable to inspecting, testing and maintaining non-gaseous pre-engineered fire-suppression systems
- procedures for inspecting, testing and maintaining system to verify operation in line with manufacturers' requirements

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- purpose of fire-suppression system shutdown and isolation during maintenance
- purpose of **non-gaseous** pre-engineered fire-suppression systems
- types of extinguishing agents, their characteristics and use

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration of inspecting, testing and maintaining **non-gaseous** pre-engineered fire-suppression systems.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit for at least one type of **non-gaseous** pre-engineered fire-suppression system in two different installation locations.
	In particular the person should demonstrate the ability to:
	• locate, interpret and apply relevant information, standards and specifications
	• comply with organisational policies and procedures, including quality requirements
	• conduct inspection, testing, and preventive maintenance according to the relevant Australian standard and manufacturers' documents on at least two installed systems
	• replace or repair system components, such as:
	  • detector
	  • fire alarm panel
	• replace (recharge) extinguishing agent and pressurise or reinstate systems to fully operational condition according to manufacturers' documentation, working on systems with at least two different extinguishing agents
	• replace or repair system components, such as:
	  • actuator
	  • nozzle
	  • pipe fitting
	  • system container.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.

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	Resource implications for assessment include: • access to customer premises or a simulated workplace environment • assessment documentation • necessary tools, specialist equipment, manuals and relevant documentation • training and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative and industry requirements may include:	• dangerous goods regulations • environmental regulations • fire risk management section of AS 5062 Fire protection for mobile and transportable equipment

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	• licensing arrangements
	• manufacturers' system manuals
	• OHS legislation, regulations and codes
	• relevant commonwealth and state or territory building Acts, regulations and codes, such as Building Code of Australia (BCA)
	• relevant Australian standards, such as:
	  • AS 5062 Fire protection for mobile and transportable equipment
	  • AS 3772-2008 Pre-engineered fire protection systems for cooking equipment
	  • AS 1851 Maintenance of fire protection systems and equipment
	  • note: Australian standards are frequently revised and users must always check for currency and amendments
	• other relevant legislation relating to fire protection equipment, including:
	• international shipping codes
	• marine codes for different Australian States
	• system approval listing, such as:
	  • CSIRO ActivFire
	  • Factory Mutual (FM)
	  • Underwriters Laboratories (UL).

Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.
Organisational requirements may include:	• job scheduling systems and communication devices • personnel practices and guidelines outlining work roles, responsibilities and delegations • recording and reporting documentation and systems • relevant OHS policies, procedures and programs • relevant rules and regulations • standard operating procedures, work instructions and manuals.

Non-gaseous pre-engineered fire-suppression systems are:	• fire protection systems consisting of:
	  • pipework with nozzle arrangement installed up to a maximum permitted design according to manufacturers' pre-engineered limitation requirements and applicable Australian standard (note: no hydraulic calculations are required to size pipework or nozzles)
	  • supply of extinguishing agent of predetermined quantity
	• fitted to:

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	• commercial cooking equipment, including:
	  • exhaust plenums
	  • exhaust systems
	  • associated ducts and filters
	• fixed plant used in a range of industry sectors, such as mining, marine, and power generation, including:
	  • engine bays
	  • fuel pumping skids
	  • generators
	• industrial vehicles used in a range of industry sectors, such as mining, forestry and waste management, including:
	  • draglines
	  • earthmovers
	  • graders
	  • trucks
	  • loaders.

Checking system compliance may include:	• applying inspection, test and survey requirements to equipment or systems to determine that they are:
	  • capable of operating as originally installed
	  • still suitable for the fire hazard or risk being protected, as no change in occupancy or use of the area protected has occurred since the system was installed or last modified
	  • providing the coverage and protection needed to meet original design or performance requirements.

Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.

Safety procedures may include:	• awareness of electrical hazards
	• emergency procedures
	• first aid
	• following confined spaces procedures
	• recognising hazards and risks
	• using personal protective equipment (PPE), including:
	  • safety glasses or goggles
	  • safety boots or shoes
	  • hard hats
	  • ear muffs or plugs
	• working safely:
	  • around electrical wiring, cables and overhead powerlines
	  • around tools and equipment

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	• on ladders and raised platforms.
Customer requirements may include:	• confirming or varying service instructions • following sign-in and sign-out procedures for entry to or exit from premises • industry requirements • insurance requirements • providing non-routine or urgent services • providing routine services • providing written or verbal confirmation of services provided and/or future maintenance schedule • sighting work permits • system specification.
Relevant persons may include:	• colleagues • managers • supervisors • team leaders.
Extinguishing agents may be:	• foam • powder • water mist • wet chemical • combination of any of the above when compatible.

System components may include:	• actuators:
	  • mechanical
	  • pyrotechnic
	  • solenoid
	• agent discharge nozzles
	• agent distribution pipework and hose
	• container valves
	• control equipment
	• detection devices
	• extinguishing agent containers, such as tanks and cylinders
	• support brackets.

Auxiliary shutdown devices transmit signals and may include:	• air conditioning shutdown signal to an electrical contactor to stop air conditioning • cooking fuel line shutdown signal to a gas solenoid valve on main inlet pipe supply to cooking appliances • cooking power supply shutdown signal to an electrical contactor to isolate main electrical supply to cooking appliances • signal from fire system to shut off valve, relay or solenoid to isolate fuel and oil supplies or release pressure from hydraulic tanks • vehicle or plant engine shutdown signal to engine emergency

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	shutdown circuitry.
Testing procedures may include:	• discharge • leaks • pressure • recharging • visual inspections.
Maintenance schedules may include:	• Australian standards • customer schedules • system manufacturers.
Documentation may include:	• certificates of inspection • corrective action reports • customer recommendation forms • equipment recommendation forms • logbooks • maintenance record system • product documentation • service agreements • service reports • system manufacturer's documentation.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisor or manager • PPE requirements • reporting and documentation requirements • specific customer requirements.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2029A Conduct functional tests on fire detection, warning and intercommunication devices

Modification History

New unit

No equivalent unit

Unit Descriptor

This unit of competency specifies the outcomes required to complete routine yearly inspect, test and preventive maintenance procedures to verify that fire detection, warning and intercommunication devices are functioning as intended.

The unit involves working safely, isolating plant and interfaces, conducting compliance tests, visually inspecting, identifying non-compliance defects, fulfilling mandatory reporting requirements and resetting fire control and indicating equipment (CIE).

Application of the Unit

This unit of competency supports fire protection technicians responsible for functional testing of electrical fire protection systems.

Individuals operate within the scope of their defined roles and responsibilities and perform the functional tests as part of their work duties and according to work procedures and Australian standards to verify that equipment functions as intended.

Licensing/Regulatory Information

The service technician is not permitted to undertake any installation, replacement, maintenance and repair functions that are restricted to licensed trades or occupations (subject to relevant state or territory regulations).

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply compliance requirements to service operations.	1.1	***Legislative and industry requirements*** are interpreted, confirmed and applied to ***organisational requirements***.
		1.2	Location and equipment are ***checked for compliance*** with legislative and industry requirements and ***action*** **i**s taken according to organisational requirements.
		1.3	Preparations are made for conducting functional inspection and testing according to organisational requirements.
2	Conduct inspections and record results.	2.1	Workplace procedures are followed and risk control measures applied when inspecting ***fire detection, warning and intercommunication devices***.
		2.2	Fire detection, warning and intercommunication devices are identified and their function is determined with reference to installation drawings**.**
		2.3	Plant and other ***system interfaces*** to be isolated are identified, to allow the conduct of testing activity according to l**egislative and industry requirements**.
		2.4	Yearly visual inspections are conducted as described in l**egislative and industry requirements.**
		2.5	Inspection results for fire detection, warning and intercommunication devices are recorded according to l**egislative and industry requirements.**
3	Conduct testing	3.1	Test methods are implemented according to **legislative**

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	and record results.		**and industry requirements.**
		3.2	Routine yearly testing procedures are conducted to verify that each device operates as intended.
		3.3	Test results are compared with l**egislative and industry requirements.**
		3.4	Results are documented according to l**egislative and industry requirements.**
		3.5	Report is forwarded to persons for action according to l**egislative and industry requirements.**
		3.6	System is reinstated according to organisational requirements.
4	Conduct preventive maintenance and record results.	4.1	Requirements for yearly preventive maintenance of fire detection, warning and intercommunication devices are determined according to l**egislative and industry requirements.**
		4.2	Preventive maintenance procedures are conducted on devices according to l**egislative and industry requirements.**
		4.3	System is reinstated according to organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- effective customer service skills
- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - read and comply with work instructions and specifications
  - read and record measurements
  - read fire system installation drawings
  - record and report information neatly and legibly
- planning and organising skills to:

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    - estimate time to complete activities
    - prioritise tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds
- skills to work safely when:
    - applying workplace housekeeping procedures
    - using hand and power tools
- technical skills to:
    - check that spacing of detectors is compliant with the relevant design standard
    - identify:
        - fire detection, warning and intercommunication devices
        - unsuitable environments for different types of detectors to avoid false alarms
    - operate valves, switches and levers to test system operation
    - perform yearly survey according to AS 1851 Maintenance of fire protection systems and equipment
    - select tools, equipment and materials for conducting yearly inspect and test procedures on fire detection, warning and intercommunication devices according to AS 1851 Maintenance of fire protection systems and equipment

Required knowledge

- awareness of on-site work permit requirements
- basic operation and purpose of fire detection, warning and intercommunication devices
- common controls and indicators on CIE
- environmental conditions that cause fire detection, warning and intercommunication devices to create false alarms or fail to operate
- key features of legislation, regulations and codes applicable to inspecting, testing and preventive maintenance, including:
    - implications of not applying legislative requirements to job functions
    - safety requirements for:
        - handling, storage, disposal and connection requirements for batteries used in CIEs
        - using tools, equipment and materials
- types of electrical safeguards used to protect persons and property
- key functional differences between conventional and addressable fire detection, warning and intercommunication devices
- location requirements for fire detection, warning and intercommunication devices
- methodology used to conduct inspecting, testing and preventive maintenance on fire detection, warning and intercommunication devices

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration of inspection, test and preventive maintenance of fire detection, warning and intercommunication devices according to the yearly schedule frequency specified in the relevant Australian standard.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.
	In particular the person should demonstrate the ability to conduct inspection, testing and preventive maintenance for the yearly schedule according to the current Australian standard on the following systems:
	• fire detection and alarm systems that consist of both conventional and addressable devices installed to AS 1670.1 Fire detection, warning, control and intercom systems – System design, installation and commissioning – Fire
	• warning sound and intercom system for emergency purposes installed to comply with:
	  • AS 1670.4 Fire detection, warning, control and intercom systems – System design, installation and commissioning – Sound systems and intercom systems for emergency purposes
	  • AS 2220 Rules for emergency warning and intercommunication systems for buildings.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • assessment documentation • necessary tools, equipment, manuals and relevant documentation • operational fire detection, warning and intercommunication systems • test equipment • training and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning

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	knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPFES2047A Inspect and test control and indicating equipment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative and industry requirements may include:	• dangerous goods regulations
	• licensing arrangements
	• environmental regulations
	• OHS legislation, regulations and codes
	• relevant commonwealth and state or territory building Acts, regulations and codes, such as Building Code of Australia (BCA)
	• relevant Australian standards, such as:
	  • AS 1670.4 Fire detection, warning, control and intercom systems – System design, installation and commissioning – Sound systems and intercom systems for emergency purposes
	  • AS 1851 Maintenance of fire protection systems and equipment
	  • AS 2220 Rules for emergency warning and intercommunication systems for buildings
	  • note: Australian standards are frequently revised and users

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	must always check for currency and amendments
	• other relevant legislation relating to fire protection equipment, including:
	  • international shipping codes
	  • marine codes for different Australian States
	  • requirements of Australian petroleum industry.

Organisational requirements may be located in quality assurance and procedures manuals relating to:	• customer-specific contractual requirements • documentation and information systems and processes • legal and organisational policies and guidelines, including personnel practices and guidelines outlining work roles, responsibilities and delegations • legislation relevant to service operation • use of electronic job scheduling and communication devices.

Checking for compliance may include:	• undertaking commissioning tests detailed in Australian standards and manufacturers' documentation to verify performance of an installed, repaired or altered piece of equipment or system
	• applying inspection, test and survey requirements to equipment or systems to determine that they are:
	  • capable of operating as originally installed
	  • still suitable for the fire hazard or risk being protected as no change in occupancy or use of the area protected has occurred since the equipment or system was last modified or installed
	  • providing the coverage and protection needed to meet original design and performance requirements
	• reviewing documentation to verify that installed systems comply with legislative and industry requirements, such as:
	  • building's essential services or fire safety measures listing
	  • relevant commonwealth and state or territory building Acts, regulations and codes, such as BCA
	  • relevant Australian standards listed on essential service listing.

Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.

Fire detection, warning and intercommunication devices may include:	• fire detection activating devices, such as:
	  • smoke and heat alarms
	  • point-type heat and smoke detectors
	  • linear heat and smoke detectors
	  • aspirating smoke detectors
	  • flame detectors

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	• carbon monoxide detectors • manual call points • intercommunication devices, such as: • remote public address (PA) system microphones • warden intercommunication points, such as telephones • warning activating devices, such as: • visual warning devices • load speakers • sounders • bells.
System interfaces may include:	• devices that operate signals between the CIE and other services, such as: • building monitoring services • fire brigade monitoring services • other life safety systems, such as: • warning systems • suppression systems • components, such as: • contactors • deactivation switches • disconnection of wiring by an electrical plug arrangement • isolation switches • relays • solenoid valves.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2035A Identify, inspect and test fire and smoke doors

Modification History

Revised unit

Element structure and performance criteria changed to incorporate outcomes of deleted unit PRMPFES33A Identify fire and smoke doors

Skills and knowledge requirements and the range statement updated

Unit based on PRMPFES35A Inspect and test hinged fire and smoke doors

Unit Descriptor

This unit of competency specifies the outcomes required to identify, inspect and test the operation of installed fire and smoke doors. Inspection and testing of hinged fire and smoke doors must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Application of the Unit

This unit of competency supports individuals responsible for inspecting and testing fire and smoke doors and the attached components, hardware and seals to ensure compliance with current legislation and standards. This unit does not apply to the installation or repair of fire and smoke doors, or to any other functions performed by licensed tradespersons.

Licensing/Regulatory Information

The passive fire protection technician is not permitted to undertake any installation, replacement, maintenance or repair functions that are restricted to licensed trades or occupations (subject to relevant state and territory regulations).

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to service operations.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***.
		1.2	***Compliance requirements are checked*** and ***action*** is taken according to ***organisational policies and procedures***.
2	Identify a variety of fire and smoke doors and their components.	2.1	Different types of ***fire and smoke doors*** are identified in a range of settings according to purpose, operation and location.
		2.2	Fire and smoke ***door components***, ***hardware items*** and ***seals*** are identified and locat**ed** according to design, operation and purpose.
3	Inspect and test fire and smoke doors.	3.1	Work permits are obtained prior to entering customer premises and ***customer requirements*** are discussed prior to proceeding to inspection.
		3.2	Fire and smoke doors and frames are inspected and checked for damage and wear according to maintenance schedule of relevant Australian standard.
		3.3	Components, hardware items and seals are inspected and checked for damage and wear according to maintenance schedule of relevant Australian standard, manufacturers' hardware or component listing, and customer requirements.
		3.4	Fire and smoke doors are checked for marking and labelling **set out in relevant Australian standard,**

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			according to provisions of relevant rules and regulations.
		3.5	Fire and smoke doors are operated to check for smooth performance according to organisational testing procedures, manufacturers' specifications and Australian standards.
4	Complete inspection.	4.1	Customer premises are left in a clean and tidy condition on completion of inspection functions.
		4.2	***Defects*** are recorded and reported according to relevant Australian standards, manufacturers' technical specifications and work procedures.
		4.3	***Documentation*** is completed according to organisational requirements and relevant Australian standards.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to:
  - identify, select and comply with Australian standards and related legislation
  - recognise components of fire and smoke doors and fire shutters
- language, literacy and numeracy skills to:
  - access information from manuals
  - communicate with others clearly and concisely, verbally and in writing
  - communicate technical information to customers and colleagues
  - read and comply with work instructions and specifications
  - read and record measurements
  - report defects by completing and distributing relevant documentation
  - use technical terminology relating to inspecting and testing hinged fire and smoke doors or shutters
- planning skills to organise work according to organisational requirements
- skills to work safely when:
  - applying workplace housekeeping procedures
  - following work procedures
  - identifying potential and existing hazards and risks

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Required knowledge

- correct installation procedures and dangers of incorrect installation of fire and smoke doors
- fire and smoke doors and fire shutter variables, including types, components, hardware, seals and wall types
- key features of legislation, Australian standards and building code requirements relating to:
  - inspection of fire and smoke doors and fire shutters
  - fire and smoke containment
- key physical features, definition of, and purpose of fire and smoke doors and fire shutters
- implications of not applying legislative requirements to job functions
- operational requirements for inspecting and testing fire and smoke doors and fire shutters
- principles of passive fire protection related to overall fire safety systems
- procedures for determining fire resistance levels
- range of fire and smoke door tags
- technical terms relating to fire and smoke door and fire shutter inspection and testing

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstrations of inspecting and testing a range of fire and smoke doors in different buildings.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • locate, interpret and apply relevant information, standards and specifications • comply with organisational policies and procedures, including quality requirements • communicate and work effectively and safely with others • identify, inspect and test fire and smoke doors and components according to purpose, operation and location • complete maintenance records and reports using correct documentation.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.

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	Resource implications for assessment include: • actual or simulated work environment • access to relevant standards and legislation • access to a variety of installed fire and smoke doors and fire shutters • assessment documentation • training and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules and regulations may include:	• environmental regulations • licensing arrangements • OHS legislation, regulations and codes • relevant commonwealth and state or territory building Acts,

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	regulations and codes, including: • Building Code of Australia (BCA) • relevant Australian standards, such as: • AS 1905.1 Fire door resistant doorsets • AS 1905.2 Fire door resistant roller shutters • AS 4072.1 Service penetrations and control joints • AS 6905 Smoke doors • AS 1851 Maintenance of fire protection systems and equipment • note: Australian standards are frequently revised and users must always check for currency and amendments • other relevant legislation relating to fire protection equipment, including: • international shipping codes • marine codes for different Australian States • requirements of Australian petroleum industry.
Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisor or manager • personal protective equipment requirements • reporting and documentation requirements • specific customer requirements.
Checking compliance requirements may include:	• applying inspection, test and survey requirements according to Australian standards • reviewing documentation to verify that installed systems and components comply with relevant rules and regulations.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Organisational policies and procedures may include:	• job scheduling systems and communication devices • personnel practices and guidelines outlining work roles, responsibilities and delegations • recording and reporting documentation and systems • relevant OHS policies, procedures and programs • relevant rules and regulations • standard operating procedures, work instructions and manuals.

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Fire and smoke doors include:	• different types of doors, including:
	  • curtains, baffles and screens
	  • hinged (double or single)
	  • pivoted (double or single)
	  • roller shutters
	  • self-closing or automatic closing
	  • sliding
	• doors made from different materials, including:
	  • composite
	  • metal
	  • timber.

Door components may include:	• fasteners • handles • hinges • locks.

Door hardware items may include:	• automatic closers
	• door strikes, including electric door strikes
	• hinges
	• kick plates
	• locks
	• panic exit devices
	• signs that identify type of door:
	  • smoke door sign
	  • fire door sign.

Door seals may include:	• door bottom seals, including automatic seals • fire-rated intumescent seals • meeting stile seals • perimeter seals • smoke seals • threshold plates.
Customer requirements may include:	• confirming or varying service instructions • following sign-in and sign-out procedures for entry to or exit from premises • providing non-routine or urgent services • providing routine services • providing written or verbal confirmation of services provided and/or future maintenance schedule • sighting work permits.
Defects may include:	• items that do not comply with the requirements of: • Australian standards

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	• manufacturers' instructions • necessary legislation.
Documentation may include:	• certificates of inspection • corrective action reports • customer recommendation forms • equipment recommendation forms • expense claims • installation instructions • job cards • maintenance record and report systems • motor vehicle fleet cards • petty cash vouchers • product documentation • service agreements.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2037A Inspect and test fire hydrant systems

Modification History

Revised unit

Unit updated and equivalent to PRMPFES37A Inspect and maintain fire hydrants

Unit Descriptor

This unit of competency specifies the outcomes required to complete six-monthly and yearly inspections and test procedures to verify that hydrant systems function as intended.

The unit involves working safely, conducting compliance tests, visually inspecting, identifying non-compliance defects, fulfilling mandatory reporting requirements, as well as isolating and resetting the hydrant system.

Application of the Unit

This unit of competency supports fire protection technicians responsible for functional testing of water-based fire protection systems.

It does not apply to water supply proving tests on hydrant systems, or inspection and testing functions associated with pressure-reducing equipment in high rise buildings, fire pumpset systems or water supply tanks.

Individuals operate within the scope of their defined roles and responsibilities and perform the inspections and testing as part of their work duties to verify that equipment functions as intended, according to work procedures and Australian standards.

The unit must be applied strictly according to relevant state or territory legislative and industry requirements.

Licensing/Regulatory Information

The service technician is not permitted to undertake any installation, replacement, maintenance and repair functions that are restricted to licensed trades or occupations (subject to relevant state and territory regulations).

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to service operations.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***.
		1.2	***Compliance requirements are checked*** and ***action*** is taken according to ***organisational policies and procedures***.
2	Inspect fire hydrant system.	2.1	Work permits are obtained prior to entering customer premises.
		2.2	***Fire hydrant system*** is inspected according to inspection schedule of relevant Australian standard and ***customer requirements***.
		2.3	Defects are reported according to work procedures and technical specifications.
		2.4	Potential and actual impediments to performance of fire hydrant system are identified and reported.
		2.5	Documentation is completed and distributed according to organisational requirements.
3	Conduct testing and record results.	3.1	Pumpset and other system interfaces to be isolated are identified, to enable testing activity according to legislative and industry requirements.
		3.2	Test methods are implemented according to legislative

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and industry requirements.

3.3 Routine six-monthly and yearly testing procedures are conducted to verify that system functions according to legislative and industry requirements.

3.4 Test results are compared with legislative and industry requirements.

3.5 Results are documented according to legislative and industry requirements.

3.6 Report is prepared and forwarded to relevant persons for action according to legislative and industry requirements.

3.7 System is reinstated to full operational condition according to organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills
- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - read and comply with work instructions and specifications
  - read and record measurements
  - record and report information neatly and legibly
- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds
- technical skills to:
  - identify system components
  - operate valves, switches and levers to test system operation
- skills to work safely when applying workplace housekeeping procedures

Required knowledge

- basic principles of hydraulics, such as pressure scales (metric and imperial)
- general operation of hydrant system components, including:

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    - backflow prevention devices
    - booster valve arrangements
    - control valves
    - interface connections to fire indicating panel and/or warning systems by pressure and flow switches
    - landing valves
    - pumpset and interface controls
    - towns main reticulated water supplies
    - valve anti-tamper controls
    - water pressure and flow through a system to activate pumpsets
    - water tank water supply infill and outlet valve arrangement
- hydrant system applications, as defined in AS 2419 and AS 2118, such as:
    - combined sprinkler and hydrant system
    - town main system hydrant points
- key features of legislation, regulations and codes applicable to inspecting and testing hydrant systems
- systems and components, including:
    - circulation and system pressure relief valves
    - controls on pumpset controller panel, such as:
        - fuel gauges
        - indicators
        - main isolating switch
    - equipment that can be fitted to a landing valve, such as:
        - delivery lay flat hoses
        - types of couplings
    - flow switches and associated testing equipment
    - isolating valves associated with hydrant system
    - main water supply underground key-operated valve location
    - pressure gauges
    - pumpsets associated with hydrant system
    - pump starting switches
    - system block plan
    - system main alarm bell and/or alarm strobe
    - water-based fire-suppression system control and alarm valves and ancillary equipment for control and alarm operation indication/interface
    - water supply tanks, water level indicators and automatic inflow valves
- terminology used in relation to water-based fire-suppression systems, such as:
    - aggressive environments
    - control assembly and pump area
    - critical defect

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- frequency and tolerances of maintenance intervals
- installation and system pressure
- pressure-reducing valve
- preventive maintenance
- pump controller status
- sprinkler system interface controls
- stop cocks and main stop valves
- system pressure gauge schedule
- water supply proving tests
- water supply stop valves
- water supply tanks: atmospheric and pressure

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration of inspecting and testing specified fire hydrant systems.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to conduct inspection and testing tasks specified in the six-monthly and yearly schedule of AS 1851 (Section 4), excluding: • inspection and testing functions associated with pressure-reducing equipment in high rise buildings, fire pumpset systems or water supply tanks • water supply proving tests.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • operational hydrant system • adequate water supply and draining or recycling arrangements to operate hydrant system • pictures or cut-away sections of control assemblies and valves to show operation

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	• necessary tools, specialist equipment, manuals and relevant documentation.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPFES2030A Conduct basic functional testing of water-based fire-suppression systems • CPPFES2031A Inspect and test fire pumpsets • CPPFES3033A Conduct annual functional testing of complex water-based fire-suppression systems • CPPFES3034A Conduct functional water flow testing.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules and regulations may include:	• environmental regulations • OHS legislation, codes and regulations • relevant commonwealth and state or territory building Acts, regulations, and codes, such as Building Code of Australia

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	(BCA)
	• relevant Australian standards, such as:
	  • AS 1851 Maintenance of fire protection systems and equipment
	  • note: Australian standards are frequently revised and users must always check for currency and amendments
	• other relevant legislation relating to fire protection equipment, including:
	  • international shipping codes
	  • marine codes for different Australian States.

Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisor or manager • personal protective equipment requirements • reporting and documentation requirements • specific customer requirements.
Checking system or equipment compliance requirements may include:	• applying inspection, test and survey requirements according to Australian standards • reviewing documentation to verify that installed systems comply with relevant rules and regulations.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Organisational policies and procedures may include:	• job scheduling systems and communication devices • personnel practices and guidelines outlining work roles, responsibilities and delegations • recording and reporting documentation and systems • relevant OHS policies, procedures and programs • relevant rules and regulations • standard operating procedures, work instructions and manuals.

Fire hydrant systems include:	• privately owned independent systems designed and installed for use by emergency personnel for fighting purposes, and:
	  • designed, installed and commissioned to a ministerial specification or Australian standard, such as AS 2419 Fire hydrant installations
	  • not forming part of a combined water-based fire-suppression

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	system, as defined in AS 2118 Automatic fire sprinkler systems • not forming part of town's main reticulated water supply.
Customer requirements may include:	• confirming or varying service instructions • following sign-in and sign-out procedures for entry to or exit from premises • providing non-routine or urgent services • providing routine services • providing written or verbal confirmation of services provided and future maintenance schedule • sighting work permits.
Documentation may include:	• application for credit forms • certificates of inspection • corrective action reports • customer recommendation forms • equipment recommendation forms • expense claims • job cards • motor vehicle fleet cards • maintenance record system • petty cash vouchers • product documentation • service agreements.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2039A Identify, inspect and test passive fire and smoke containment products and systems

Modification History

Revised unit

Element structure and performance criteria changed to incorporate outcomes of deleted unit PRMPFES36A Identify passive fire and smoke containment products and systems

Unit based on PRMPFES39A Inspect and test passive fire and smoke containment products and systems

Unit Descriptor

This unit of competency specifies the outcomes required to inspect and test passive fire and smoke containment installations and systems in a variety of settings. This unit covers the skills and knowledge required to be able to access, interpret and comply with relevant information contained in standards and legislation in order to carry out inspection and testing procedures relating to passive fire and smoke containment.

Application of the Unit

This unit of competency supports individuals responsible for inspecting and testing passive fire and smoke containment products and systems.

Individuals operate within the scope of their defined roles and responsibilities and perform the identification, inspection and testing as part of their work duties to verify that equipment functions as intended, according to work procedures and Australian standards.

The unit must be applied strictly according to relevant state or territory legislative and industry requirements.

Licensing/Regulatory Information

Adequate knowledge and appropriate use of industry terminology is expected, and all preparatory work must be completed according to relevant legislative, industry and organisational requirements, including occupational health and safety (OHS) policies and procedures.

The passive fire service technician is not permitted to undertake any installation, replacement, maintenance and repair functions that are restricted to licensed trades or occupations (subject to relevant state and territory regulations).

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to service operations.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***.
		1.2	***Compliance requirements are checked*** and ***action*** is taken according to ***organisational policies and procedures***.
2	Identify passive fire and smoke containment installations and systems.	2.1	Types of ***passive fire and smoke containment systems*** are identified according to function, operation and location.
		2.2	Installed product components of passive fire and smoke containment installations and systems are identified and located according to design, operation and function.
3	Inspect and test passive fire and smoke containment.	3.1	Work permits are obtained prior to entering customer premises and ***customer requirements*** are discussed prior to inspection.
		3.2	Passive fire and smoke containment system products are inspected and tested according to maintenance schedule of relevant Australian standard and industry requirements.

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		3.3	Passive fire and smoke containment system products are checked for marking and labelling set out in relevant Australian standard, according to provisions of relevant rules and regulations.
		3.4	Potential and actual impediments to performance of passive fire and smoke containment system are identified and reported.
4	Complete inspection.	4.1	Customer premises are left in a clean and tidy condition on completion of inspection functions.
		4.2	***Defects*** are reported according to organisational, legislative and customer requirements.
		4.3	***Documentation*** is completed and distributed according to organisational and customer requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- language and literacy skills to:
  - use technical terminology relating to inspecting and testing passive fire and smoke containment products and systems
  - access information from manuals
  - communicate technical information to customers and colleagues
  - identify, select and comply with Australian standards and related legislation
  - report defects, and complete and distribute relevant documentation
- interpersonal skills to develop positive relationships with a diverse range of customers
- planning skills to organise work according to organisational requirements
- skills to work safely when:
  - applying workplace housekeeping procedures
  - following work procedures
  - identifying potential and existing hazards and risks
- technical skills to:
  - inspect and test a range of passive fire and smoke containment system components that are fixed into or onto building materials to protect services, structural elements or

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openings in or through fire compartments
- recognise components of passive fire and smoke containment

Required knowledge

- key features of legislation, Australian standards, manufacturers' and building code requirements relating to inspection of passive fire and smoke containment products and systems, including implications of not applying legislative requirements to job functions
- dangers of incorrect installation of passive fire and smoke containment
- definition, purpose and key physical features of passive fire and smoke containment
- operational requirements for inspecting and testing passive fire and smoke containment
- passive fire and smoke containment variables, including types, products and solutions
- principles of passive fire protection related to overall fire safety systems
- procedures for determining fire resistance levels
- technical terms relating to inspecting and testing passive fire and smoke containment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration of inspecting and testing a range of passive fire and smoke containment products and systems in customers' premises or simulated environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • locate, interpret and apply relevant information, standards and specifications for the protection of a service penetration or opening within a fire-resisting construction of a building element • comply with organisational policies and procedures • identify, inspect and test at least five different types of fire and smoke containment system product components from the range of passive fire and smoke containment products that as a system provide protection of a service penetration or opening within a fire-resisting construction of a building element • complete a maintenance record and report using correct documentation.
Context of and specific	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or

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resources for assessment	Australian standards' requirements. Resource implications for assessment include: • actual or simulated work environment • access to relevant standards and legislation • access to a variety of passive fire and smoke containment products, installations and solutions • assessment documentation • training and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules and regulations may include:	• building surveyor requirements • dangerous goods regulations • environmental regulations

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	• licensing arrangements
	• manufacturers' documentation
	• OHS legislation, regulations and codes
	• relevant Australian standards
	• relevant commonwealth and state or territory building Acts, regulations and codes, such as Building Code of Australia (BCA)
	• other relevant legislation relating to fire protection equipment, including:
	  • international shipping codes
	  • marine codes for different Australian States
	  • requirements of Australian petroleum industry.

Requirements may be ***confirmed*** with:	• building supervisor or manager • building surveyor • colleague • fire safety engineer • manager • regulatory authority representative • supervisor • team leader.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisor or manager • personal protective equipment requirements • reporting and documentation requirements • specific customer requirements.
Checking compliance requirements may include:	• applying inspection, test and survey requirements according to Australian standards • reviewing documentation to verify that installed systems comply with relevant rules and regulations.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Organisational policies and procedures may include:	• job scheduling systems and communication devices • legal and organisational policies and guidelines, including personnel practices and guidelines outlining work roles, responsibilities and delegations • recording and reporting documentation and systems • relevant OHS policies, procedures and programs • relevant rules and regulations • standard operating procedures, work instructions and manuals.

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Passive fire and smoke containment systems include:	• passive fire and smoke containment products, including:
	  • fabric and timber protection, such as impregnated or sprayed
	  • fire-rated air transfer grilles
	  • fire-rated sealants, caulks and putties, such as acrylic, polyurethane and silicone
	  • fire-resistant boards, such as calcium silicate and vermiculite
	  • fire resistant mortars and grouts, such as load bearing and non-load bearing
	  • fire resistant pillows, such as intumescent and non-intumescent
	  • fire stop collars, such as cast in, retrofit and wall
	  • intumescent paints and coatings, other than those used for fireproofing structural steel
	  • linear gaps seals, such as impregnated foams, tapes, intumescent gaskets and sealants
	  • mechanical and intumescent fire dampers
	  • smoke dampers
	• materials into or onto which passive fire and smoke containment products are installed, including:
	  • concrete
	  • fire resistant board
	  • masonry
	  • plasterboard
	  • steel
	  • timber
	  • UPVC
	• passive fire and smoke containment solutions, including:
	  • access panels and hatches
	  • ceiling and partition systems
	  • control and expansion joints
	  • duct fireproofing and protection
	  • duct and damper penetration protection
	  • fire-rated sealants
	  • industrial fire protection
	  • intumescent dampers and seals
	  • openings in structural elements
	  • penetration solutions
	  • protection against spread of flame
	  • structural steel fireproofing/protection
	  • UPVC and plumbing penetrations.

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Customer requirements may include:	• confirming or varying service instructions • following sign-in and sign-out procedures for entry to or exit from premises • marking and labelling requirements as set out in the relevant legislation or Australian standard • providing non-routine or urgent services • providing routine services • providing written or verbal confirmation of services provided and future maintenance schedule • sighting work permits.

Defects may include:	• items that do not comply with the requirements of:
	  • Australian standards
	  • manufacturers' instructions
	  • necessary legislation.

Documentation may include:	• certificates of inspection • corrective action reports • customer recommendation forms • equipment recommendation forms • installation instructions • job cards • maintenance record system • product documentation • service agreements.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2043A Prevent ozone depleting substance and synthetic greenhouse gas emissions

Modification History

Revised unit

Unit updated and equivalent to PRMPFES43A Prevent ozone depleting substance and synthetic greenhouse gas emissions

Unit Descriptor

This unit of competency specifies the outcomes required to identify and describe agreements, protocols, legislation, regulations, codes of practice and handling licences developed to reduce ozone layer depletion and global warming.

Application of the Unit

This unit of competency supports individuals responsible for:

- complying with legal, industry, regulatory and licensing requirements relating to ozone depleting substance (ODS) and synthetic greenhouse gas (SGG) extinguishing agents used in fire protection
- considering the impact of work practices in the fire protection industry on ozone layer depletion and global warming
- proposing changes to reduce the risk of accidental emmissions that contribute to ozone layer depletion and global warming.

Licensing/Regulatory Information

The unit supports one or more fire protection industry extinguishing agent handling licences (EAHL) prescribed under the Ozone Protection and Synthetic Greenhouse Gas Management Act 1989.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to the use of ODS and SGG extinguishing agents.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures*** to prevent ODS and SGG emissions.
		1.2	***Compliance requirements are checked*** and ***action*** is taken according to organisational policies and procedures, ODS and SGG policies and procedures, and best practice requirements.
2	Identify ODS and SGG handling licences, trading authorisations and usage permits.	2.1	Types of ODS and SGG ***extinguishing agent handling licences***, licence requirements and ***entitlements of licensees*** are identified.
		2.2	Extinguishant trading authorisations are identified.
		2.3	Halon special permit usage requirements are identified.
3	Apply an understanding of ozone layer depletion and global warming.	3.1	Role and functions of ***ozone layer*** are identified and explained.
		3.2	Factors involved with, and effects of, ***global warming*** are identified and described.
		3.3	***ODS and SGG extinguishing agents*** used in fire protection industry are identified by type.
		3.4	***Effect of ozone depletion and global warming*** on

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human health, environment and fire protection industry work practices is described.

3.5 Relevant fire protection industry ODS and SGG work practices are identified.

3.6 Improvements to ODS and SGG work practices are identified and proposed to reduce the risk of accidental emmissions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - read and comply with work industry regulations and codes of practice
  - interpret information
- initiative and enterprise skills to:
  - seek advice on license requirements
  - apply understanding of ozone layer depletion and global warming to change and improve fire protection industry work practices
  - identify and act upon learning opportunities
- technology skills to use technology to access information

Required knowledge

- effect of ozone layer
- actions to take where a breach of ODS and SGG policies and procedures occurs
- effect of:
  - ODS and SGG emissions on ozone depletion and global warming
  - ozone depletion and global warming on environment and human health
- factors involved in global warming
- implications of not applying ODS and SGG legislative requirements to the workplace
- key features of:
  - legislation, regulations and standards applicable to ozone protection in the fire protection industry
  - fire protection industry codes of practice
- ODS and SGG substances used in the fire protection industry
- ODS and SGG EAHL features and requirements, authorisations and permit requirements

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- relevant federal, state or territory legislation that affects organisational operations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by oral or written questioning covering: • underpinning knowledge of the effects of ODS and SGG emissions and current arrangements • workplace examples of action taken to reduce risk of emissions and responses to potential or actual breaches of legislation.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.
	In particular the person should demonstrate the ability to:
	• apply understanding of ozone layer depletion and global warming for:
	  • discussing the effect of ODS and SGG emissions on the ozone layer and global warming
	  • describing the impact of ozone depletion and global warming on human health and the environment
	  • assessing impact on fire protection industry work practices
	  • proposing changes to fire protection industry work practices to meet ODS and SGG legal requirements
	  • taking action to respond to potential and actual breaches of ODS and SGG regulations
	• locate, interpret and explain:
	  • ODS and SGG legal requirements for handling extinguishing agents in the fire protection industry
	  • EAHL types, associated responsibilities, usage permits and trading authorisations
	  • agreements, protocols, regulatory requirements, fire protection industry code of practice, and Australian standards relevant to EAHL.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.

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	Resource implications for assessment include: • assessment documentation • necessary legislation and regulatory documents, manuals, textbooks and other relevant documentation • training and assessment record books.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules and regulations may include:	• dangerous goods regulations • environmental regulations • fire protection industry codes of practice • licensing arrangements, such as EAHL • manufacturers' system manuals • ODS and SGG legislation, codes and regulations, including

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	penalties and policing
	• OHS legislation, regulations and codes
	• other relevant legislation relating to fire protection equipment, including:
	  • international shipping codes
	  • marine codes for different Australian States
	  • requirements of Australian petroleum industry
	• relevant agreements and protocols
	• relevant Australian standards, such as:
	  • AS 1851 Maintenance of fire protection systems and equipment
	  • note: Australian standards are frequently revised and users must always check for currency and amendments
	• relevant federal, state and territory Acts, regulations and codes.

Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisor or manager • personal protective equipment requirements • reporting and documentation requirements • specific customer requirements.
Checking compliance requirements may include ensuring that:	• persons trading in ODS and SGG hold the appropriate trading authorisation or ODS and SGG permit • scope of work to be undertaken is covered by the appropriate license.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Types of ***extinguishing agent handling licence*** include:	• control systems installation, commissioning and decommissioning • fixed system installation and decommissioning • fixed system testing and maintenance • portable fire extinguisher maintenance • recovery, reclamation, fill and recycling • warehouse maintenance.
Entitlements of licensees include:	• portable fire extinguisher maintenance licence entitles holder: • to charge and recharge a portable fire extinguisher with

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	non-ODS and SGG agent • note: a reclaim and refill licence is required to charge or recharge a portable extinguisher with ODS or SGG • repair the extinguisher valve • fixed system installation and decommissioning licence entitles holder to: • install and decommission a gaseous fire-extinguishing system (fire protection equipment) including to: • install and disconnect actuation devices (mechanisms) to and from container valves • install and disconnect gaseous agent containers • install and disconnect interconnections to other gaseous system containers • install and disconnect ancillary equipment connections to manifold and pipework • attach and remove transport equipment, such as valve outlet and actuator port caps, plugs and locking devices installed to prevent accidental discharge • commission actuation control devices set to operate and engage safety devices as needed and decommission these devices • fixed system testing and maintenance licence entitles holder to: • test and maintain a gaseous fire-extinguishing system (fire protection equipment), including to: • test actuation release systems • disconnect and reconnect actuation devices (mechanisms) • disconnect and reconnect interconnections to other gaseous system containers • disconnect and reconnect ancillary equipment connections from containers to manifold and pipework • test actuation devices (mechanisms) • perform tests and maintenance on any fire detection and alarm system, including any remote operation panel and actuation and control system that interfaces with or forms part of a gaseous fire-extinguishing system • perform tests and maintenance on gaseous agent containers and ancillary equipment connections from containers to manifold and pipework • recovery, reclamation, fill and recycling licence entitles holder to: • recover, reclaim, fill and recycle an extinguishing agent into and from a fire extinguisher and gaseous fire-extinguishing system container, from and to a bulk agent container

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	• warehouse maintenance licence entitles holder to:
	  • monitor for leakage stocks of extinguishing agent bulk agent containers in a warehouse and, as needed, to transfer extinguishing agent from a leaking storage container
	• control systems installation, commissioning and decommissioning licence entitles holder to:
	  • install, commission and decommission a fire detection and alarm system, including any remote operation panel and actuation and control system that interfaces with or forms part of a gaseous fire-extinguishing system.

Ozone layer facts include:	• composed of ozone (O3), which is a form of oxygen in which the oxygen molecule contains three atoms of oxygen instead of the usual two • ozone forms less than 0.4 parts per million of the atmosphere • about 90% of ozone is in upper part of atmosphere (stratosphere) • most ozone is in the layer from 20 to 25 km above the earth's surface.
Global warming involves:	• carbon dioxide found in small quantities (about 350 parts per million) in the atmosphere • carbon dioxide trapping infra red (heat) radiation and warming the atmosphere – the greenhouse effect.

ODS and SGG extinguishing agents may include:
 	
Note list format:
product name (other names) use
 	
Check the latest amendments to the Ozone Protection and Synthetic Greenhouse Gas Management Act for the current list of ODS and SGG extinguishing agents.
	• ODS and SGG extinguishing agents **commonly** used in Australia:
	  • FM200 (FE-227 Heptafluoropropane, HFC-227ea) used as a total flooding extinguishing agent and as a replacement for Halon 1301
	  • Halon 1211 (BCF, Halon 1211 BCF, Bromochlorodifluoromethane) used as a streaming agent – requires a special permit in Australia
	  • Halon 1301 (BTM, Halon 1301 BTM, Bromotrifluoromethane) used as a total flooding agent – requires a special permit in Australia
	  • NAF-P-III (HCFC Blend C) used as a streaming agent
	  • NAF-P-IV (HCFC Blend E) used as a streaming agent
	  • NAF-S-III (HCFC Blend A) used as a total flooding agent
	  • SF6 (Sulfurhexafluoride) used as an inerting agent in sealed high voltage switchgear
	• ODS and SGG extinguishing agents **not commonly** used in Australia:
	  • Blitz III (HCFC Blend D) used in flooding systems
	  • CFC-11 (Trichlorofluoromethane) may be found as a propellant in some powder fire extinguishers (this product is banned in Australia but may be found on incoming foreign

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	vessels) • FC-2-1-8 (CEA-308) used in flooding systems • FC-3-1-10 (CEA-410) used in flooding systems • FC-5-1-14 (CEA-614) used as a streaming agent • FE-13 (Trifluoromethane, HFC-23) used as a total flooding agent • FE-241 (Chlorotetrafluoroethane, HCFC-124) used as a total flooding agent for non-occupied spaces and as a streaming agent • FE-25 (Pentafluoroethane, HFC-125) used in inerting and explosion suppression applications • FE-36 (Hexafluoropropane, HFC-236fa) used in portable fire extinguishers – is a replacement for Halon 1211 and Halon 1301 • FM100 (HBFC-22B1) used in portable fire extinguishers • Halon 2402 (Dibromotetrafluoroethane) limited use in military systems – requires a special permit in Australia • Halotron I (HCFC Blend B or HCFC-123) used as a total flooding agent and streaming agent • Halotron II (blend of HFC-143a and HFC-125) used as a total flooding agent and as a replacement for Halon 1301 • HCFC-22 (Chlorodifluoromethane) used as a propellant in some powder fire extinguishers (this product is banned in Australia but may be found on incoming foreign vessels) • HFC-134a (Unsymmetric tetrafluoroethane) used as a propellant in some powder fire extinguishers.

Effect of ozone depletion and global warming on human health and the environment may include:	• changes to work practices, including those in the fire protection industry
	• constraints on:
	  • aquatic ecosystems
	  • human immune system
	• increased:
	  • incidence of photochemical smog
	  • risk of:
	  • cataracts
	  • skin cancer
	  • inhibited growth of plants
	  • reduced production of agriculture.

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Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2047A Inspect and test control and indicating equipment

Modification History

Revised unit

Unit updated and equivalent to PRMPFES47A Inspect and test control and indicating equipment

Unit Descriptor

This unit of competency specifies the outcomes required to complete routine monthly and six-monthly inspect and test procedures to verify that control and indicating equipment (CIE) for a fire alarm system functions as intended. The unit involves working safely, isolating and resetting CIE, conducting compliance tests, visually inspecting, identifying non-compliance defects, and fulfilling mandatory reporting requirements.

Application of the Unit

This unit of competency supports fire protection technicians responsible for inspecting CIE and routinely testing their operational functions to ensure that fire alarm systems are working as intended.

Licensing/Regulatory Information

The unit supports one or more extinguishing agent handling licences (EAHL) prescribed under the Ozone Protection and Synthetic Greenhouse Gas Management Act 1989.

Licence to practise: The skills and knowledge described in this unit do not require an electrical licence or an Australian Communications and Media Authority cabling licence to practise.

Service technicians are not permitted to undertake any installation, replacement, maintenance and repair functions that are restricted to licensed trades or occupations (subject to relevant state and territory regulations).

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Plan to conduct routine monthly or six-monthly inspect and test operations on CIE.	1.1	***Occupational health and safety (OHS) policies and procedures*** for a given work area are obtained and reviewed.
		1.2	Established OHS requirements, risk control measures for ozone depleting substance (ODS) and synthetic greenhouse gas (SGG) emission, and ***organisational requirements*** are followed in preparation for ***maintenance activity***.
		1.3	Safety ***hazards*** are noted, and established risk control measures for on-site work are implemented.
		1.4	***Work permits*** are organised prior to entering customer premises.
		1.5	***Relevant persons*** are consulted to coordinate work effectively with other work site staff.
		1.6	Locations of ***system components and materials*** are determined from specifications and ***installation drawings***.
		1.7	Inspection and test procedures are arranged to suit ***CIE*** according to ***legislative and industry requirements***, Australian standards, job schedule and manufacturers' instructions.
		1.8	***Documentation*** needed to conduct tests is confirmed according to ***work procedures*** and job requirements.

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		1.9	***Tools, equipment and test devices*** are checked for correct operation and safety according to work procedures and job requirements.
2	Inspect CIE.	2.1	ODS, SGG and OHS policies and procedures are followed and risk control measures are applied when inspecting CIE.
		2.2	CIE functions to be used to conduct routine tests according to relevant Australian standard, are identified in manufacturers' instructions.
		2.3	Alarm zone circuits, plant and other ***system interfaces*** to be isolated to allow conduct of maintenance activity are identified according to OHS, ***ODS and SGG extinguishing agent*** emission requirements and work procedures.
		2.4	Circuits and ***actuators*** to be isolated are identified.
		2.5	Visual inspections are conducted according to relevant Australian standard for monthly and six-monthly testing.
		2.6	CIE inspection results are validated against requirements according to relevant Australian standard.
3	Test CIE.	3.1	ODS, SGG and OHS policies and procedures are followed and risk control measures are applied when testing CIE.
		3.2	Circuits, actuators, ***back-to-base facilities*** and other system interfaces are isolated according to work procedures.
		3.3	Alarm zone circuits, plant and other system interfaces are confirmed as isolated to make sure system cannot be activated during testing.
		3.4	Monthly and six-monthly tests are performed according to AS 1851, with CIE and components checked to confirm functionality according to manufacturers' instructions, system ***finalised design documentation*** and organisational requirements.
		3.5	Methods for dealing with unexpected situations are

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			discussed with relevant persons and documented.
		3.6	Approval of authorised relevant persons is obtained in order to deal safely with unexpected situations.
4	Report findings of inspection and testing.	4.1	ODS, SGG and OHS policies and procedures, risk control measures and work procedures are followed when reporting inspect and test findings.
		4.2	Work site and equipment are cleaned and made safe according to work procedures.
		4.3	Non-compliance defects are identified and reported according to work procedures.
		4.4	Recommendations for rectifying defects are made according to work procedures.
		4.5	CIE is reset to operational state.
		4.6	Documentation is completed according to work procedures and relevant persons are notified.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills
- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - document test results and non-compliance defects neatly and legibly
  - read and comply with work instructions and specifications
  - read and interpret final design documentation and manufacturers' instructions
  - read and record measurements
- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks
- skills to work safely when:
  - applying workplace housekeeping procedures
  - identifying work area hazards in preparation for inspection and test procedures

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    - removing debris caused by inspect and test operations in the work area
    - selecting and using tools, equipment and materials for specific tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds
- technical skills to:
    - check routine service details of fire alarm system components and materials
    - identify and isolate zone circuits, plant, back-to-base facilities, actuators and other system interfaces
    - perform routine monthly and six-monthly inspect and test procedures according to AS 1851 Maintenance of fire protection systems and equipment
    - physically isolate actuators to inhibit operation
    - reset CIE to operational state
    - test actuators for operation and reset to operational state
    - verify compliance and functionality of CIE against monthly and six-monthly schedules in AS 1851 Maintenance of fire protection systems and equipment

Required knowledge

- action to take when a breach of OHS, ODS and SGG or other policy occurs
- awareness of on-site work permit requirements
- common controls and indicators on CIE
- detection and warning components connected to CIE
- environmental conditions that cause actuators to create false alarms
- federal, state or territory legislation that affects organisational operations, including:
    - anti-discrimination and diversity
    - equal employment opportunity
- industrial relations issues relevant to inspecting and testing CIE
- key features of legislation, regulations, codes and standards applicable to inspecting and testing CIE, including:
    - implications of not applying legislative requirements to job functions
    - intent of Australian standard AS 1851 Maintenance of fire protection systems and equipment, in relation to CIE inspect and test operations
- key functional differences between a conventional and addressable CIE
- key operational principles of CIE specifically interfaced to fire-suppression systems
- local controls (LC), local control stations (LCS), aural alarms, visual warning devices (VWD) and actuators on fire-suppression systems interfaced to CIE
- methodology used to conduct AS 1851 Maintenance of fire protection systems and equipment, monthly and six-monthly maintenance schedules relevant to conventional and addressable CIE
- operation of actuators
- safety requirements for using tools, equipment and materials
- tools, equipment and materials for conducting monthly and six-monthly inspect and test procedures on CIE according to AS 1851 procedures
- types of electrical safeguards used to protect persons and property

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of at least two practical demonstrations of inspecting and testing CIE specifically interfaced to different fire-suppression systems: • conventional fire indicating panels and microprocessor analogue fire indicating panel fire detection systems • fire alarm systems that comply with AS 1670 Fire detection, warning, control and intercom systems – Fire • emergency warning and intercommunication systems that comply with AS 1670.4 Fire detection, warning, control and intercom systems - System design, installation and commissioning - Sound systems and intercom systems for emergency purposes • fire alarm systems interfaced with activating mechanisms of a fire-suppression system. The type of CIE interfaced to fire-suppression systems tested should correlate to the workplace setting of the candidate.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • locate, interpret and apply relevant information, standards and specifications • comply with site safety plan, OHS regulations, ODS and SGG regulations (where required), and state and territory legislation applicable to workplace operations • comply with organisational policies and procedures, including quality requirements • communicate and work effectively and safely with others • organise work permits • adhere to safety procedures during inspect and test procedures • identify risk-reduction measures • identify and locate system components and materials • identify, select and use tools, equipment and test equipment • identify and isolate alarm zone circuits, back-to-base facilities, actuators, plant and other system interfaces

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	• confirm that circuits, plant and other system interfaces are isolated • complete mandatory and optional test and verification requirements applicable to installed fire-suppression systems • perform test procedures on CIE interfaced to fire-suppression systems • visually inspect fire-suppression systems • identify and report non-compliance defects • develop recommendations to rectify defects • reset CIE and fire-suppression system to operational state without unwanted CIE outputs or alarms • complete workplace housekeeping requirements • complete records and documentation.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • access to customer premises or a simulated workplace environment • assessment documentation • necessary tools, specialist equipment, manuals and relevant documentation • training and assessment record books.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other

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	units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Occupational health and safety policies and procedures may relate to:	• assessing work site for hazards and risks prior to preparing it for work procedure
	• displaying signs and using barriers in work area
	• employer and employee rights and responsibilities
	• incident and accident investigation
	• OHS audits and safety inspections
	• OHS hierarchy of control
	• risk assessment and control measures
	• safe operating procedures and instructions, including:
	  • awareness of electrical hazards
	  • emergency procedures
	  • equipment maintenance and use
	  • first aid
	  • following confined spaces procedures
	  • hazard and risk identification and reporting
	  • use and storage of hazardous substances
	  • using personal protective equipment (PPE), including:
	  • appropriate gloves and overalls
	  • dust masks
	  • earmuffs or plugs
	  • hard hats
	  • safety boots or shoes
	  • safety glasses or goggles
	  • sunhats
	  • those for working safely:
	  • around electrical wiring, cables and overhead powerlines
	  • around tools and equipment
	  • on ladders and raised platforms.

Organisational	• documentation and information systems and processes

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requirements may include:	• legal and organisational policies and guidelines, including personnel practices and guidelines outlining work roles, responsibilities and delegations • legislation relevant to inspect and test operations for CIE • OHS policies, procedures and programs • procedures and work instructions to prevent the emission of ODS and SGG in the workplace • use of electronic job scheduling and communication devices.
Maintenance activity may include:	• actions to conduct routine maintenance according to AS 1851 Maintenance of fire protection systems and equipment • actions to conduct non-routine maintenance, such as general isolation of a system to allow building works to be completed and subsequent resetting of the system after works completed.

Hazards may include:	• environmental, including:
	  • improper use of hazardous material and other chemicals
	  • improper use or emission of ODS and SGG; emissions may be caused by:
	  • conducting interface tests during commissioning, servicing and decommissioning procedures between container activating mechanisms, CIE and fire alarm system
	  • installing and removing container valve assembly, manifold connection components and activating mechanisms
	  • servicing and maintaining container valve assemblies
	  • transporting, storing and manually handling containers containing ODS and SGG agents
	• ergonomic, such as incorrect manual-handling methods
	• obstructive, such as blocked access to emergency entry or exit points
	• any situation with a potential to cause loss
	• any source of potential harm
	• equipment in a work site
	• hazards associated with electrical or mechanical faults
	• people in a work site
	• work methods, plans and procedures.

Work permits may include permits to:	• enter a work site • enter a work site at specific times • enter a restricted area within a work site • ensure that specific OHS requirements are met before entering a work site.
Relevant persons may	• building owners or nominated representatives • colleagues

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include:	• customers • managers • supervisors • team leaders.

System components and materials may include:	• colour graphic visual display units (VDUs)
	• fire indicator panel components
	• mimic panels
	• remote indicating equipment, such as:
	  • standby batteries
	  • sub-fire indicator panels
	• fire detection equipment, such as:
	  • data gathering control units
	  • analogue and analogue addressable smoke, heat and gas detectors
	• warning system equipment, such as:
	  • alarm bells
	  • mimic and location panels
	  • warning and strobe lights
	  • warning speakers
	• fire-suppression systems equipment, such as:
	  • actuators, such as pneumatic, electrical, mechanical and manual operation
	  • container discharge valves
	  • fittings, including hose fittings
	  • flexible discharge hoses
	  • pilot and slave tubes
	• interface equipment to other fire protection and building services systems, such as:
	  • door system release controls
	  • electrical interface relays and contacts
	  • flow switches and pressure switches
	  • optical couplers
	  • utility shutdown devices
	  • solenoid valves and other activating mechanisms
	  • interface communication devices, such as:
	  • remote public address (PA) system outputs
	  • two-way radios
	  • warden intercommunication phones.

Installation drawings may include:	• installation drawings that meet the requirements of AS 4214 Gaseous fire extinguishing systems, and AS 1670 Fire detection,

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	warning, control and intercom systems, parts 1 and 4, including: • ‘for construction’ drawings • ‘as installed’ and ‘as built’ drawings.
Control and indicating equipment may include:	• fire indicating panels (FIP) approved to AS 1603 Automatic fire detection and alarm systems or AS 4428 Fire detection, warning, control and intercom systems – control and indicating equipment • equipment specifically interfaced to fire-suppression systems: • actuation circuit supervision indicators • alarm operation requirements • discharge time delays • dual zone operations • inhibit discharge switches • inoperative status indicators • shutdown operations • system operation indicators • system warning indications.
Legislative and industry requirements may include:	• building surveyor requirements, such as occupancy permits • dangerous goods regulations • environmental regulations, including ODS and SGG legislation, codes and regulations • fire protection industry codes of good practice • licensing arrangements, such as EAHL • manufacturers’ system manuals • OHS legislation, codes and regulations • relevant federal, state and territory building Acts, regulations and codes, such as: • Ozone Protection and Synthetic Greenhouse Gas Management Act 1989 • Building Code of Australia (BCA) • relevant Australian standards, such as: • AS 1603 Automatic fire detection and alarm systems • AS 1670 Fire detection, warning, control and intercom systems, parts 1 and 4 • AS 1851 Maintenance of fire protection systems and equipment • AS 4214 Gaseous fire extinguishing systems • AS 4428 Fire detection, warning, control and intercom systems – control and indicating equipment • note: Australian standards are frequently revised and users must always check for currency and amendments • other relevant legislation relating to fire protection equipment,

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	including: • international shipping codes • marine codes for different Australian States • requirements of Australian petroleum industry.
Documentation may include:	• corrective action reports • customer recommendation forms • equipment recommendation forms • expense claims • job cards • maintenance record system • manufacturers' system documentation • product documentation • service agreements • service test record logbooks • test results and test reports.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisors and managers • ODS, SGG and OHS requirements • PPE requirements • reporting and documentation requirements • specific customer requirements.

Tools, equipment and test devices may include:	• hand tools, including:
	  • hammers
	  • pliers
	  • screwdrivers
	  • spanners
	  • spirit levels
	• fire equipment spare parts, including:
	  • anti-tamper seals
	  • batteries
	  • bulbs and globes
	  • service tags
	• manual-handling aids, including:
	  • hand trucks
	  • lifting straps
	  • trolleys
	• power tools, including:
	  • battery powered drills
	  • hammer drills

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	• servicing tools and test devices, including:
	  • barcode readers
	  • electrical multimeters
	  • hydrostatic test equipment
	  • recharging and pressurising equipment
	  • safety equipment
	  • scales
	  • service tag punches
	  • simulator actuators
	  • sound meters.

System interfaces may include:	• building management systems • building warning systems • controls for pressurisation systems, air conditioning system shutdowns and smoke spills • operating signals between CIE and building services systems, such as utility shutdown devices.

ODS and SGG extinguishing agents may include:
 	
Note list format:
product name (other names) use
 	
Check the latest amendments to the Ozone Protection and Synthetic Greenhouse Gas Management Act for the current list of ODS and SGG extinguishing agents.
	• ODS and SGG extinguishing agents **commonly** used in Australia:
	  • FM200 (FE-227 Heptafluoropropane, HFC-227ea) used as a total flooding extinguishing agent and as a replacement for Halon 1301
	  • Halon 1211 (BCF, Halon 1211 BCF, Bromochlorodifluoromethane) used as a streaming agent – requires a special permit in Australia
	  • Halon 1301 (BTM, Halon 1301 BTM, Bromotrifluoromethane) used as a total flooding agent – requires a special permit in Australia
	  • NAF-P-III (HCFC Blend C) used as a streaming agent
	  • NAF-P-IV (HCFC Blend E) used as a streaming agent
	  • NAF-S-III (HCFC Blend A) used as a total flooding agent
	  • SF6 (Sulfurhexafluoride) used as an inerting agent in sealed high voltage switchgear
	• ODS and SGG extinguishing agents **not commonly** used in Australia:
	  • Blitz III (HCFC Blend D) used in flooding systems
	  • CFC-11 (Trichlorofluoromethane) may be found as a propellant in some powder fire extinguishers (this product is banned in Australia but may be found on incoming foreign vessels)
	  • FC-2-1-8 (CEA-308) used in flooding systems
	  • FC-3-1-10 (CEA-410) used in flooding systems
	  • FC-5-1-14 (CEA-614) used as a streaming agent

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	• FE-13 (Trifluoromethane, HFC-23) used as a total flooding agent • FE-241 (Chlorotetrafluoroethane, HCFC-124) used as a total flooding agent for non-occupied spaces and as a streaming agent • FE-25 (Pentafluoroethane, HFC-125) used in inerting and explosion suppression applications • FE-36 (Hexafluoropropane, HFC-236fa) used in portable fire extinguishers – is a replacement for Halon 1211 and Halon 1301 • FM100 (HBFC-22B1) used in portable fire extinguishers • Halon 2402 (Dibromotetrafluoroethane) limited use in military systems – requires a special permit in Australia • Halotron I (HCFC Blend B or HCFC-123) used as a total flooding agent and streaming agent • Halotron II (blend of HFC-143a and HFC-125) used as a total flooding agent and as a replacement for Halon 1301 • HCFC-22 (Chlorodifluoromethane) used as a propellant in some powder fire extinguishers (this product is banned in Australia but may be found on incoming foreign vessels) • HFC-134a (Unsymmetric tetrafluoroethane) used as a propellant in some powder fire extinguishers.
Actuators (also known as actuation control devices) may include:	• electrical operation: signal generated from CIE panel as part of a fire alarm detection system • manual operation: by direct push lever or pull cable system • mechanical operation: via signal from local control station or fire detector • pneumatic operation: from fire detector (typically heat).
Back-to-base facilities include:	• monitoring equipment which is connected by alarm signalling equipment (ASE) from CIE to a communication path (telephone line or radio link) to a monitoring centre • monitoring centres can be operated by or on behalf of a fire authority for the purposes of mobilising and directing firefighting resources to the site where the CIE is installed.
Finalised design documentation may include:	• documentation that meets the requirements of AS 4214 Gaseous fire extinguishing systems, and AS 1670 Fire detection, warning, control and intercom systems, parts 1 and 4, including: • system concentration and calculations • technical bulletins • material safety data sheets on agents and equipment • manufacturers' information.

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Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2048A Receive and dispatch scheduled gaseous fire-extinguishing agents

Modification History

Revised unit

Unit updated and equivalent to PRMPFES48A Receive and dispatch ozone depleting substance and synthetic greenhouse gas containers

Unit Descriptor

This unit of competency specifies the outcomes required to receive containers of ozone depleting substances (ODS) and synthetic greenhouse gases (SGG) according to regulatory and workplace requirements. It includes identifying the workplace procedures and documentation requirements for receiving and dispatching ODS and SGG containers.

Application of the Unit

This unit of competency supports fire protection technicians responsible for the receipt and dispatch of ODS and SGG containers, including checking, inspecting, loading and unloading, classifying, making safe, moving, storing and dispatching the containers, and completing required workplace documentation.

Licensing/Regulatory Information

The unit supports one or more extinguishing agent handling licences (EAHL) prescribed under the Ozone Protection and Synthetic Greenhouse Gas Management Act 1989.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to receiving and dispatching ODS and SGG containers.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***.
		1.2	Knowledge of legislative and industry requirements relating to ***ODS and SGG*** emission is applied when receiving, storing and dispatching containers.
		1.3	Compliance requirements are checked and ***action*** is taken according to ***organisational policies and procedures***, ODS, SGG and occupational health and safety (OHS) requirements.
2	Inspect and receive ODS and SGG containers.	2.1	Work procedures for receiving ***ODS and SGG containers*** are identified and followed.
		2.2	Potential ***hazards*** and risks are identified.
		2.3	OHS ***risk control measures*** and procedures are followed.
		2.4	Personal protective equipment (PPE) is used correctly.
		2.5	***Containers*** are checked against consignment documentation and ***discrepancies*** are identified.
		2.6	Mass of containers is weighed and recorded.
		2.7	Containers are received and ***documentation*** is completed according to work procedures.
3	Classify received ODS and SGG	3.1	Types of ODS and SGG containers and their contents are identified.

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	containers.	3.2	Containers are checked for ***defects***.
		3.3	Unusable containers are identified and condemned according to work procedures.
		3.4	***Condemned containers*** are labelled, isolated and ***made safe*** according to work procedures.
4	Move and store ODS and SGG containers.	4.1	***Manual-handling techniques and aids*** are identified.
		4.2	Safe work procedures are used to unload, unpack, move and ***store containers*** in the workplace.
		4.3	Assistance from others is sought as necessary to maintain a safe and effective workplace.
		4.4	Documentation is completed according to work procedures.
5	Dispatch ODS and SGG containers.	5.1	Containers are checked to confirm compliance with regulatory requirements for transport and storage.
		5.2	Containers are securely stored ready for dispatch.
		5.3	Leak detection tests are performed on stored containers to identify leaks.
		5.4	Containers are made safe according to work procedures and discovered leaks are reported.
		5.5	Containers are loaded and secured on transport vehicles.
		5.6	Documentation is completed according to work procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills

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- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - interpret temperature and pressure graphs for different agents to determine pressure at a given temperature
  - read and comply with work instructions and specifications
  - read and record measurements
  - record and report information neatly and legibly
- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds
- skills to work safely when:
  - applying manual-handling techniques
  - applying workplace housekeeping procedures
  - identifying hazards in the work area in relation to receiving, classifying, moving, storing and dispatching ODS and SGG containers
  - selecting and using materials, tools and equipment, including PPE for specific tasks
- initiative and enterprise skills to select and use relevant communications records when receiving, classifying, moving, storing and dispatching ODS and SGG containers
- problem-solving skills to resolve problems in practical and safe ways, including assessing and selecting:
  - movement paths for transporting ODS and SGG containers in the workplace
  - safe working loads
- technical skills to:
  - check ODS and SGG containers for defects
  - condemn defective ODS and SGG containers
  - identify contents of ODS and SGG containers
  - label and isolate condemned ODS and SGG containers
  - make safe ODS and SGG containers according to work procedures
  - move dangerous goods and ODS and SGG containers safely in the workplace

Required knowledge

- awareness of EAHL
- documentation used to receive, classify, move, store and dispatch ODS and SGG containers
- key features of legislation, regulations and codes applicable to receipt and dispatch of ODS and SGG containers
- relevant Australian standards, such as:
  - AS 4214 Gaseous fire extinguishing systems
  - ISO 14520 Gaseous fire-extinguishing systems – Physical properties and system design
- implications of:
  - ignoring safety precautions used with mechanical and manual-handling aids

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    - incorrect manual-lifting techniques
- manual-handling techniques and aids applied to receiving and moving ODS and SGG containers
- methods used to:
    - isolate condemned containers
    - label condemned containers
    - make safe containers
    - prevent ODS and SGG emissions in the workplace
- principles and procedures related to receiving, classifying, moving, storing and dispatching stock
- reasons for preventing ODS and SGG emissions in the workplace
- site layout
- types of ODS and SGG containers, including materials stored in ODS and SGG containers
- relevant federal, state or territory legislation that affects organisational operations, including:
    - anti-discrimination and diversity
    - equal employment opportunity

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration of receipt and dispatch of ODS and SGG containers.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • communicate and work effectively and safely with others • comply with OHS regulations, ODS and SGG regulations (where required) and state and territory legislation applicable to workplace operations • comply with organisational policies and procedures, including quality requirements • locate, interpret and apply relevant information, standards and specifications • receive and dispatch ODS and SGG containers on a minimum of two different occasions and including: • identifying, selecting and using appropriate documentation to

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	receive ODS and SGG containers into a work site • using tools, equipment and materials effectively to receive and move containers in a work site • using tools, equipment and materials effectively to dispatch containers from a work site • checking, inspecting, classifying and receiving containers and completing workplace documentation • labelling, isolating and storing condemned containers • making safe containers according to work procedures • creating and modifying workplace records and documentation • identifying hazards and risks at work site • using PPE • using manual-handling techniques and aids to transport and store containers • selecting and using workplace communication technologies and language in the workplace, including technical language.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • actual or simulated work environment • assessment documentation, including training and assessment record books • necessary safety equipment and PPE • necessary tools, equipment and materials • range of ODS and SGG containers with different contents, including damaged and faulty containers • relevant procedure manuals and receiving documentation.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to

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assessment	modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules and regulations may include:	• dangerous goods regulations
	• environmental regulations
	• licensing arrangements
	• OHS legislation, regulations and codes
	• relevant commonwealth and state or territory building Acts, regulations and codes, such as Building Code of Australia (BCA)
	• relevant standards, such as:
	  • AS 1851 Maintenance of fire protection systems and equipment
	  • AS 4214 Gaseous fire extinguishing systems
	  • ISO 14520 Gaseous fire-extinguishing systems – Physical properties and system design
	  • note: Australian standards are frequently revised and users must always check for currency and amendments
	• other relevant legislation relating to fire protection equipment, including:
	  • international shipping codes
	  • marine codes for different Australian States
	  • requirements of Australian petroleum industry.

Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.

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Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisors and managers • manual-handling techniques • ODS, SGG and OHS requirements • PPE requirements • reporting and documentation requirements • specific customer requirements.

ODS and SGG extinguishing agents may include:
 	
Note list format:
product name (other names) use
 	
Check the latest amendments to the Ozone Protection and Synthetic Greenhouse Gas Management Act for the current list of ODS and SGG extinguishing agents.
	• ODS and SGG extinguishing agents **commonly** used in Australia:
	  • FM200 (FE-227 Heptafluoropropane, HFC-227ea) used as a total flooding extinguishing agent and as a replacement for Halon 1301
	  • Halon 1211 (BCF, Halon 1211 BCF, Bromochlorodifluoromethane) used as a streaming agent – requires a special permit in Australia
	  • Halon 1301 (BTM, Halon 1301 BTM, Bromotrifluoromethane) used as a total flooding agent – requires a special permit in Australia
	  • NAF-P-III (HCFC Blend C) used as a streaming agent
	  • NAF-P-IV (HCFC Blend E) used as a streaming agent
	  • NAF-S-III (HCFC Blend A) used as a total flooding agent
	  • SF6 (Sulfurhexafluoride) used as an inerting agent in sealed high voltage switchgear
	• ODS and SGG extinguishing agents **not commonly** used in Australia:
	  • Blitz III (HCFC Blend D) used in flooding systems
	  • CFC-11 (Trichlorofluoromethane) may be found as a propellant in some powder fire extinguishers (this product is banned in Australia but may be found on incoming foreign vessels)
	  • FC-2-1-8 (CEA-308) used in flooding systems
	  • FC-3-1-10 (CEA-410) used in flooding systems
	  • FC-5-1-14 (CEA-614) used as a streaming agent
	  • FE-13 (Trifluoromethane, HFC-23) used as a total flooding agent
	  • FE-241 (Chlorotetrafluoroethane, HCFC-124) used as a total flooding agent for non-occupied spaces and as a streaming agent
	  • FE-25 (Pentafluoroethane, HFC-125) used in inerting and explosion suppression applications
	  • FE-36 (Hexafluoropropane, HFC-236fa) used in portable fire extinguishers – is a replacement for Halon 1211 and Halon

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	1301 • FM100 (HBFC-22B1) used in portable fire extinguishers • Halon 2402 (Dibromotetrafluoroethane) limited use in military systems – requires a special permit in Australia • Halotron I (HCFC Blend B or HCFC-123) used as a total flooding agent and streaming agent • Halotron II (blend of HFC-143a and HFC-125) used as a total flooding agent and as a replacement for Halon 1301 • HCFC-22 (Chlorodifluoromethane) used as a propellant in some powder fire extinguishers (this product is banned in Australia but may be found on incoming foreign vessels) • HFC-134a (Unsymmetric tetrafluoroethane) used as a propellant in some powder fire extinguishers.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Organisational policies and procedures may include:	• job scheduling systems and communication devices • personnel practices and guidelines outlining work roles, responsibilities and delegations • procedures and work instructions to prevent emission of ODS and SGG in the workplace • recording and reporting documentation and systems • relevant OHS policies, procedures and programs • relevant rules and regulations • standard operating procedures, work instructions and manuals.

ODS and SGG containers may be identified by:	• colour and markings of container
	• container label:
	  • chemical name
	  • country of origin
	  • product name
	• size and shape of container
	• type of container:
	  • hand-held fire extinguishers
	  • pressure vessels, such as half tonne storage vessels
	  • system.

Hazards may include:	• ergonomic, such as incorrect manual-handling methods • environmental, such as improper use of ODS and SGG or hazardous materials • obstructive, such as blocked access to emergency entry or exit points • hazards associated with electrical or mechanical faults

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	• any situation with a potential to cause loss • any source of potential harm • equipment in a work site • people in a work site • work methods, plans, procedures and work instructions.

Risk control measures may include:	• hierarchy of control preferred order of control measures for risks:
	  • elimination of hazard: controlling the hazard at source
	  • substitution of hazard: for example, replacing one substance or activity with a less hazardous one
	  • engineering solution to hazard: for example, installing safety guards on machinery
	  • administration solution to hazard: policies and procedures directed at safe work practices
	  • PPE solution to hazard: for example, gloves or safety boots.

Containers may be checked for:	• appropriate dangerous goods declarations and markings, where applicable • appropriate material safety data sheets (MSDS), where applicable • condition • labelling • quantity of containers • type.
Discrepancies may include:	• damaged ODS and SGG containers • errors in paperwork • incorrect quantity of containers received • wrong containers received.
Documentation may include:	• Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances • codes of practice and regulations relevant to receiving goods • condemned ODS and SGG container reports • corrective action reports • customer or supplier instructions • dangerous goods declarations • emergency procedures • equipment manufacturers' specifications • goods identification numbers and codes • job cards • MSDS • ODS and SGG container classification reports • quality assurance procedures

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	• receiving and dispatching documentation • receiving record system • service agreements • workplace procedures and policies.
Container ***defects*** may include:	• faulty gauges • incorrectly capped or pinned container heads • leaking seals and gaskets • leaking seams • physical damage • rust or corrosion.
Condemned containers may include:	• containers with faulty gauges • damaged or faulty container heads • incorrectly capped or pinned container heads • leaking containers • physically damaged containers.
Making safe unplugged or uncapped ODS and SGG containers may include:	• replacing locking pins • fitting transport, discharge and actuation caps.

Manual-handling techniques and aids may include:	• aids:
	  • hand trucks
	  • hooks
	  • lifting magnets
	  • lifting straps
	  • mechanical-handling aids, including:
	  • cranes
	  • hoists
	  • forklifts
	  • pallet trucks
	  • suction grips
	  • trolleys
	  • wheelbarrows
	• techniques:
	  • carrying
	  • lifting
	  • pulling
	  • pushing.

Storing containers may include:	• caged storage facility • protection from harm • secure storage • stable location

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	• upright position.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2049A Conduct recovery, reclaim and fill operations for scheduled gaseous fire-extinguishing agents

Modification History

Revised unit

Unit updated and equivalent to PRMPFES49A Recover, reclaim and fill operations for ozone depleting substances and synthetic greenhouse gases

Unit Descriptor

This unit of competency specifies the outcomes required to conduct operations to recover, reclaim and fill ozone depleting substances (ODS) and synthetic greenhouse gases (SGG) using appropriate processing equipment.

Application of the Unit

This unit of competency supports individuals responsible for safe and emission-free recovery and reclamation of ODS and SGG from containers used in fire suppression; and for the safe, emission-free assembly and filling of appropriate containers with ODS and SGG.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry, customer and organisational requirements; and ODS, SGG and occupational health and safety (OHS) policies and procedures.

The unit supports one or more extinguishing agent handling licences (EAHL) prescribed under the Ozone Protection and Synthetic Greenhouse Gas Management Act 1989.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to ODS and SGG recover, reclaim and fill operations.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***.
		1.2	Knowledge of ***ODS and SGG extinguishing agent*** legislative and industry requirements is applied to recover, reclaim and fill operations.
		1.3	Compliance requirements are checked and ***action*** is taken according to ***organisational policies and procedures***, ODS, SGG and OHS requirements.
2	Prepare processing equipment for operation.	2.1	Processing equipment is set up.
		2.2	Processing equipment is ***pressurised*** and checked to ensure line holds pressure.
		2.3	***Leak detection test*** is performed on processing equipment and connections.
		2.4	***Components*** are replaced or recycled as required before starting processing.
		2.5	Set up of processing equipment is checked and ***defects*** are rectified.
3	Recover and reclaim ODS and SGG materials.	3.1	Container type and label are checked and confirmed, and ***method of recovery*** is identified.
		3.2	Mass of container is weighed and recorded before processing.
		3.3	Container’s connections to processing equipment are

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			checked.
		3.4	Processing equipment is monitored and recovery processing is completed according to manufacturer and organisational operating instructions.
		3.5	Sample of recovered material is taken for ***analysis***, if required.
		3.6	Reclamation processing equipment is activated if quality control analysis results are acceptable.
		3.7	Processing equipment is monitored and reclamation processing is completed according to manufacturer and organisational operating instructions.
		3.8	Mass of container is weighed and recorded after processing.
		3.9	***Documentation*** is completed according to work procedures.
4	Prepare container and assemble valve.	4.1	Correct container and valve components are selected and gathered to suit ODS and SGG extinguishing agent.
		4.2	Valve components are assembled.
		4.3	Assembled valve is connected to container.
		4.4	Containers and labels for fill processing are checked and confirmed as correct.
5	Fill containers.	5.1	Container’s connections to processing equipment are checked.
		5.2	Processing equipment is monitored and fill process is completed according to manufacturer and organisational operating instructions.
		5.3	Container is weighed to verify fill processing and container mass is recorded.
		5.4	Container is pressurised, as necessary.
		5.5	Transfer equipment lines are evacuated.

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5.6 Container is removed from processing equipment and leak detection test is performed on container.

5.7 ***Containers are prepared for service*** and filled containers are packed according to work procedures.

5.8 Documentation is completed according to work procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills
- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - interpret data and select action
  - read and comply with work instructions and specifications
  - read and record measurements
  - record and report information neatly and legibly
  - select and use relevant communications records when storing ODS and SGG containers
  - weigh and determine mass of container contents
- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds
- skills to work safely when:
  - applying manual-handling techniques
  - applying workplace housekeeping procedures
  - identifying hazards in work area related to recovery, reclamation and fill processing
  - selecting and using relevant personal protective equipment (PPE)
  - selecting and using tools, equipment and materials for specific tasks
- problem-solving skills to resolve problems in practical and safe ways
- technical skills to:
  - assemble new ODS and SGG containers and valves using components and labels, and prepare for service
  - clear processing equipment and pressurising lines
  - interpret temperature and pressure graphs for different agents to determine pressure at a

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given temperature
- interpret quality control analysis data
- perform leak detection testing of recovery, reclamation and fill containers, and processing equipment
- rectify defects when preparing processing equipment for operation
- replace or recycle processing equipment components
- sample recovered ODS and SGG materials

Required knowledge

- action to be taken when a breach of OHS, ODS, SGG or other policy occurs
- documentation used during recovery, reclamation and fill processing of ODS and SGG containers
- EAHL requirements
- fill density requirements for different agents per unit of volume of container
- key features of legislation, regulations and codes applicable to recovery, reclamation and fill processing of ODS and SGG containers, including Ozone Protection and Synthetic Greenhouse Gas Management Act 1989
- implications of ignoring safety precautions used in recovery, reclamation and fill processing
- manual-handling techniques and aids to move gaseous fire-extinguishing agent containers
- maximum working pressure and water capacity of containers to determine container fill requirements
- methods for:
  - leak detection testing
  - selecting correct valve and components to suit container and agent requirements
  - preventing ODS and SGG emissions in the workplace
  - recovering and reclaiming ODS and SGG materials from containers
- reasons for preventing ODS and SGG emissions in the workplace
- types of:
  - containers used for ODS and SGG materials
  - materials found in ODS and SGG containers
  - sealants suitable for different gaseous agents
  - transport caps, labels, numbers and codes used on containers containing ODS and SGG materials
- relevant federal, state or territory legislation that affects organisational operations, including:
  - anti-discrimination and diversity
  - equal employment opportunity

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration of recovery, reclaim and fill operations for ODS and SGG.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.
	In particular the person should demonstrate the ability to:
	• communicate and work effectively and safely with others
	• comply with:
	  • OHS regulations
	  • ODS and SGG regulations (where required)
	  • state and territory legislation applicable to workplace operations
	  • organisational policies and procedures, including quality requirements
	• conduct recover, reclaim and fill operations on a minimum of two different occasions, including:
	  • identifying types of ODS and SGG containers, valves, labels and transport caps
	  • using tools, equipment and materials effectively to complete recovery, reclamation and fill processing
	  • preparing processing equipment for operation
	  • preparing and assembling correct container and valve components
	  • recovering and reclaiming ODS and SGG materials from different types of containers
	  • filling different types of containers with ODS and SGG materials
	  • pressurising filled containers
	  • clearing fill and pressurising lines
	  • sampling for analysis
	  • interpreting quality control analysis data
	  • performing leak detection tests on processing equipment and connections, and on recovered, reclaimed and filled containers
	  • verifying by weight the recovery and reclamation processing of ODS and SGG materials
	  • verifying by weight the correct filling of containers
	  • labelling and filling different types of containers with ODS

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	and SGG materials • preparing containers for service, fitting transport caps, and attaching labels, container numbers and codes to containers • packing filled containers according to work procedures • create and modify documentation according to work procedures • locate, interpret and apply relevant information, standards and specifications • identify hazards and risks at work site • select and use workplace communication technologies and language in the workplace, including technical language • use safety techniques and PPE.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • actual or simulated work environment • range of containers to be used to recover and reclaim different ODS and SGG materials • range of containers and valve components to be filled with different ODS and SGG materials • assessment documentation, including training and assessment record books • necessary tools, equipment and materials • relevant procedure manuals and receiving documentation • necessary safety equipment and PPE.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of

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	the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules and regulations may include:	• environmental regulations, including ODS and SGG legislation, codes and regulations, such as Ozone Protection and Synthetic Greenhouse Gas Management Act 1989
	• fire protection industry codes of practice
	• licensing arrangements
	• OHS legislation, codes and regulations
	• regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
	• relevant Australian standards, including:
	  • AS 1210 Pressure vessels
	  • AS 2030 Gas cylinders
	  • AS 3873 Pressure equipment
	  • note: Australian standards are frequently revised and users must always check for currency and amendments
	• relevant federal, state and territory building Acts, regulations and codes
	• other relevant legislation relating to fire protection equipment, including:
	  • international shipping codes
	  • marine codes for different Australian States.

Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisor or manager • manual-handling techniques

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	• ODS, SGG and OHS requirements • PPE requirements • reporting and documentation requirements • specific customer requirements.
ODS and SGG extinguishing agents may include: Note: Listed using the format: product name (other names); use. Check the latest amendments to the Ozone Protection and Synthetic Greenhouse Gas Management Act for the current list of ODS and SGG extinguishing agents.	• Blitz III (HCFC Blend D); used in flooding systems • CFC 11 (trichlorofluoromethane, CCl3F); may be found as a propellant in some powder fire extinguishers (this product is banned in Australia) • FC 2 1 8 (CEA 308, CF3CF2CF3); used in flooding systems • FC 3 1 10 (CEA 410, C4F10); used in flooding systems • FC 5 1 14 (CEA 614, C6F14); used as a streaming agent • FE 227 (heptafluoropropane, HFC 227ea); used as a total flooding extinguishing agent – is a replacement for Halon 1301 • FE 25 (pentafluoroethane, HFC 125); used in inerting and explosion suppression applications and retro fit to existing Halon 1301 systems • FE 36 (hexafluoropropane, HFC 236fa); used in portable fire extinguishers – is a replacement for Halon 1211 and Halon 1301 • FE 13 (trifluoromethane, HFC 23); used as a total flooding agent • FE 241 (chlorotetrafluoroethane, HCFC 124); used as a total flooding agent for non-occupied spaces and as a streaming agent • FM100 (HBFC 22B1); used in portable fire extinguishers • FM200 (heptafluoropropane, HFC 227ea); used in chemical storage areas, clean rooms, communications facilities, laboratories, museums, robotics and emergency power facilities • Halotron (HCFC Blend B); used as a total flooding agent and streaming agent • Halon 1211 (BCF); used as a streaming agent – requires a special permit in Australia • Halon 1301 (BTM); used as a total flooding agent – requires a special permit in Australia • Halon 2402 (dibromotetrafluoroethane, C2Br2F4); limited use in military systems – requires a special permit in Australia • HCFC 22 (chlorodifluoromethane, CHClF2); used as a propellant in some powder fire extinguishers (this product is banned in Australia) • HFC 134a (unsymmetric tetrafluoroethane, CH2FCF3); used as a propellant in some powder fire extinguishers • NAF S III (HCFC Blend A); used as a total flooding agent – is a replacement for Halon 1301 • NAF P III (HCFC Blend C); used as a streaming agent – is a replacement for Halon 1211 • NAF P IV (HCFC Blend E); used as a streaming agent • SF6 (sulfurhexofluoride, SF6); used as an inerting agent for

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	sealed high voltage switchgear.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Organisational policies and procedures may include:	• job scheduling systems and communication devices • personnel practices and guidelines outlining work roles, responsibilities and delegations • recording and reporting documentation and systems • relevant OHS policies, procedures and programs • relevant rules and regulations • standard operating procedures, work instructions and manuals.
Pressurising may include use of:	• compressed air • nitrogen.

Leak detection tests:	• must be performed according to:
	  • relevant current Australian standards
	  • organisational requirements
	  • environmental regulations, such as those relating to ODS and SGG
	• may be performed using:
	  • ultrasonic liquid level indicator devices
	  • scales to weigh cylinders
	  • electronic leak detection devices
	  • leak detection solution
	• may be performed on:
	  • container connections, valves and gauges
	  • recovery and reclamation processing equipment pipework, connections and valves
	  • fill processing equipment pipework, connections and valves.

Components may include:	• connections • filters • hoses.

Defects may include:	• faulty gauges
	• leaking:
	  • gaskets
	  • seals
	  • seams
	• physical damage
	• rust or corrosion.

Method of recovery may	• recovery via:

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include:	• container head • container piercing.
Analysis may include:	• full analysis required if recovered material is for an end user • no analysis required if recovered material is for destruction.
Documentation may include:	• Australian and international regulations and codes of practice for handling and transporting dangerous goods and hazardous substances • codes of practice and regulations relevant to the receiving of goods • condemned container reports • container classification reports • corrective action reports • customer and supplier instructions • dangerous goods declarations • emergency procedures • equipment manufacturers' specifications • goods identification numbers and codes • job cards • material safety data sheets (MSDS) • quality assurance procedures • receiving documentation • record management system • service agreements • workplace procedures and policies.
Preparing containers for service may include:	• applying container numbers and codes to containers • attaching labels to containers • fitting transport caps.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES2050A Monitor storage operations for scheduled gaseous fire-extinguishing agents

Modification History

Revised unit

Unit updated and equivalent to PRMPFES50A Monitor storage operations for ozone depleting substances and synthetic greenhouse gases

Unit Descriptor

This unit of competency specifies the outcomes required to monitor and control minor environmental hazards and security incidents in ozone depleting substance (ODS) and synthetic greenhouse gas (SGG) storage areas.

Application of the Unit

This unit of competency supports fire protection technicians responsible for:

- monitoring storage areas for ODS and SGG emissions and detecting and identifying emission sources
- identifying and assessing the risk of hazards within storage areas
- monitoring storage area security systems and identifying security incidents
- responding to identified emissions and security incidents
- measuring, controlling and reporting environmental hazards and security incidents
- participating in investigations of detected emissions and security incidents conducted by internal and external regulatory bodies.

Note: The unit covers recognising and controlling environmental hazards and security incidents. It does not include the control of significant incidents which are either part of emergency response competencies or the role of management personnel.

Licensing/Regulatory Information

The unit supports one or more extinguishing agent handling licences (EAHL) prescribed under the Ozone Protection and Synthetic Greenhouse Gas Management Act 1989.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to monitoring operations for ODS and SGG storage areas.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***.
		1.2	Knowledge of ***ODS and SGG extinguishing agent*** legislative and industry requirements is applied to monitor environmental and security needs of ODS and SGG storage containers.
		1.3	Compliance requirements are checked and ***action*** is taken according to ***organisational policies and procedures***, and ODS, SGG and occupational health and safety (OHS) policies and procedures.
2	Identify hazards in monitored area.	2.1	Potential hazards in storage area are identified.
		2.2	Leak detection equipment and ***security systems*** are assessed to identify hazards present, using leak detection and security monitoring procedures.
		2.3	Type and scope of unresolved hazards and their likely impact are identified.
3	Assess and address risk of identified hazard.	3.1	Risk is evaluated and level of risk determined.
		3.2	***Actions*** are identified and options to eliminate or minimise risk are considered and referred to relevant

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			persons.
		3.3	***Safety information and procedures*** are applied throughout operations.
		3.4	Course of action to eliminate or minimise risk is implemented.
4	Monitor ODS and SGG emissions and detection system.	4.1	***Leak detection test*** equipment and emission detection system components are identified.
		4.2	Emission detection system information is interpreted.
		4.3	Causes or sources of detected emissions are identified.
		4.4	Action is taken to respond to detected emissions.
		4.5	Participation in ***investigations*** of detected emissions complies with organisational requirements.
		4.6	Improvements to emission detection system are recommended.
		4.7	***Documentation*** is completed according to work procedures.
5	Perform leak detection test.	5.1	Leak detection test is performed on storage container, connections, valves and gauges.
		5.2	Changes in storage container pressure are monitored and identified.
		5.3	Action is taken to address identified storage container leakage.
		5.4	Documentation is completed according to work procedures.
6	Track and audit storage container movements.	6.1	Audits are scheduled to minimise disruption to the workplace.
		6.2	Storage container movements are audited according to work procedures.

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		6.3	Movements of storage containers and other audit requirements are recorded according to work procedures.
		6.4	Record management system is updated.
		6.5	***Non-compliance*** reports are created, including options for system improvements, and forwarded to relevant persons.
7	Monitor storage container security.	7.1	Security system components are identified.
		7.2	Security system information is interpreted.
		7.3	Causes or sources of detected security incidents are identified.
		7.4	Action is taken to respond to detected security incidents.
		7.5	Participation in investigations of detected security incidents complies with organisational requirements.
		7.6	Improvements to security system are recommended according to work procedures.
		7.7	Documentation is completed according to work procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - assess environmental risks and security incidents
  - determine risk level of hazard and take action to eliminate or minimise risk
  - identify hazards in work environment, including ODS and SGG emissions
- customer service skills
- language, literacy and numeracy skills to:
  - access, interpret and communicate information relating to operational hazards
  - communicate with others clearly and concisely, verbally and in writing
  - interpret temperature and pressure graphs for different agents to determine pressure at a

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given temperature
    - complete risk management process records and reports
    - interpret emission detection and security monitoring data
    - measure pressure of ODS and SGG storage containers
    - prepare non-compliance reports that include issues of non-compliance and provide suggestions for improvements
    - read and comply with work instructions and specifications
    - read and record measurements
    - read, interpret, apply and communicate technical information, rules and procedures
    - record storage container movements
    - record and report information neatly and legibly
    - update data in a record management system
- skills to work safely when:
    - manual handling
    - moving and storing ODS and SGG storage containers
    - selecting and using relevant personal protective equipment (PPE)
    - selecting and using tools, equipment and materials for specific tasks
- planning and organising skills to:
    - estimate time to complete activities
    - prioritise tasks
    - schedule and audit storage container movements
- interpersonal skills to relate to people from a range of social and cultural backgrounds
- problem-solving skills to resolve problems in practical and safe ways, including:
    - assessing movement paths for transporting and storing ODS and SGG storage containers
    - selecting and using relevant communications and computing equipment when storing and moving ODS and SGG storage containers
- technical skills to:
    - identify causes or sources of detected emissions or security incidents and select appropriate action
    - identify emission and security incidents
    - investigate detected emissions and security incidents, and make recommendations for improvements
    - take action to address storage containers that cannot hold a steady pressure
    - undertake leak detection testing of ODS and SGG storage containers

Required knowledge

- action to be taken when a breach of OHS, ODS and SGG or other policy occurs
- causes of:
    - emissions from ODS and SGG storage containers
    - security incidents related to ODS and SGG storage containers
- correct manual-handling aids and techniques

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- emission detection and security monitoring data
- key features of legislation, regulations and codes applicable to monitoring and storage of ODS and SGG in storage containers, including:
  - EAHL requirements
  - implications of ignoring safety precautions used with emission monitoring, security incident identification and audit processing of storage containers
- methods for:
  - investigating detected emissions and security incidents
  - leak detection testing
  - preventing ODS and SGG emissions in the workplace
- personal risk assessment and control processes, from hazard identification through to action
- reasons for preventing ODS and SGG emissions in the workplace
- relevant federal, state or territory legislation that affects organisational operations, including:
  - anti-discrimination and diversity
  - equal employment opportunity
- industrial relations issues relevant to monitoring storage operations for scheduled gaseous fire-extinguishing agents
- types of:
  - containers used for storage of ODS and SGG materials
  - labels, numbers and codes used on ODS and SGG storage containers
  - materials found in ODS and SGG storage containers
- workplace documentation used for emission and security monitoring, emission detection, security incident reporting and audit processing of storage container movements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration of monitoring activities in ODS and SGG storage areas in a workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • communicate and work effectively and safely with others • comply with organisational policies and procedures, including quality requirements

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	• comply with site safety plan, OHS regulations, ODS and SGG regulations (where required) and state and territory legislation applicable to workplace operations
	• monitor ODS and SGG storage on a minimum of two different occasions, including:
	  • identifying, selecting and using documentation to monitor and audit detected emissions and security incidents for storage containers
	  • using tools, equipment and materials effectively to complete monitoring and auditing processes
	  • performing leak detection tests on storage container connections, valves and pipework
	  • monitoring storage container pressure
	  • repairing and topping up storage containers found to be losing pressure
	  • transporting and storing storage containers
	  • creating, modifying and updating workplace records and documentation
	  • identifying hazards and risks at work site
	  • assessing risks and implementing action to eliminate or minimise risk
	  • using PPE and manual-handling techniques and aids
	  • selecting and using workplace communication technologies and language in the workplace, including technical language
	• locate, interpret and apply relevant information, standards and specifications.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • actual or simulated work environment • assessment documentation, including training and assessment record books • monitoring and audit documentation • necessary safety equipment and PPE • necessary tools, equipment and materials • range of containers to be used to store different ODS and SGG materials • relevant procedure manuals.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package

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	• include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules and regulations may include:	• environmental regulations, including ODS and SGG legislation, codes and regulations, such as:
	  • Ozone Protection and Synthetic Greenhouse Gas Management Act 1989
	• fire protection industry codes of practice
	• material safety data sheets (MSDS)
	• OHS legislation, codes and regulations
	• other relevant legislation relating to ODS and SGG storage containers, including:
	  • international shipping codes
	  • marine codes for different Australian States
	  • requirements of Australian petroleum industry
	• regulations and codes of practice for the handling and storage of dangerous goods and hazardous substances
	• relevant Australian standards, including:

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	• AS 2030 Gas cylinders • AS 4360 Risk management • note: Australian standards are frequently revised and users must always check for currency and amendments • relevant federal, state and territory building Acts, regulations and codes, such as Building Code of Australia (BCA) • relevant licence or permit requirements and associated regulations.
Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.
Work procedures may include:	• audit instructions • emergency requirements and instructions • equipment manufacturers' requirements and specifications • instructions from colleagues, supervisors and managers • manual-handling techniques • ODS, SGG and OHS requirements • PPE requirements • reporting and documentation requirements • specific customer requirements • workplace operating procedures, instructions and policies.
ODS and SGG extinguishing agents may include: Note list format: product name (other names) use Check the latest amendments to the Ozone Protection and Synthetic Greenhouse Gas Management Act for the current list of ODS and SGG extinguishing agents.	• ODS and SGG extinguishing agents **commonly** used in Australia: • FM200 (FE-227 Heptafluoropropane, HFC-227ea) used as a total flooding extinguishing agent and as a replacement for Halon 1301 • Halon 1211 (BCF, Halon 1211 BCF, Bromochlorodifluoromethane) used as a streaming agent – requires a special permit in Australia • Halon 1301 (BTM, Halon 1301 BTM, Bromotrifluoromethane) used as a total flooding agent – requires a special permit in Australia • NAF-P-III (HCFC Blend C) used as a streaming agent • NAF-P-IV (HCFC Blend E) used as a streaming agent • NAF-S-III (HCFC Blend A) used as a total flooding agent • SF6 (Sulfurhexafluoride) used as an inerting agent in sealed high voltage switchgear • ODS and SGG extinguishing agents **not commonly** used in Australia: • Blitz III (HCFC Blend D) used in flooding systems • CFC-11 (Trichlorofluoromethane) may be found as a

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	propellant in some powder fire extinguishers (this product is banned in Australia but may be found on incoming foreign vessels) • FC-2-1-8 (CEA-308) used in flooding systems • FC-3-1-10 (CEA-410) used in flooding systems • FC-5-1-14 (CEA-614) used as a streaming agent • FE-13 (Trifluoromethane, HFC-23) used as a total flooding agent • FE-241 (Chlorotetrafluoroethane, HCFC-124) used as a total flooding agent for non-occupied spaces and as a streaming agent • FE-25 (Pentafluoroethane, HFC-125) used in inerting and explosion suppression applications • FE-36 (Hexafluoropropane, HFC-236fa) used in portable fire extinguishers – is a replacement for Halon 1211 and Halon 1301 • FM100 (HBFC-22B1) used in portable fire extinguishers • Halon 2402 (Dibromotetrafluoroethane) limited use in military systems – requires a special permit in Australia • Halotron I (HCFC Blend B or HCFC-123) used as a total flooding agent and streaming agent • Halotron II (blend of HFC-143a and HFC-125) used as a total flooding agent and as a replacement for Halon 1301 • HCFC-22 (Chlorodifluoromethane) used as a propellant in some powder fire extinguishers (this product is banned in Australia but may be found on incoming foreign vessels) • HFC-134a (Unsymmetric tetrafluoroethane) used as a propellant in some powder fire extinguishers.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Organisational policies and procedures may include:	• audit policies and procedures • job scheduling systems and communication devices • personnel practices and guidelines outlining work roles, responsibilities and delegations • procedures and work instructions to prevent the emission of ODS and SGG in the workplace • recording and reporting documentation and systems • relevant OHS policies, procedures and programs • relevant rules and regulations • standard operating procedures, work instructions and manuals • use of electronic job scheduling and communication devices.

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Security systems may include:	• bonded storage
	• cages with locks
	• electronic surveillance equipment, including:
	  • closed circuit television
	  • infra-red beams
	  • ultrasonic movement detectors
	• fencing
	• security guards
	• storage container padlocks.

Actions may include:	• activating environmental or security alarms, where appropriate
	• controlling or containing environmental hazards or security incidents according to workplace procedures
	• first response type
	• following approved safety procedures and using PPE as specified in workplace procedures
	• making safe unplugged or uncapped ODS and SGG containers, including:
	  • replacing pins
	  • using relevant sealant to seal leaking containers
	• monitoring and measuring, where needed, detected emissions or security incidents according to workplace procedures
	• monitoring status of the environmental hazards or security incidents and communicating with appropriate personnel on an ongoing basis
	• responding to requests for information according to workplace procedures.

Safety information and procedures may be contained in:	• codes of practice • legislation and regulations • management plans and rules • manufacturers' instructions • OHS policies and procedures • procedures and instructions to prevent the emission of ODS and SGG in the workplace • relevant Australian standards, such as AS 4360 Risk management • safe working or job procedures or equivalent standard operating procedures.
Leak detection tests:	• must be performed according to relevant current Australian standards, organisational requirements and environmental regulations, such as ODS and SGG • may be performed using: • hand-held devices

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	• leak test solutions • ultrasonic liquid level indicator devices • may be performed on: • container connections, valves and gauges • connecting pipework and valves.
Investigations may include:	• cooperating with internal and external regulatory bodies • identifying solutions and developing options for improvements • making verbal, written or electronic reports about emission hazards or security incidents.
Documentation may include:	• audit records and reports • Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances • corrective action reports • customer and supplier instructions • dangerous goods declarations • emergency procedures • equipment manufacturers' specifications • goods identification numbers and codes • incident reports • investigation reports • job cards • MSDS • quality assurance plans and procedures • record management system • service agreements • workplace procedures and policies.
Non-compliance may include:	• corrosion or damage to container, connections and pipework • disconnection of monitoring equipment or components • documentation signed by unauthorised personnel • incorrect or incomplete information or documentation • malfunctioning or faulty monitoring system equipment and components • missing documentation.

Unit Sector(s)

Fire protection equipment

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Custom Content Section

Not applicable.

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CPPFES3024A Inspect and maintain portable foam-generating equipment

Modification History

Revised unit

Unit updated and equivalent to PRMPFES24B Inspect and maintain portable foam generating equipment

Unit Descriptor

This unit of competency specifies the outcomes required to inspect and maintain a range of foam-generating equipment and hose reel foam units.

Application of the Unit

This unit of competency supports fire protection technicians responsible for inspecting and maintaining portable foam-generating fire-suppression equipment.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry, customer and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to service installation operations.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***.
		1.2	***Compliance requirements are checked*** and ***action*** is taken according to ***organisational policies and procedures***.
2	Inspect, install and maintain hose reel foam units.	2.1	Work permits are obtained prior to entering customer premises.
		2.2	***Hose reel foam units*** are inspected, installed and maintained according to relevant service manuals and bulletins, manufacturers' specifications and instructions, and organisational requirements.
		2.3	Faulty equipment is reported, and repaired or replaced according to work procedures, ***customer requirements*** and technical specifications.
		2.4	***Documentation*** is completed according to organisational and customer requirements, and relevant Australian standards.
3	Inspect and maintain portable foam-generating equipment.	3.1	Work permits are obtained prior to entering customer premises.
		3.2	Samples of foam concentrates are collected according to work procedures and manufacturers' requirements.
		3.3	***Foam-generating equipment*** is inspected and maintained according to relevant maintenance schedules, service manuals and bulletins, manufacturers' specifications and instructions, and organisational requirements.
		3.4	Faulty equipment is reported, and repaired or replaced according to work procedures, customer requirements

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and technical specifications.

3.5 ***Maintenance equipment and tools*** are inspected for faults, wear or damage according to work procedures and manufacturers' specifications.

3.6 Documentation is completed according to organisational and customer requirements, and relevant Australian standards.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills
- technical skills to collect foam samples effectively
- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - record and report information neatly and legibly
  - read and comply with work instructions and specifications
  - read and record measurements
- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds
- skills to work safely when:
  - applying workplace housekeeping procedures
  - using hand tools

Required knowledge

- action to take when there is a breach of health, safety or other policy
- key features of legislation, regulations and codes applicable to inspecting and maintaining portable foam-generating equipment, including:
  - implications of not applying legislative requirements to job functions
  - purpose of the Building Code of Australia (BCA)
- characteristics of effective foam
- classification and purpose of each type of foam
- difference between portable and fixed foam storage
- environmental considerations relating to foams
- foam suitability for different fire types and typical uses

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- how foam is generated and can be used to extinguish a fire
- how to determine amount of foam concentrate required to be added to a tank for correct mix, given volume of water in a tank and foam concentrate percentage
- how to determine storage requirements, shelf life and storage temperature range from a given foam concentrate material safety data sheet (MSDS)
- features and function of major items of foam-generating equipment
- meaning of foam percentages
- principles of operation of:
  - portable foam-generating equipment
  - portable foam proportioning equipment and in-line proportioning equipment, such as:
    - in-line inductors
    - inflatable bladder proportioning
    - positive displacement pump proportioning
    - around-the-pump proportioning
- purpose of inductors
- reason and methodology for collecting foam concentrate samples from a concentrate storage container

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstrations of inspection and maintenance of portable foam-generating equipment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.
	In particular the person should demonstrate the ability to:
	• undertake inspect and test procedures on each of the following:
	  • hand-held foam branch pipe
	  • hose reel foam unit
	  • mobile unit foam generator
	  • portable in-line foam inductor
	  • portable monitor
	• install a hose reel foam unit
	• take suitable foam concentrate samples from a concentrate container to send to an approved test laboratory.

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Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • access to customer premises or a simulated workplace environment • necessary tools, specialist equipment, manuals and relevant documentation.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules and regulations may include:	• dangerous goods regulations • environmental regulations • licensing arrangements

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	• OHS legislation, regulations and codes
	• relevant commonwealth and state or territory building Acts, regulations and codes, such as the BCA
	• relevant Australian standards, such as:
	  • AS 1851 Maintenance of fire protection systems and equipment
	  • note: Australian standards are frequently revised and users must always check for currency and amendments
	• other relevant legislation relating to fire protection equipment, including:
	  • international shipping codes
	  • marine codes for different Australian States
	  • requirements of Australian petroleum industry.

Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisor or manager • personal protective equipment requirements • reporting and documentation requirements • specific customer requirements.
Checking compliance requirements may include:	• applying inspection, test and survey requirements according to Australian standards • reviewing documentation to verify that installed equipment complies with relevant rules and regulations.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Organisational policies and procedures may include:	• job scheduling systems and communication devices • personnel practices and guidelines outlining work roles, responsibilities and delegations • recording and reporting documentation and systems • relevant OHS policies, procedures and programs • relevant rules and regulations • standard operating procedures, work instructions and manuals.

Hose reel foam units include:	• equipment connected to a standard hose reel, such as:
	  • hose reel foam-making branch pipe with siphon connection
	  • specially adapted foam concentrate extinguisher.

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Customer requirements may include:	• confirming or varying service instructions • following sign-in and sign-out procedures for entry to or exit from premises • providing non-routine or urgent services • providing routine services • providing written or verbal confirmation of services provided or future maintenance schedule • sighting work permits.
Documentation may include:	• certificates of inspection • corrective action reports • customer recommendation forms • equipment recommendation forms • expense claims • job cards • maintenance record system • motor vehicle fleet cards • product documentation • service agreements.

Foam-generating equipment includes:	• equipment used with fire hose lines, such as:
	  • adjustable spray or straight stream nozzles
	  • high expansion foam generator
	  • low expansion foam-making branch pipe
	  • medium expansion foam-making branch pipe
	  • portable in-line foam inductors
	  • portable monitors, such as:
	  • ground monitors
	  • trailer or mobile mounted monitors
	  • mobile unit consisting of foam concentrate tank, foam inductor and foam-making branch pipe.

Maintenance equipment and tools may include:	• hand tools, such as:
	  • pliers
	  • screwdrivers
	  • spanners
	• power tools
	• specialist equipment, such as a spectronometer.

Unit Sector(s)

Fire protection equipment

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Custom Content Section

Not applicable.

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CPPFES3032A Conduct enclosure integrity testing

Modification History

New unit

No equivalent unit

Unit Descriptor

This unit of competency specifies the outcomes required to test the integrity of enclosures protected by total flooding gaseous suppression systems. The unit covers working safely, conducting compliance tests using appropriate equipment and procedures, and visually inspecting and identifying non-compliance defects. It involves satisfying mandatory reporting requirements as well as general isolations and resetting associated with a gaseous agent fire protection system.

Application of the Unit

This unit of competency supports fire protection technicians responsible for functional testing of fire protection systems.

Individuals operate within the scope of their defined roles and responsibilities and perform the functional tests as part of their work duties and according to work procedures and Australian standards, to verify that equipment functions as intended.

Licensing/Regulatory Information

The unit must be applied strictly according to relevant state or territory legislative and industry requirements.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply compliance requirements to service operations.	1.1	***Legislative and industry requirements*** are interpreted, confirmed and applied to ***organisational requirements*** and service operations.
		1.2	Location and equipment are ***checked for compliance*** with legislative and industry requirements, and ***action*** is taken according to organisational requirements.
		1.3	Preparations are made for conducting functional inspection and testing according to organisational requirements.
2	Conduct inspections and isolations.	2.1	Workplace procedures are followed and risk control measures applied when inspecting and isolating ***gaseous agent fire-suppression system***.
		2.2	Gaseous agent fire-suppression system controls are identified and functions determined with reference to manufacturers' instructions in order to conduct ***enclosure*** integrity testing according to legislative and industry requirements.
		2.3	Plant and other ***system interfaces*** to be isolated are identified.
		2.4	Visual inspections and checks are conducted according to organisational requirements.
		2.5	***Integrity testing equipment*** is set up in readiness to conduct tests according to manufacturers' procedures and site configuration.

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3	Conduct testing and record results.	3.1	***Test methods*** are implemented according to legislative and industry requirements.
		3.2	Enclosure integrity testing procedures are conducted to verify that system functions as intended according to organisational requirements.
		3.3	Test results are compared with legislative and industry requirements.
		3.4	Results are documented according to legislative and industry requirements.
		3.5	Report is forwarded to persons for action according to legislative and industry requirements.
		3.6	System is reinstated according to organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills
- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - read and comply with work instructions and specifications
  - read, calculate and record measurements
  - record and report information neatly and legibly
- technical skills to operate valves, switches and levers to isolate and reset systems to normal operation
- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds
- skills to work safely when:
  - applying workplace housekeeping procedures
  - conducting enclosure integrity testing

Required knowledge

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- features of gaseous agent fire-suppression systems, testing equipment and testing parameters, including:
  - gaseous agent hold time
  - general operation of a fan test unit
  - installation of equipment
  - operation of equipment
  - pass or fail against AS 4214 Gaseous fire extinguishing systems (10 minute/100mm against highest protected risk)
- key features of legislation, regulations and codes applicable to conducting tests
- terminology used in relation to integrity testing, such as:
  - agent loss
  - agent recirculation
  - descending interface (height)
  - highest protected risk (minimum protected equipment height)
  - retention time
  - total leakage area
  - upper and lower leaks

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration on customer premises or in simulated workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to conduct tests on enclosures where total flooding gaseous agent protection is installed and a doorway is fitted. Enclosures should include: • computer room • electrical switch room • machinery space in a vessel. Note: Tests must be conducted according to the current Australian standard relevant to inspection, test and preventive maintenance of the gaseous agent fire-suppression system.

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Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • fan integrity-testing equipment • suitable enclosures to demonstrate required test conditions.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative and industry requirements may include:	• dangerous goods regulations • environmental regulations • extinguishing agent handling licences (EAHL) • licensing arrangements • occupational health and safety (OHS) legislation, regulations and

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	codes
	• relevant commonwealth and state or territory building Acts, regulations and codes, such as Building Code of Australia (BCA)
	• relevant Australian standards, such as:
	  • AS 1851 Maintenance of fire protection systems and equipment
	  • AS 4214 Gaseous fire extinguishing systems
	  • note: Australian standards are frequently revised and users must always check for currency and amendments
	• other relevant legislation relating to fire protection equipment, including:
	  • international shipping codes
	  • marine codes for different Australian States.

Organisational requirements may be located in quality assurance and **procedures manuals relating to:**	• customer-specific contractual requirements • documentation and information systems and processes • legal and organisational policy and guidelines • legislation relevant to service operation • personnel practices and guidelines outlining work roles, responsibilities and delegations • use of electronic job scheduling and communication devices.

Checking for compliance **may include:**	• providing the coverage and protection needed to meet original design and performance requirements
	• suitability for fire hazard or risk being protected, whether change has occurred in use of the protected area since equipment or system was installed or last modified
	• reviewing documentation to verify that installed systems comply with legislative and industry requirements, such as:
	  • building's essential services or fire safety measures listing
	  • environmental regulations
	  • relevant commonwealth and state or territory building Acts, regulations and codes
	  • relevant Australian standards listed on essential service listing
	• undertaking commissioning tests detailed in Australian standards and manufacturers' documentation to verify performance of an installed, repaired or altered piece of equipment or system
	• applying inspection, test and survey requirements according to Australian standards.

Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.

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Gaseous agent fire-suppression systems may include:	• total flood systems which use a variety of extinguishing agents, such as:
	  • inert gaseous fire-extinguishing agents
	  • liquefied gaseous agent, such as carbon dioxide
	  • synthetic gaseous fire-extinguishing agents (note: EAHL is required)
	• major components of these systems may include:
	  • actuators
	  • alarm system devices
	  • automatic fire detection devices
	  • containers of extinguishant agent
	  • local control stations
	  • nozzles connected to the pipework
	  • pipework connected to extinguishant containers
	  • warning devices and signs at entry points to protected space.

Enclosures may include:	• electrical switch rooms
	• rooms where total flooding gaseous agent protection is installed and a suitable doorway is fitted, such as:
	  • computer rooms
	  • machinery spaces in vessels.

System interfaces may include**:**	• components, such as:
	  • directional valves
	  • pressure switches
	  • tamper switches
	• devices that operate signals between the gaseous fire-suppression system and other services, such as:
	  • building heating, ventilation and cooling (HVAC) services
	  • fire brigade monitoring providers
	  • other life safety systems, such as:
	  • alarm systems
	  • fire detection systems
	  • warning systems.

Integrity testing equipment may include:	• floor panel lifter for false floors • measuring devices and tapes • proprietary equipment and software • smoke pencils • step ladders • temporary patching material.
Test methods may include:	• identifying gaseous agent in use • calculating mass of gaseous agent

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	• identifying return air flow path
	• measuring room and calculating room volume
	• fitting fan unit to door frame
	• proprietary equipment procedures
	• identifying mechanical ventilation, including air conditioning in room
	• identifying agent retention mode:
	  • descending interface
	  • recirculating.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES3038A Inspect, test and maintain portable fire monitors

Modification History

Revised unit

Unit updated and equivalent to PRMPFES38A Inspect and maintain portable fire monitors.

Unit Descriptor

This unit of competency specifies the outcomes required to conduct maintenance procedures for portable fire monitors. The procedures may vary according to customer requirements.

Application of the Unit

This unit of competency supports fire protection technicians responsible for the regular service and maintenance of portable fire monitors. It does not apply to any functions performed by licensed tradespersons.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry, customer and organisational requirements, including occupational health and safety (OHS) policies and procedures.

The service technician is not permitted to undertake any installation, replacement, maintenance and repair functions that are restricted to licensed trades or occupations (subject to relevant state or territory regulations).

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to service operations.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***.
		1.2	***Compliance requirements are checked*** and ***action*** is taken according to ***organisational policies and procedures***.
2	Inspect, test and maintain portable fire monitors.	2.1	Work permits are obtained prior to entering customer premises.
		2.2	Portable fire monitors are inspected and tested according to manufacturers' instructions, ***customer requirements*** or work procedures.
		2.3	Maintenance procedures are completed according to customer requirements.
3	Complete inspection.	3.1	Customer premises are left in a clean and tidy condition on completion of inspection functions.
		3.2	Defects are reported and repaired or replaced within scope of responsibility outlined in customer's agreement.
		3.3	***Documentation*** is completed according to customer and organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

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- customer service skills
- language and literacy skills to:
  - communicate clearly and concisely, verbally and in writing
  - record and report information neatly and legibly
- planning and organising skills to:
  - estimate time for completing activities
  - prioritise tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds
- skills to work safely when:
  - applying workplace housekeeping procedures
  - using hand and power tools

Required knowledge

- action to take when a breach of health, safety or other policy occurs
- key features of legislation, regulations and codes applicable to inspecting and maintaining fire hydrants and portable fire monitors, including:
  - implications of not applying legislative requirements to job functions
  - purpose of Building Code of Australia (BCA)
- limitations of maintenance functions for fire monitors
- operating principles of:
  - portable fire monitors
  - pumps associated with hydrants and monitors
- purpose of:
  - foam proportioning equipment relating to portable fire monitors
  - portable fire monitors

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstrations at a customer's premises or simulated environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to inspect, test and maintain portable fire monitors within the relevant requirements

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	of the following legislative and industry framework: • building Acts, regulations and codes • Australian standards identified as relevant to the required maintenance procedure • environmental regulations • manufacturers' specifications • organisational requirements, including OHS policies and procedures.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • access to customer premises or a simulated workplace environment • assessment documentation • necessary tools, specialist equipment, manuals and relevant documentation • training and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules and regulations may include:	• dangerous goods regulations
	• environmental regulations
	• licensing arrangements
	• OHS legislation, regulations and codes
	• relevant commonwealth and state or territory building Acts, regulations and codes, such as the BCA
	• relevant Australian standards, such as:
	  • AS 1851 Maintenance of fire protection systems and equipment
	  • note: Australian standards are frequently revised and users must always check for currency and amendments
	• other relevant legislation relating to fire protection equipment, including:
	  • international shipping codes
	  • marine codes for different Australian States
	  • requirements of Australian petroleum industry.

Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisor or manager • personal protective equipment requirements • reporting and documentation requirements • specific customer requirements.
Checking compliance requirements may include:	• applying inspection, test and survey requirements according to Australian standards • reviewing documentation to verify that systems comply with relevant rules and regulations.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Organisational policies	• job scheduling systems and communication devices

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and procedures may include:	• personnel practices and guidelines outlining work roles, responsibilities and delegations • recording and reporting documentation and systems • relevant OHS policies, procedures and programs • relevant rules and regulations • standard operating procedures, work instructions and manuals.
Customer requirements may include:	• confirming or varying service instructions • following sign-in and sign-out procedures for entry to or exit from premises • providing non-routine or urgent services • providing routine services • providing written or verbal confirmation of services provided or future maintenance schedule • sighting work permits.
Documentation may include:	• certificates of inspection • corrective action reports • customer recommendation forms • equipment recommendation forms • maintenance record system • product documentation • service agreements.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES3040A Install passive fire and smoke containment systems

Modification History

Revised unit

Unit updated and equivalent to PRMPFES40A Install passive fire and smoke containment systems

Unit Descriptor

This unit of competency specifies the outcomes required to install and adjust passive fire and smoke containment systems. This includes both fireproofing and fire stopping installations. The unit covers the skills and knowledge required to install passive fire and smoke containment systems, and follow labelling and certification procedures.

Application of the Unit

This unit of competency supports fire protection technicians responsible for installing passive fire and smoke containment systems. This unit does not apply to the installation of fire doors or to any other functions performed by licensed tradespersons.

Licensing/Regulatory Information

Installation of passive fire and smoke containment systems must be completed according to relevant legislative, industry, and organisational requirements, including occupational health and safety (OHS) policies and procedures.

The passive fire service technician is not permitted to undertake any installation, replacement, maintenance and repair functions that are restricted to licensed trades or occupations (subject to relevant state or territory regulations).

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to installation operations.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***.
		1.2	***Compliance requirements are checked*** and ***action*** is taken according to ***organisational policies and procedures***.
2	Prepare for system installation.	2.1	Work permits are obtained prior to entering customer premises.
		2.2	***Customer requirements*** are discussed and a suitable ***passive fire and smoke containment system*** is selected according to organisational and customer requirements.
		2.3	Relevant measurement processes are applied to installation site and passive fire and smoke containment system components.
		2.4	Components, tools, equipment and materials required for installation are identified and assembled.
		2.5	Fireproofing or fire-stopping materials required for installation of system are identified and assembled.
3	Prepare fireproofing substrate or fire stopping opening for the system.	3.1	***Structural or penetrated elements*** are checked for compliance with required smoke resistance or fire resistance level.
		3.2	Fireproofing substrate or fire stopping opening is prepared.
		3.3	Materials for installation of fireproofing or fire stopping

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			system are measured and prepared.
4	Install passive fire and smoke containment system.	4.1	Fireproofing material or fire stopping system is installed according to manufacturers' installation instructions.
		4.2	Passive fire and smoke containment system is inspected and tested for ***defects*** and checked to ensure that installation is sound and aesthetically pleasing, according to standard testing procedures and acceptable workmanship.
		4.3	Impediments are rectified and reported according to organisational requirements.
5	Label or mark and certify passive fire and smoke containment system.	5.1	Installation is assessed and labelled or marked according to provisions of relevant Australian standard and manufacturer, Building Code of Australia (BCA) and organisational requirements.
		5.2	Relevant schedule of evidence of compliance set out in relevant Australian standard or logbook is completed according to relevant Australian standard, and organisational and customer requirements.
6	Complete installation.	6.1	Customer premises are left in a clean and tidy condition on completion of installation functions.
		6.2	***Documentation*** is completed and distributed according to organisational and customer requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to identify, select and comply with Australian standards and related legislation
- language and literacy skills to:
  - access information from technical manuals

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    - communicate technical information to customers and colleagues
    - complete and distribute relevant documentation
    - find and use written information, including building specifications
    - interpret manufacturers' data sheets for determining installation requirements for a range of passive fire and smoke containment system components installed into or onto elements of construction, including structural elements and openings in or through fire compartments
    - interpret manufacturers' installation specifications and maintenance instructions
    - understand and comply with work instructions
    - use technical terminology relating to installing passive fire and smoke containment systems and work practices
- planning skills to organise work according to organisational requirements
- technical skills to recognise components of passive fire and smoke containment systems
- skills to work safely when:
    - applying workplace housekeeping procedures
    - following work procedures
    - identifying potential and existing hazards and risks
    - selecting and using tools relating to installation procedures
    - selecting and using personal protective equipment (PPE)
    - using equipment and products

Required knowledge

- action to take when a breach of health, safety or other policy occurs
- common technical terminology used in the installation of passive fire and smoke containment systems, including:
    - plumb, level, square and perpendicular
    - mix ratio, density, wet film thickness, dry film thickness, section factor (Hp/A), exposed surface to mass (ESM) ratio and critical temperature
    - fire-rated walls, masonry, concrete, plasterboard and shaft wall
    - fire-rated floors and floor ceiling systems
    - penetration dimensions, i.e. width, height, depth and orientation
    - ambient and cold smoke, medium smoke and elevated and hot smoke
    - intumescent products and ablative products
    - clearance, field of application, fire resistance levels, incipient spread of fire, spread of flame indices, fire test report, assessments and letters of opinion
- dangers of incorrect installation of passive fire and smoke containment systems
- key features of legislation, Australian standards and building code requirements relating to:
    - installing passive fire and smoke containment systems
    - passive fire and smoke containment
- implications of not applying legislative requirements to job functions
- methods of converting imperial units of measurement to metric
- organisational requirements for labelling and certifying passive fire and smoke containment

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system installations
- passive fire and smoke containment labelling types
- principles of passive fire protection related to overall fire safety and containment systems specific to passive fire and smoke containment systems
- procedures for determining fire resistance levels and smoke resistance levels
- purpose and interpretation of Australian standards and technical documentation relating to passive fire and smoke containment systems
- technical terms relating to passive fire and smoke containment system installation
- fireproofing and fire stopping variables, including types, components and fire barrier types

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration of the installation of a range of passive fire and smoke containment systems in customers' premises or simulated workplace environments.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.
	In particular the person should demonstrate the ability to:
	• install different types of fireproofing to structural steel and ductwork:
	  • spray
	  • intumescent paint
	  • board
	• install fire stopping systems
	• comply with the requirements of:
	  • Australian standards identified as relevant to work procedures
	  • building Acts, regulations and codes
	  • environmental regulations
	  • manufacturers' specifications
	  • OHS legislation, codes and regulations
	  • organisational requirements, including OHS policies and procedures.

Context of and specific	Assessment of essential underpinning knowledge may be conducted

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resources for assessment	in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • actual or simulated work environment • access to relevant standards and legislation • access to a variety of installation procedures relating to hinged fire and smoke doors • assessment documentation • training and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPFES2039A Identify, inspect and test passive fire and smoke containment products and systems.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules and regulations	• dangerous goods regulations

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may include:	• environmental regulations
	• licensing arrangements
	• OHS legislation, regulations and codes
	• relevant commonwealth and state or territory building Acts, regulations and codes, such as the BCA
	• relevant Australian standards, such as:
	  • AS 1851 Maintenance of fire protection systems and equipment
	  • note: Australian standards are frequently revised and users must always check for currency and amendments
	• other relevant legislation relating to fire protection equipment, including:
	  • international shipping codes
	  • marine codes for different Australian States
	  • requirements of Australian petroleum industry.

Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisor or manager • PPE requirements • reporting and documentation requirements • specific customer requirements.
Checking compliance requirements may include:	• undertaking commissioning tests detailed in Australian standards and manufacturers' documentation to verify performance of an installed, repaired or altered piece of equipment or system • reviewing documentation to verify that installed systems comply with relevant rules and regulations.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Organisational policies and procedures may include:	• job scheduling systems and communication devices • personnel practices and guidelines outlining work roles, responsibilities and delegations • recording and reporting documentation and systems • relevant OHS policies, procedures and programs • relevant rules and regulations • standard operating procedures, work instructions and manuals.

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Customer requirements may include:	• confirming or varying service instructions • cost, reliability and maintenance requirements of the selected passive fire and smoke containment system • following sign-in and sign-out procedures for entry to or exit from premises • providing non-routine or urgent services • providing routine services • providing written or verbal confirmation of services provided or future maintenance schedule • sighting work permits.

Passive fire and smoke containment systems include:	• passive fire and smoke containment products, including:
	  • fabric and timber protection, impregnated or sprayed
	  • fire-rated air transfer grilles
	  • fire-rated sealants, caulks and putties:
	  • acrylic
	  • polyurethane
	  • silicone
	  • fire resistant boards:
	  • calcium silicate
	  • vermiculite
	  • fire resistant mortars and grouts:
	  • load bearing
	  • non-load bearing
	  • fire resistant pillows:
	  • intumescent
	  • non-intumescent
	  • fire stop collars:
	  • cast in
	  • retrofit
	  • wall
	  • intumescent paints and coatings (other than those used for fireproofing structural steel)
	  • linear gaps seals:
	  • impregnated foams
	  • tapes
	  • intumescent gaskets
	  • sealants
	  • materials into or onto which passive fire and smoke containment products are installed, including:
	  • concrete

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	• fire resistant board • masonry • plasterboard • steel • timber • UPVC • mechanical and intumescent fire dampers • smoke dampers • passive fire and smoke containment solutions, including: • access panels and hatches • ceiling and partition systems • control joints and expansion joints • duct fireproofing and protection • duct and damper penetration protection • fire-rated sealants • industrial fire protection • intumescent dampers and seals • openings in structural elements • penetration solutions • protection against spread of flame • structural steel fireproofing and protection • UPVC and plumbing penetrations.
Structural element requiring fireproofing may be:	• self-supporting duct work or bulkheads (made from calcium silicate or other proprietary board material) • sheet metal smoke exhaust ductwork • structural steel element, including: • beam • column • truss.
Penetrated element of construction requiring fire stopping may be:	• bulkhead • concrete floor slab • drywall (plasterboard or lightweight construction) • drywall ceiling (plasterboard or lightweight construction) • fire or smoke door panel • masonry wall (brick, blockwork or pre-case concrete panels).
Defects may include:	• items that do not comply with: • Australian standards • manufacturers' instructions • requirements of the necessary legislation.

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Documentation may include:	• certificates of inspection • corrective action reports • customer recommendation forms • equipment recommendation forms • job cards • maintenance record systems • product documentation and installation instructions • service agreements.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES3042A Install and commission pre-engineered fire-suppression systems

Modification History

Revised unit

Element structure and performance criteria changed to incorporate outcomes of deleted unit PRMFES41A Install pre-engineered fixed plant fire suppression systems

Unit based on PRMPFES42A Install, inspect, test and maintain pre-engineered fire system for transportable equipment

Unit Descriptor

This unit of competency specifies the outcomes required for a fire system technician to install and commission a pre-engineered fire-suppression system.

Application of the Unit

This unit of competency supports fire protection technicians responsible for installing pre-engineered fire-suppression systems. The person would often be employed by the system's manufacturer or the manufacturer's agent as an endorsed installer.

Individuals operate within the scope of their defined roles and responsibilities and verify according to work procedures and Australian standards that pre-engineered fire-suppression system is installed and operates as intended.

The unit must be applied strictly according to relevant state or territory legislative and industry requirements.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry, customer and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Note: Some manufacturers provide endorsement of suitably trained personnel, which permits fire system technicians to undertake installation and commissioning work on particular pre-engineered systems.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Interpret and comply with legal and industry requirements relating to fire system operations.	1.1	***Legislative and industry requirements*** are interpreted, confirmed and applied in addition to ***organisational requirements***.
		1.2	Installation requirements of ***pre-engineered fire-suppression systems*** are ***checked for compliance*** with legislative and industry requirements and ***action*** is taken according to organisational requirements.
		1.3	Preparations for installation work are made according to organisational requirements.
2	Conduct pre-installation inspections and checks.	2.1	Necessary work permits are obtained prior to entering customer premises.
		2.2	Risk assessment review of equipment is conducted and additional risk reduction measures are reviewed with customer according to legislative and industry requirements and type of ***extinguishing agent***.
		2.3	Installation design is confirmed as appropriate according to ***customer requirements*** and manufacturers' specifications.
		2.4	Scope of protection, operational parameters, and system and equipment interfaces are determined according to organisational and customer requirements, Australian standards and manufacturers' specifications.

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		2.5	Installation and location of equipment are planned to satisfy customer requirements and manufacturers' specifications.
		2.6	Materials are assembled ready for installation according to manufacturers' specifications.
3	Install a pre-engineered fire-suppression system.	3.1	***System components*** are installed according to customer and organisational requirements, Australian standards and manufacturers' instructions.
		3.2	***Auxiliary shutdown*** fire system and equipment interface and alarm device connections are installed according to customer requirements, Australian standards and manufacturers' specifications.
		3.3	System is charged according to customer and organisational requirements, Australian standards and manufacturers' specifications.
		3.4	Installation site is left clean and tidy on completion of work.
		3.5	Installation ***documentation*** is completed according to Australian standards and legislative and manufacturers' requirements.
4	Commission an installed fire-suppression system.	4.1	Safety procedures are followed according to customer, organisational and manufacturers' requirements.
		4.2	***Commissioning procedures and tests*** are conducted on componentry according to Australian standards and manufacturers' requirements.
		4.3	System is reinstated as fully operational status as specified in manufacturers' documentation and organisational requirements.
		4.4	Commissioning results are recorded according to relevant ***commissioning schedule***, Australian standards and manufacturers' documentation.
		4.5	Documentation on installed system and commissioning is completed according to organisational, customer and manufacturers' requirements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- skills to work safely when:
  - applying workplace housekeeping procedures
  - handling and transporting containers
  - using hand and power tools
- effective customer service skills
- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - interpret risk assessment documents to verify system requirements and identify fire hazards not considered in initial design risk assessment
  - read and comply with work instructions and specifications
  - read and record measurements
  - record and report information neatly and legibly
- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds
- technical skills to:
  - install and test system components according to manufacturers' requirements
  - install brackets and high-pressure hose and metal tubing to meet manufacturers' requirements
  - locate nozzles, pipe runs, containers, actuators, fire detectors and other system components to meet manufacturers' requirements
  - operate standard controls on proprietary systems to verify system operation to manufacturers' requirements
  - pressurise containers in situ, using pressure regulators connected to gaseous containers, such as a nitrogen cylinder
  - replace extinguishing agent and components
  - terminate or join flexible high-pressure hose and metal tubing to meet manufacturers' requirements

Required knowledge

- features of legislation and regulations relevant to the application, for example fire protection of:
  - mobile and transportable equipment

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  - commercial cooking equipment
  - marine engine compartments
- importance of adhering to legislative requirements, safety procedures and workplace procedures, including implications for plant warranty or safety issues of:
  - not applying legislative requirements to job functions
  - not adhering to safety procedures and action to take when a breach of health, safety or other policy occurs
  - not involving customer or not referencing plant manufacturer's documentation before working on fixings, access holes or component location
- limitations of maintenance and repair activities that may be conducted by the service technician
- pre-engineered fire-suppression systems, including:
  - design, installation and commissioning requirements and limitations of the manufacturers' proprietary system
  - identification and purpose of the major components in the fire-suppression system for different manufacturers' proprietary systems
  - key installation design requirements for pre-engineered systems
  - manufacturers' requirements and standards applicable to design, installation, commissioning, inspecting, testing and maintaining a pre-engineered fire-suppression system
  - procedures for inspecting, testing and maintaining the system to verify operation to manufacturers' requirements
  - purpose of installing the system
  - purpose of fire-suppression systems
  - reasons for commissioning after installation
  - types of fire-extinguishing agents used in pre-engineered systems and their uses

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstrations of installing and commissioning a proprietary pre-engineered system, conducted at the customer's work site or simulated workplace.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit for at least one type of the pre-engineered fire-suppression system listed in the range statement.

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	In particular the person should demonstrate the ability to: • locate, interpret and apply relevant information, standards and specifications • comply with organisational policies and procedures, including quality requirements • communicate and work effectively and safely with others • conduct service operations according to customer, manufacturer and organisational requirements • install, commission and provide documentation on at least two complete systems according to the current Australian standard relevant to installation. Note: Evidence of the manufacturer's endorsement of installation and commissioning of installed systems to meet the current Australian standard must also be provided.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • access to customer premises or a simulated workplace environment • assessment documentation • necessary tools, specialist equipment, manuals and relevant documentation • training and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of

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	the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPFES2027A Inspect, test and maintain non-gaseous pre-engineered fire-suppression systems.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative and industry requirements may include:	• building surveyor requirements
	• manufacturers' system manuals
	• relevant legislation relating to installing and commissioning fire protection equipment, including:
	  • dangerous goods regulations
	  • environmental regulations
	  • licensing arrangements
	  • international shipping codes
	  • marine codes for different Australian States
	  • OHS legislation, codes and regulations
	• relevant commonwealth and state or territory building Acts, regulations or codes, such as Building Code of Australia (BCA)
	• relevant Australian standards, including:
	  • risk assessment section of AS 4360 Risk management
	  • note: Australian standards are frequently revised and users must always check for currency and amendments
	• system approval listing, such as:
	  • CSIRO ActivFire
	  • Factory Mutual (FM)
	  • Underwriters Laboratories (UL).

Organisational requirements may be located in quality assurance and procedures manuals relating to:	• documentation and information systems and processes • legal and organisational policies and guidelines, including personnel practices and guidelines outlining work roles, responsibilities and delegations • legislation relevant to service operation • OHS policies, procedures and programs • using electronic job scheduling and communication devices.

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Pre-engineered fire-suppression systems are:	• fire protection systems consisting of:
	  • supply of extinguishing agent of pre-determined quantity
	  • pipework with nozzle arrangement installed up to a maximum permitted design according to manufacturer's pre-engineered limitation requirements and applicable Australian standard (note: no hydraulic calculations are required to size pipework or nozzles)
	• fitted to a wide variety of fixed and mobile plant and equipment, such as:
	  • commercial cooking equipment, including:
	  • associated ducts and filters
	  • exhaust plenums
	  • exhaust systems
	  • fixed plant used in a range of industry sectors, such as mining, marine and power generation, including:
	  • engine bays
	  • fuel pumping skids
	  • generators
	  • industrial vehicles used in a range of industry sectors, such as mining, forestry and waste management, including:
	  • draglines
	  • earthmovers
	  • graders
	  • loaders
	  • trucks.

Checking for compliance may include:	• undertaking commissioning tests detailed in Australian standards and manufacturers' documentation to verify performance of an installed, repaired or altered piece of equipment or system
	• applying inspection, test and survey requirements to equipment or systems, according to Australian standards, to determine that they are:
	  • capable of operating as originally installed
	  • providing the coverage and protection needed to meet original design or performance requirements
	  • still suitable for the fire hazard or risk being protected, as no change in occupancy or use of the area protected has occurred since the equipment or system was installed or last modified
	• reviewing documentation to verify that the systems are installed according to legislative and industry requirements, such as:
	  • equipment listing
	  • relevant commonwealth and state or territory building Acts,

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	regulations and codes • relevant Australian standards listed for that system.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Extinguishing agents may include:	• foam • powder • water mist • wet chemical • combination of any of the above when compatible.
Customer requirements may include:	• confirming or varying service instructions • following sign-in and sign-out procedures for entry to or exit from premises • industry requirements • insurance requirements • providing non-routine or urgent services • providing routine services • providing written or verbal confirmation of services provided or future maintenance schedule • sighting work permits • system specifications.
System components may include:	• actuators • agent discharge nozzles • agent distribution, pipework and hoses • container valves • control equipment • detection devices • extinguishing agent containers, such as tanks and cylinders • support brackets.
Auxiliary shutdown may include:	• air conditioning shutdown signal to an electrical contactor to stop air conditioning • cooking fuel line shutdown signal to a gas solenoid valve on main inlet pipe supply to cooking appliances • cooking power supply shutdown signal to an electrical contactor to isolate main electrical supply to cooking appliances • vehicle or plant engine shutdown signal to engine emergency shutdown circuitry.
Documentation may include:	• certificates of inspection • corrective action reports • customer recommendation forms • equipment recommendation forms

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	• installation drawings and schedules • maintenance record systems • manufacturers' system documentation • product documentation • service agreements • service and maintenance manuals.
Commissioning procedures and tests may include:	• discharges • leaks • pressure • recharging • visual inspections.
Commissioning schedules may include:	• customer schedules • schedules in Australian standards • system manufacturer's schedules.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES3044A Interpret installation requirements for gaseous fire-suppression systems

Modification History

Revised unit

Unit updated and equivalent to PRMPFES44A Interpret installation requirements for gaseous fire suppression systems

Unit Descriptor

This unit of competency specifies the outcomes required to read and interpret plans, drawings and specifications relevant to the installation of gaseous fire-suppression systems. The unit covers the skills and knowledge required to identify plans and drawings and their functions, recognise commonly used symbols and abbreviations, identify key features and specifications on design documentation and installation drawings, read job specifications and recognise document status and amendment details.

The unit supports one or more extinguishing agent handling licences prescribed under the Ozone Protection and Synthetic Greenhouse Gas Management Act 1989.

Application of the Unit

This unit of competency supports fire protection technicians responsible for interpreting installation requirements for gaseous fire-suppression systems.

Licensing/Regulatory Information

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Interpret installation drawings and check compliance.	1.1	Knowledge of ***system design requirements*** and Australian standards is applied to interpretation of ***installation drawings*** for gaseous fire-suppression systems.
		1.2	Potential and actual breaches of system design requirements and Australian standards are identified and ***action*** is taken according to ***organisational requirements***.
2	Identify types of drawings and their functions.	2.1	Main ***types of drawings*** used in fire protection industry are identified.
		2.2	***Key functions of each drawing type*** are identified.
		2.3	***Key users of each drawing type*** are identified.
		2.4	Company ***quality requirements*** are identified and followed.
3	Recognise commonly used symbols, abbreviations and amendments.	3.1	Commonly used ***fire protection symbols and abbreviations*** are identified.
		3.2	Drawing legend is located and symbols and abbreviations are interpreted.
		3.3	Amendments to drawings are checked and verified.
		3.4	Amendments to specifications and currency of information are checked.
		3.5	Drawing is checked and verified as latest amendment.

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4	Locate and identify key features on a site installation drawing.	4.1	***Installation drawing is oriented*** with site.
		4.2	***Key features of installation site*** are identified and located.
		4.3	Installation site is accessed and main installation features and services are identified.
		4.4	Site measurements are identified on installation drawing and checked against site.
5	Read and interpret job specifications.	5.1	Job specifications are identified from design documentation, installation drawings, notes and descriptions.
		5.2	Purpose of job specifications is identified.
		5.3	Standards of work, finishes and tolerances are identified from design documentation, installation drawings and specifications.
		5.4	Material attributes are identified from job specifications and drawings.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills
- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - interpret standards, installation plans, drawings and specifications
  - read and record measurements
  - record and report information neatly and legibly
  - understand and comply with work instructions and specifications
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds
- planning and organising skills to:
  - estimate time to complete activities

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- prioritise tasks
- technical skills to:
  - check installation drawing measurements and calculations against actual site values
  - use measurement tools accurately
  - work effectively and safely with others

Required knowledge

- location and application of relevant information, standards and specifications, such as:
  - AS 4214 Gaseous fire extinguishing systems
  - ISO 14520 Gaseous fire-extinguishing systems – Physical properties and system design
- methods used to convert units of measurement
- occupational health and safety (OHS) regulations
- organisational policies and procedures, including quality requirements
- ozone depleting substance (ODS) and synthetic greenhouse gas (SGG) regulations, where required
- relevant federal, state or territory legislation that affects organisational operations, including:
  - anti-discrimination and diversity
  - equal employment opportunity
- site safety plan
- state and territory legislation applicable to workplace operations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by verbal questioning relating to the interpretation of installation drawings and work specifications for two different gaseous fire-suppression system installation projects.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • locate, interpret and apply relevant information, standards and specifications • comply with site safety plan, OHS regulations and ODS and SGG regulations (where required) and state and territory legislation applicable to workplace operations • comply with organisational policies and procedures, including

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	quality requirements
	• communicate and work effectively and safely with others
	• read and interpret installation drawings in two different projects, including:
	  • confirming amendment status and currency of drawings
	  • confirming orientation of drawings to the ground
	  • identifying six key features on a drawing and the actual features at the work site
	  • confirming six items of information from the title block of the installation drawings
	  • identifying six construction dimensions, levels and locations from the installation drawings
	  • identifying six ancillary works dimensions, levels and locations from the installation drawings
	• read and interpret two formal specifications, including:
	  • identifying dimensions
	  • material requirements and processes to be followed.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • actual or simulated work environment • assessment documentation, including training and assessment record books • necessary tools and specialist equipment • range of design documentation, installation drawings, and other related drawings and specifications • relevant manuals and other documentation, including Australian standards.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to

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assessment	modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

System design requirements may include:	• coordination of system equipment location with location of other services, such as water or gas pipes • hazard level of room contents • need to check the accuracy of drawing dimensions against the ‘as built’ environment • room volume.
Installation drawings may include:	• amendments • installation site measurements • isometric drawings • isometrics • key features of installation site • legends • material attributes • notes and descriptions • orientations • references to secondary documentation, such as calculations • standards of work, finishes and tolerances • title panels.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Organisational requirements may	• documentation and information systems and processes • insurance requirements

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include:	• legal and organisational policies and guidelines, including personnel practices and guidelines outlining work roles, responsibilities and delegations • legislation relevant to installation operation • OHS policies, procedures and programs • procedures and work instructions to prevent emission of ODS and SGG in the workplace • use of electronic job scheduling and communication devices.
Types of drawings may include:	• detail and specification drawings providing illustrations and dimensions • elevation drawings • installation drawings • sectional drawings and elevations • site drawings.

Key functions of each drawing type may include:	• details of hazard, including:
	  • dimensions
	  • number of exits
	  • volumes
	• details of key equipment, such as:
	  • container fill and size
	  • manufacturers' type
	  • nozzle size and orifice
	  • type of actuator
	• general layout of equipment
	• location of key equipment, including:
	  • containers
	  • local control station
	  • nozzles
	  • pipework.

Key users of each drawing type may include:	• colleagues • customers and their employees • fire engineers • fire system designers • installation technicians • insurers • project managers • site managers • team leaders and supervisors • various trade personnel.
Quality requirements may include:	• internal company quality policies and standards • manufacturers' specifications, where specified

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	• relevant regulations, including Australian standards, such as:
	  • AS 4214 Gaseous fire extinguishing systems
	  • ISO 14520 Gaseous fire-extinguishing systems – Physical properties and system design
	• workplace operations and procedures.

Fire protection symbols and abbreviations:	• are those described in SAA HB 20 Graphical symbols for fire protection drawings.
Orienting installation drawing may include:	• currency of drawing • relationship between drawing and site • relationship to north.
Key features of installation site may include:	• clearance distance • dimensions • easements • existing buildings and structures • geographical features • geological features • heritage and cultural features • location of plant and equipment • powerlines and transmission lines • proposed buildings • railways • roads • service layouts and requirements • services • shape of structure or building • site shape and orientation • type of structure • vertical and horizontal measurements.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES3045A Install gaseous agent containers and actuators

Modification History

Revised unit

Unit updated and equivalent to PRMPFES45A Install gaseous agent containers and actuators

Unit Descriptor

This unit of competency specifies the outcomes required to receive and install gaseous agent containers, manifold connections, actuators and activating mechanisms.

Application of the Unit

This unit of competency supports fire protection technicians responsible for receipt and installation procedures involving gaseous agent containers and actuators.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry, finalised design documentation and installation drawings, and customer and organisational requirements, including policies and procedures relating to ozone depleting substances (ODS), synthetic greenhouse gases (SGG) and occupational health and safety (OHS).

Service technicians are not permitted to undertake any installation, replacement, maintenance and repair functions that are restricted to licensed trades or occupations (subject to relevant state and territory regulations).

The unit supports one or more extinguishing agent handling licences (EAHL) prescribed under the Ozone Protection and Synthetic Greenhouse Gas Management Act 1989.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to installation operations.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***.
		1.2	***Compliance requirements are checked*** and ***action*** is taken according to ***ODS, SGG*** requirements and ***organisational policies and procedures***.
2	Receive system components.	2.1	Procurement details and specifications of ***system components and materials*** are checked against ***finalised design documentation*** and ***instal*****l****a****t****ion drawings***.
		2.2	***Pre-tested or prefabricated components*** are checked to ensure they have correct documentation identifying compliance with Australian standards.
		2.3	Components and materials are checked to confirm that they are in ***acceptable condition*** and meet quality control checks.
		2.4	Labour, ***tools, equipment and materials***, and ***hardware components*** are assembled at work site.
3	Prepare for installation of gaseous agent containers and actuators.	3.1	***Work permits*** are organised prior to entering customer premises.
		3.2	***Safety procedures*** are followed according to organisational, manufacturer and ***customer requirements***.
		3.3	Potential ***hazards*** and risks are identified.
		3.4	Required tools, equipment and materials are identified,

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			selected and checked, and used safely and efficiently.
		3.5	Cylinders are checked to ensure that they contain correct quantity of extinguishing agent according to specifications in installation documentation.
		3.6	Installation site is confirmed as appropriate with relevant persons and on finalised design documentation and installation drawings.
		3.7	Safety measures are confirmed to be in place prior to the installation process.
4	Install gaseous agent containers and actuators.	4.1	Support systems, components and fittings are fixed according to finalised design documentation and installation drawings.
		4.2	Containers are supported correctly and support frame is fixed according to installation drawings.
		4.3	Container manifold and connection components are installed.
		4.4	Transport caps, discharge outlet and actuator plugs or caps and locking devices are removed according to manufacturer and organisational requirements.
		4.5	Flexible hose connections are physically checked for tightness and absence of kinks.
		4.6	Actuators are checked to ensure that they are in reset position prior to installation according to manufacturers' requirements.
		4.7	Manual and pneumatic ***actuators***, pilot and slave tubes and fittings are safely installed.
		4.8	***Auxiliary shutdown fire system and equipment*** interface and alarm device connections are installed.
		4.9	Pilot and slave tube connections are checked for tightness and absence of kinks.
		4.10	Actuators are set to operate.
5	Complete	5.1	Installation site is left clean and tidy with materials

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installation.		disposed of or recycled according to state or territory legislative and industry requirements.
	5.2	***Documentation*** is completed according to work procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to apply quality control requirements when accepting received system components and materials
- customer service skills
- language, literacy and numeracy skills to:
  - check procurement details of received gaseous agent containers and actuators
  - communicate with others clearly and concisely, verbally and in writing
  - convert basic units of measurement and pressure
  - read and comply with work instructions and specifications
  - read and record measurements
  - record and report information neatly and legibly
- planning and organising skills to allow time to complete activities and prioritise tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds
- skills to work safely when:
  - applying workplace housekeeping procedures
  - removing debris caused by installation operations in the work area
  - selecting and using equipment and materials for specific tasks
  - using power tools, for example when holding work
- technical skills to:
  - interpret finalised design documentation and installation drawings
  - identify hazards in the work area in preparation for installation operations
  - remove transport caps according to manufacturer and organisational requirements
  - install manual and pneumatic actuators, pilot and slave tubes and fittings
  - install system and components to match requirements of installation drawings
  - check pilot and slave tube connections are free from kinks and check for tightness
  - use detection equipment to find hidden utilities

Required knowledge

- action to take when a breach of OHS, ODS and SGG or other policy occurs

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- awareness of on-site work permit requirements
- intent of Australian standard AS 1851 in relation to installation of gaseous agent containers and actuators
- key features of legislation, regulations and codes applicable to fire protection equipment installation procedures, including:
  - EAHL requirements
  - implications of not applying legislative requirements to job functions
  - purpose of the Building Code of Australia (BCA)
- records and documentation required to install gaseous agent containers and actuators
- relevant federal, state or territory legislation that affects organisational operations, including:
  - anti-discrimination and diversity
  - equal employment opportunity
- maintenance requirements for relevant hand and power tools
- operation of various activating mechanisms
- safety requirements for using tools, equipment and materials
- tool, equipment and material selection for installation procedures for gaseous agent containers and actuators
- types and purposes of relevant hardware items
- types of electrical safeguards used to protect persons and property

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration of the installation of gaseous agent containers and actuators in customers' premises or simulated workplace.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • communicate and work effectively and safely with others • comply with organisational policies and procedures, including quality requirements • comply with site safety plan, OHS regulations and ODS and SGG regulations (where required) and state and territory legislation applicable to workplace operations • install gaseous agent containers and actuators in a minimum of

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	two different settings, including: • identifying risk reduction measures • identifying, selecting and assembling hardware and components • identifying, selecting and using tools, equipment and materials effectively to perform installation procedures on gaseous agent containers and actuators • checking procurement details and specifications of gaseous agent containers, actuators and materials • applying quality control checks to gaseous agent containers, actuators and materials • adhering to safety procedures during installation procedures • installing system components, fittings, actuators, activating mechanisms and auxiliary shutdown interface as required by installation guidelines • completing workplace housekeeping requirements • creating records and documentation • locate, interpret and apply relevant information, standards and specifications.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • actual or simulated work environment, including gaseous agent containers and actuators • finalised design documentation and installation drawings for a gaseous fire-suppression system • assessment documentation, including training and assessment record books • necessary tools, specialist equipment, materials and spare parts • relevant manuals and other documentation, including Australian standards.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to

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	other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules and regulations may include:	• building surveyor requirements
	• dangerous goods regulations
	• environmental regulations, including ODS and SGG legislation, codes and regulations
	• licensing arrangements
	• OHS legislation, codes and regulations
	• relevant Australian and international standards, such as:
	  • AS 4214 Gaseous fire extinguishing systems
	  • ISO 14520 Gaseous fire-extinguishing systems – Physical properties and system design
	  • NFPA 12 Standard on Carbon Dioxide Extinguishing Systems (US)
	  • NFPA 12A Standard on Halon 1301 Fire Extinguishing Systems (US)
	  • NFPA 2001 Standard on Clean Agent Fire Extinguishing Systems (US)
	  • note: Australian standards are frequently revised and users must always check for currency and amendments
	• relevant federal, state and territory building Acts, regulations and codes, such as:
	  • Ozone Protection and Synthetic Greenhouse Gas Management Act 1989

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	• BCA
	• other relevant legislation relating to fire protection equipment, including:
	  • international shipping codes
	  • marine codes for different Australian States.

Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisors and managers • ODS, SGG and OHS requirements • personal protective equipment (PPE) requirements • reporting and documentation requirements • specific customer requirements.
Checking compliance requirements may include:	• undertaking commissioning tests detailed in Australian standards and manufacturers' documentation to verify performance of an installed, repaired or altered piece of equipment or system • reviewing documentation to ensure containers and actuators have been installed correctly and according to the system design.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.

ODS and SGG extinguishing agents may include:
 	
Note list format:
product name (other names) use
 	
Check the latest amendments to the Ozone Protection and Synthetic Greenhouse Gas Management Act for the current list of ODS and SGG extinguishing agents.
	• ODS and SGG extinguishing agents **commonly** used in Australia:
	  • FM200 (FE-227 Heptafluoropropane, HFC-227ea) used as a total flooding extinguishing agent and as a replacement for Halon 1301
	  • Halon 1211 (BCF, Halon 1211 BCF, Bromochlorodifluoromethane) used as a streaming agent – requires a special permit in Australia
	  • Halon 1301 (BTM, Halon 1301 BTM, Bromotrifluoromethane) used as a total flooding agent – requires a special permit in Australia
	  • NAF-P-III (HCFC Blend C) used as a streaming agent
	  • NAF-P-IV (HCFC Blend E) used as a streaming agent
	  • NAF-S-III (HCFC Blend A) used as a total flooding agent
	  • SF6 (Sulfurhexafluoride) used as an inerting agent in sealed high voltage switchgear
	• ODS and SGG extinguishing agents **not commonly** used in

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	Australia: • Blitz III (HCFC Blend D) used in flooding systems • CFC-11 (Trichlorofluoromethane) may be found as a propellant in some powder fire extinguishers (this product is banned in Australia but may be found on incoming foreign vessels) • FC-2-1-8 (CEA-308) used in flooding systems • FC-3-1-10 (CEA-410) used in flooding systems • FC-5-1-14 (CEA-614) used as a streaming agent • FE-13 (Trifluoromethane, HFC-23) used as a total flooding agent • FE-241 (Chlorotetrafluoroethane, HCFC-124) used as a total flooding agent for non-occupied spaces and as a streaming agent • FE-25 (Pentafluoroethane, HFC-125) used in inerting and explosion suppression applications • FE-36 (Hexafluoropropane, HFC-236fa) used in portable fire extinguishers – is a replacement for Halon 1211 and Halon 1301 • FM100 (HBFC-22B1) used in portable fire extinguishers • Halon 2402 (Dibromotetrafluoroethane) limited use in military systems – requires a special permit in Australia • Halotron I (HCFC Blend B or HCFC-123) used as a total flooding agent and streaming agent • Halotron II (blend of HFC-143a and HFC-125) used as a total flooding agent and as a replacement for Halon 1301 • HCFC-22 (Chlorodifluoromethane) used as a propellant in some powder fire extinguishers (this product is banned in Australia but may be found on incoming foreign vessels) • HFC-134a (Unsymmetric tetrafluoroethane) used as a propellant in some powder fire extinguishers.
Organisational policies and procedures may include:	• job scheduling systems and communication devices • personnel practices and guidelines outlining work roles, responsibilities and delegations • procedures and work instructions to prevent the emission of ODS and SGG in the workplace • recording and reporting documentation and systems • relevant OHS policies, procedures and programs • relevant rules and regulations • standard operating procedures, work instructions and manuals.
System components and materials may include:	• actuators (pneumatic, electrical, mechanical and manual operation) • agent discharge nozzles

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	• agent distribution pipework and hose networks • container bank manifold connections • container discharge valves • control equipment • detection devices • extinguishing agent containers, such as tanks and cylinders • flexible discharge hose and fittings, including hose check valve connected between container valve and fixed pipework manifold arrangement • pilot and slave tubes.

Finalised design documentation may include:	• finalised design documentation that meets the requirements of AS 4214 or equivalent that may include information about:
	  • manufacturers' information
	  • material safety data sheets on agents and equipment
	  • system concentration and calculations
	  • technical bulletins.

Installation drawings may include:	• installation drawings that meet the requirements of AS 4214 or equivalent and may include information about:
	  • 'for construction' drawings
	  • 'as installed' or 'as built' drawings.

Pre-tested or prefabricated components may include:	• container with valve assembly • flexible discharge hose with fittings.
Acceptable condition may include:	• use of safety devices • use of transport caps.

Tools, equipment and materials may include:	• hand tools, including:
	  • hammers
	  • nail guns
	  • pliers
	  • screwdrivers
	  • spanners
	  • spirit levels
	• manual-handling aids, including:
	  • hand trucks
	  • hooks
	  • lifting magnets and straps
	  • suction grips
	  • trolleys
	  • wheelbarrows
	• power tools, including:

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	• battery powered drills • hammer drills • servicing tools and equipment, including: • hydrostatic test equipment • recharging and pressurising equipment • safety equipment • scales • service tag punch • fire equipment spare parts, including: • anti-tamper seals • hoses • labels • nozzles • pressure indicators • seals • service tags • valves • non-licensed mechanical-handling aids, including: • cranes • hoists • manually-operated forklifts and pallet trucks.
Hardware components may include:	• actuators • agent discharge nozzles • agent distribution pipework and hoses • bolts and nuts • container valves • control equipment • double-sided tape • extinguishing agent containers, such as tanks and cylinders • hex nipples • identifying signs • liquid adhesives • nails • pipe adaptor bush fittings • plugs • pneumatic detection devices • screws • support brackets • thread sealant.
Work permits may	• enter a work site

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include permits to:	• enter a restricted area within a work site • enter a work site at specific times • ensure that specific OHS requirements are met before entering a work site.
Safety procedures may include:	• confirmed acceptable floor loading • container handing techniques • job safety analysis (JSA) performed for installation, in particular, manual handling.
Customer requirements may include:	• confirming installation instructions • confirming variations to installation instructions • following sign-in and sign-out procedures for entry to or exit from premises • providing non-routine or urgent services • providing routine services • sighting work permits • written or verbal confirmation of services provided and future services, such as maintenance.

Hazards may include:	• environmental, including:
	  • improper use of hazardous material and other chemicals
	  • improper use or emission of ODS and SGG; emissions may be caused by:
	  • transporting, storing and manual handling containers containing ODS and SGG agents
	  • servicing and maintaining container valve assemblies
	  • installing and removing container valve assembly, manifold connection components and activating mechanisms
	  • conducting interface tests during commissioning, servicing and decommissioning procedures between container activating mechanisms, control and indicating equipment (CIE) and fire alarm systems
	• ergonomic, such as incorrect manual-handling methods
	• any source of potential harm
	• equipment in a work site
	• hazards associated with electrical or mechanical faults
	• obstructive, such as blocked access to emergency entry or exit points
	• people in a work site
	• work methods, plans and procedures.

Actuators (also known as actuation control devices) may include:	• electrical operation: signal generated from the CIE panel as part of a fire alarm detection system • manual operation: by direct push lever or pull cable system • mechanical operation

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	• pneumatic operation.

Auxiliary shutdown fire system and equipment:	• may include:
	  • auxiliary shutdown valves that interrupt fuel or electricity supplies before the extinguishing agent is discharged
	• may interact with:
	  • air conditioning equipment
	  • fire dampers
	  • lock-out switches for gas extraction.

Documentation may include:	• corrective action reports • customer recommendation forms • equipment recommendation forms • expense claims • job cards • maintenance record systems • manufacturers' system documentation • product documentation • service agreements • test results and test reports.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPFES3046A Decommission gaseous agent containers and actuators

Modification History

Revised unit

Unit updated and equivalent to PRMPFES46A Decommission gaseous agent containers and actuators

Unit Descriptor

This unit of competency specifies the outcomes required to decommission gaseous agent containers and actuators.

Application of the Unit

This unit of competency supports individuals responsible for decommissioning and removing gaseous agent containers and actuators, and preparing containers and components for transport.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry, finalised design documentation, installation drawings, customer and organisational requirements, and comply with policies and procedures relating to ozone depleting substances (ODS), synthetic greenhouse gases (SGG) and occupational health and safety (OHS).

Service technicians are not permitted to undertake any installation, replacement, maintenance and repair functions that are restricted to licensed trades or occupations (subject to relevant state and territory regulations).

The unit supports one or more extinguishing agent handling licences prescribed under the Ozone Protection and Synthetic Greenhouse Gas Management Act 1989.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Apply rules and regulations to decommissioning operations.	1.1	Requirements of relevant ***rules and regulations*** are ***confirmed*** and applied to ***work procedures***, and in particular to reduction of ***ODS and SGG*** **emissions.**
		1.2	***Compliance requirements are checked*** and ***action*** is taken according to ***organisational policies and procedures***.
2	Prepare to decommission gaseous agent containers and actuators.	2.1	***Work permits*** are organised prior to entering customer premises.
		2.2	***Decommissioning guidelines*** for system are reviewed with relevant persons to satisfy ***customer requirements***, manufacturers' specifications, and legislative and industry requirements.
		2.3	***Safety procedures*** are followed according to organisational, customer and manufacturers' requirements.
		2.4	Potential ***hazards*** and risks are identified.
		2.5	Required ***tools, equipment and materials*** are identified, selected and checked, and used safely and efficiently.
		2.6	***System components and materials*** are identified.
		2.7	Access to system is checked to ensure compliance with decommissioning guidelines and minimal disruption to customer or property.

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3	Decommission gaseous agent containers and actuators.	3.1	Gaseous agent containers and ***actuators*** are decommissioned according to decommissioning guidelines; organisational, customer, legislative and industry requirements; and manufacturers' specifications.
		3.2	All interfaced actuators are confirmed as isolated, with signage, documentation and lock-off in place.
		3.3	Manual, electrical and mechanical actuators are disconnected.
		3.4	Pneumatic actuators, pilot and slave tubes and fittings are disconnected.
		3.5	Transport caps, plugs and locking devices are fitted on discharge outlets and actuator ports.
		3.6	Container manifold connection components are disconnected.
		3.7	Transport caps on valve outlets are connected.
4	Complete decommissioning operations.	4.1	Removal and transportation of gaseous agent containers to storage or reclaim facility are organised according to legislative requirements and OHS policies and procedures.
		4.2	***Documentation*** and decommissioning sign-off requirements are completed with relevant persons.
		4.3	Decommissioning site is left clean and tidy with materials disposed of or recycled according to state or territory legislative and industry requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills

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- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - read and comply with work instructions and specifications
  - read and interpret decommissioning guidelines
  - read and record measurements
  - record and report information neatly and legibly
- planning and organising skills to:
  - estimate time to complete activities
  - organise safe transport of gaseous agent containers to storage or reclaim facility
  - prioritise tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds
- skills to work safely when:
  - applying workplace housekeeping procedures
  - removing debris in the work area caused by decommissioning operations
  - selecting and using tools, equipment and materials for specific tasks
- technical skills to:
  - connect transport caps, plugs and locking devices
  - convert basic units of measurement and pressure
  - disconnect:
    - gaseous agent container bank manifold and components
    - manual, mechanical, pneumatic and electrical actuators
  - identify hazards in the work area in preparation for decommissioning operations
  - isolate interfaced actuators

Required knowledge

- action to take when a breach of OHS, ODS and SGG or other policy occurs
- awareness of on-site work permit requirements
- intent of Australian standards, particularly AS 1851 in relation to decommissioning gaseous agent containers and actuators
- key features of legislation, regulations and codes applicable to fire protection equipment decommissioning procedures, including:
  - extinguishing agent handling licences (EAHL) requirements
  - implications of not applying legislative requirements to job functions
  - purpose of the Building Code of Australia (BCA)
- records and documentation required to decommission gaseous agent containers and actuators
- maintenance requirements for relevant hand and power tools
- methods for converting basic units of measurement and pressure
- operation of discharge valve assembly and manifold connection components
- relevant federal, state or territory legislation that affects organisational operations, including:
  - anti-discrimination and diversity
  - equal employment opportunity

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- safety requirements for using tools, equipment and materials
- tools, equipment and materials for decommissioning procedures
- types and operation of actuators and activating mechanisms
- types and purposes of relevant hardware items
- types of electrical safeguards used to protect persons and property

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration of decommissioning operations for gaseous agent containers and actuators at customers' premises or in a simulated workplace.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.
	In particular the person should demonstrate the ability to:
	• communicate and work effectively and safely with others
	• comply with organisational policies and procedures, including quality requirements
	• comply with site safety plan, OHS regulations and ODS and SGG regulations (where required) and state and territory legislation applicable to workplace operations
	• decommission gaseous agent containers and actuators in a minimum of two different settings, including:
	  • identifying risk reduction measures
	  • identifying system components and materials
	  • identifying, selecting and using tools, equipment and materials to perform decommissioning procedures on installed gaseous agent containers and actuators
	  • identifying potential hazards and risks
	  • reviewing decommissioning guidelines with relevant persons
	  • adhering to safety procedures during decommissioning procedures
	  • decommissioning installed gaseous agent containers and actuators using decommissioning guidelines
	  • creating records and documentation

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	• completing workplace housekeeping requirements • locate, interpret and apply relevant information, standards and specifications.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • actual or simulated work environment and installed gaseous agent containers and actuators • decommissioning guidelines and procedures • assessment documentation, including training and assessment record books • necessary tools, specialist equipment, materials and spare parts • relevant manuals and other documentation, including Australian standards.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules and regulations may include:	• building surveyor requirements
	• dangerous goods regulations
	• environmental regulations, including ODS and SGG codes and regulations
	• licensing arrangements
	• OHS legislation, codes and regulations
	• relevant Australian and international standards, such as:
	  • AS 4214 Gaseous fire extinguishing systems
	  • ISO 14520 Gaseous fire-extinguishing systems – Physical properties and system design
	  • NFPA 12 Standard on Carbon Dioxide Extinguishing Systems (US)
	  • NFPA 12A Standard on Halon 1301 Fire Extinguishing Systems (US)
	  • NFPA 2001 Standard on Clean Agent Fire Extinguishing Systems (US)
	  • note: Australian standards are frequently revised and users must always check for currency and amendments
	• relevant federal, state and territory building Acts, regulations and codes, such as:
	  • Ozone Protection and Synthetic Greenhouse Gas Management Act 1989
	  • BCA
	• other relevant legislation relating to fire protection equipment, including:
	  • international shipping codes
	  • marine codes for different Australian States.

Requirements may be ***confirmed*** with:	• colleagues • managers • supervisors • team leaders.
Work procedures may include:	• assignment instructions • equipment manufacturers' requirements • instructions from colleagues, supervisors and managers • ODS, SGG and OHS requirements

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	• personal protective equipment requirements • reporting and documentation requirements • specific customer requirements.

ODS and SGG extinguishing agents may include:
 	
Note list format:
product name (other names) use
 	
Check the latest amendments to the Ozone Protection and Synthetic Greenhouse Gas Management Act for the current list of ODS and SGG extinguishing agents.
	• ODS and SGG extinguishing agents **commonly** used in Australia:
	  • FM200 (FE-227 Heptafluoropropane, HFC-227ea) used as a total flooding extinguishing agent and as a replacement for Halon 1301
	  • Halon 1211 (BCF, Halon 1211 BCF, Bromochlorodifluoromethane) used as a streaming agent – requires a special permit in Australia
	  • Halon 1301 (BTM, Halon 1301 BTM, Bromotrifluoromethane) used as a total flooding agent – requires a special permit in Australia
	  • NAF-P-III (HCFC Blend C) used as a streaming agent
	  • NAF-P-IV (HCFC Blend E) used as a streaming agent
	  • NAF-S-III (HCFC Blend A) used as a total flooding agent
	  • SF6 (Sulfurhexafluoride) used as an inerting agent in sealed high voltage switchgear
	• ODS and SGG extinguishing agents **not commonly** used in Australia:
	  • Blitz III (HCFC Blend D) used in flooding systems
	  • CFC-11 (Trichlorofluoromethane) may be found as a propellant in some powder fire extinguishers (this product is banned in Australia but may be found on incoming foreign vessels)
	  • FC-2-1-8 (CEA-308) used in flooding systems
	  • FC-3-1-10 (CEA-410) used in flooding systems
	  • FC-5-1-14 (CEA-614) used as a streaming agent
	  • FE-13 (Trifluoromethane, HFC-23) used as a total flooding agent
	  • FE-241 (Chlorotetrafluoroethane, HCFC-124) used as a total flooding agent for non-occupied spaces and as a streaming agent
	  • FE-25 (Pentafluoroethane, HFC-125) used in inerting and explosion suppression applications
	  • FE-36 (Hexafluoropropane, HFC-236fa) used in portable fire extinguishers – is a replacement for Halon 1211 and Halon 1301
	  • FM100 (HBFC-22B1) used in portable fire extinguishers
	  • Halon 2402 (Dibromotetrafluoroethane) limited use in military systems – requires a special permit in Australia
	  • Halotron I (HCFC Blend B or HCFC-123) used as a total

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	flooding agent and streaming agent • Halotron II (blend of HFC-143a and HFC-125) used as a total flooding agent and as a replacement for Halon 1301 • HCFC-22 (Chlorodifluoromethane) used as a propellant in some powder fire extinguishers (this product is banned in Australia but may be found on incoming foreign vessels) • HFC-134a (Unsymmetric tetrafluoroethane) used as a propellant in some powder fire extinguishers.
Checking compliance requirements may include:	• applying inspection, test and survey requirements according to Australian standards • undertaking checks to ensure procedures are followed according to codes of practice relating to decommissioning.
Action may include:	• advising customer • documenting non-compliance • making equipment safe • reporting, as required.
Organisational policies and procedures may include:	• job scheduling systems and communication devices • personnel practices and guidelines outlining work roles, responsibilities and delegations • procedures and work instructions to prevent the emission of ODS and SGG in the workplace • recording and reporting documentation and systems • relevant OHS policies, procedures and programs • relevant rules and regulations • standard operating procedures, work instructions and manuals.
Work permits may include permits to:	• enter a work site • enter a work site at specific times • enter a restricted area within a work site • ensure that specific OHS requirements are met before entering a work site.

Decommissioning guidelines may include:	• electrical system
	• inhibit switch
	• lock-off valve
	• manifolds and valves, including:
	  • check valves
	  • directional valves
	  • discharged indicators
	  • joints and fastenings
	  • pressure reduction devices
	• manual release devices
	• nozzles
	• pneumatic equipment

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	• release mechanisms, including:
	  • actuating pressure lines
	  • connections
	  • location
	  • mechanical release
	• remarks
	• system configuration
	• types and features of gaseous agent containers, such as:
	  • charge quantity
	  • label
	  • location
	  • marking
	  • mounting
	  • number
	  • orientation
	  • size
	• warning signs and notices.

Customer requirements may include:	• confirming or varying decommissioning instructions • following sign-in and sign-out procedures for entry to or exit from premises • providing non-routine or urgent services • providing routine services • sighting work permits • written or verbal confirmation of services provided and future services, such as maintenance.
Safety procedures may include:	• confirmed acceptable floor loading • job safety analysis (JSA) performed for decommissioning, in particular, manual-handling tasks.

Hazards may include:	• environmental, including:
	  • improper use of hazardous material and other chemicals
	  • improper use or emission of ODS and SGG; emissions may be caused by:
	  • transporting, storing and manually handling containers containing ODS and SGG agents
	  • removing gaseous agent container valve assembly, manifold connection components and actuators
	  • conducting interface tests during decommissioning procedures between container activating mechanisms and control and indicating equipment (CIE) and fire alarm system
	• ergonomic, such as incorrect manual-handling methods

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	• any source of potential harm • equipment in a work site • hazards associated with electrical or mechanical faults • obstructive, such as blocked access to emergency entry or exit points • people in a work site • transport caps and safety devices • work methods, plans and procedures.

Tools, equipment and materials may include:	• hand tools, including:
	  • hammers
	  • pliers
	  • power tools, including battery drills
	  • screwdrivers
	  • spanners
	• manual-handling aids, including:
	  • hand trucks
	  • hooks
	  • lifting magnets
	  • lifting straps
	  • suction grips
	  • trolleys
	  • wheelbarrows
	• fire equipment spare parts, including:
	  • anti-tamper seals
	  • hoses
	  • labels
	  • nozzles
	  • pressure indicators
	  • seals
	  • service tags
	  • valves
	• non-licensed mechanical-handling aids, including:
	  • cranes
	  • hoists
	  • manually-operated forklifts and pallet trucks.

System components and materials may include:	• actuators • agent discharge nozzles • agent distribution pipework and hose networks • control equipment • detection devices

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	• fittings between container valves • flexible discharge hose and fittings, including hose check valve connected between container valve and fixed pipework manifold arrangement • gaseous agent container bank manifold connections • gaseous agent container discharge valves • gaseous agent containers, such as tanks and cylinders • pilot and slave tubes.
Actuators (also known as actuation control devices) may include:	• electrical operation: signal generated from CIE panel as part of a fire alarm detection system • manual operation: by direct push lever or pull cable system • mechanical operation • pneumatic operation.
Documentation may include:	• corrective action reports • customer recommendation forms • equipment recommendation forms • expense claims • job cards • maintenance record system • manufacturers' system documentation • product documentation • service agreements • test results and test reports.

Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPHSA4001A Assess household energy use

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to collect and analyse information on household energy use and provide advice on ways to improve energy efficiency in the home. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit of competency supports the work of home sustainability assessors engaged in assessing residential energy use and providing advice on ways to improve energy efficiency in the home.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and organise the assessment.	1.1 ***Need for assessing energy use*** in a ***residential building*** is clarified with ***client***. 1.2 ***Effective communication strategies*** are employed to assist in establishing rapport with client and in responding to client questions and concerns. 1.3 Assessment is planned in line with enterprise practice, client requirements, ***commonwealth***, ***state or territory***, ***and local government legislation and regulations***, ***and industry ethical and conduct standards***. 1.4 ***Issues*** relating to state and territory legislation and regulations and industry ethical and conduct standards are identified and clarified with client. 1.5 Plan is established for the assessment in line with enterprise practice and client requirements. 1.6 Potential ***hazards*** are identified to ensure risks are suitably managed. 1.7 Assessment activities are planned to ensure they do not compromise the health and safety of self and others. 1.8 ***Assessment documentation*** is prepared in a manner consistent with enterprise practice. 1.9 ***Tools***, ***equipment and other requirements*** for the assessment are identified and arrangements are made to ensure their availability on day of assessment. 1.10 Client is advised of ***information that should be obtained prior to assessment*** and ***details of assessment*** are confirmed. 1.11 Authority to proceed is obtained from client prior to commencement and reconfirmed as appropriate during the

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ELEMENT	PERFORMANCE CRITERIA
	assessment.
Gather data on household energy use and costs.	2.1 ***Information*** to be gathered on household energy use and costs is confirmed. 2.2 ***Information on household energy use and costs*** is collated. 2.3 ***Information on household water heating system*** is gathered from resident, and from measurements and observations made during inspection of the residence. 2.4 ***Information on household space heating and cooling*** is gathered from resident, and from measurements and observations made during inspection of the residence. 2.5 ***Information on household lighting*** is gathered from resident, and from measurements and observations made during inspection of the residence. 2.6 ***Information on household appliances*** is gathered from resident, and from measurements and observations made during inspection of the residence. 2.7 ***Information on behaviour and preferences of household members that impact on energy use*** is gathered from resident, and from observations made during inspection of the residence. 2.8 Information is verified for accuracy and recorded using the relevant ***data collection tool***.
Analyse data on household energy use, costs and emissions.	3.1 Information is analysed to identify key ***characteristics of household energy use***, ***costs and emissions***. 3.2 Government rebates and other assistance programs related to improving efficiency of household energy use are identified. 3.3 ***Options for improving efficiency of energy use and reducing costs and emissions*** are ***evaluated***. 3.4 Cost of options for improving household energy efficiency is estimated in line with enterprise procedures. 3.5 Estimated energy, emissions and cost savings generated from improving household energy efficiency are estimated in line with enterprise procedures.
Assess feasibility of using residence for	4.1 ***Sources of technical advice on using residential property for energy production*** are identified.

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ELEMENT	PERFORMANCE CRITERIA
energy production.	4.2 ***Advantages and disadvantages of using residential property for energy production*** are identified. 4.3 ***Energy production technologies suitable for use in residential property*** are identified. 4.4 Government rebates and other assistance programs for incorporating energy production technologies in residential buildings are identified. 4.5 ***Feasibility*** of using residence for energy production is assessed. 4.6 Estimates of cost of installing energy production technologies are produced and associated impact on household energy costs and emissions is determined in line with enterprise procedures.
Report outcomes of energy use assessment.	5.1 Results and recommendations, along with supporting evidence, are collated and documented in line with enterprise and client requirements. 5.2 Estimated cost of proposed recommendations, associated reductions in household energy costs and emissions, and improvements in household energy efficiency are calculated in line with enterprise procedures. 5.3 Results and recommendations, including estimated costs and improvements in household energy efficiency, are explained to client in line with enterprise, legislative and client requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to interact with clients from diverse social, economic and cultural backgrounds • decision-making and problem-solving skills to make recommendations based on analysis of household energy use • literacy skills to: • complete standard forms

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REQUIRED SKILLS AND KNOWLEDGE

- generate business correspondence
- interpret gas and electricity accounts
- prepare reports
- read and interpret a variety of texts, including legislation, regulations, and codes of conduct and ethical standards

- numeracy and data analysis skills to:
  - extract and interpret data from gas and electricity accounts
  - interpret energy plans and tariff structures
  - read, calculate and interpret data from gas and electricity meters and the outputs of energy measuring tools
- planning, organising and scheduling skills to undertake work-related tasks, such as collecting data required for assessing household energy use
- research skills to identify and locate documents, reports and information on key matters associated with energy use, such as:
  - energy ratings of appliances
  - power consumption of appliances
  - residential greenhouse emissions
- technology skills to:
  - enter data and use the functions of energy use calculators and general purpose software packages
  - use energy measuring tools
- time-management skills to complete assessment tasks in a time and cost efficient manner

Required knowledge

- commonwealth, state or territory, and local government legislation and regulations impacting on household energy use and management related to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - environment protection
  - household energy and energy-production technologies
  - occupational health and safety (OHS)
  - privacy
- energy:
  - fuel switching
  - load switching
  - greenhouse coefficient
  - measuring energy

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REQUIRED SKILLS AND KNOWLEDGE

- operational and embodied energy
- sources of energy
- trends in household energy use and emissions and factors impacting on those trends
- units of measurement

- energy bills:
  - actual and estimated bills
  - cost calculations
  - plans
  - tariffs
- energy measuring tools:
  - types
  - uses
- energy rating systems for domestic appliances:
  - compliance plates:
    - data
    - procedure for reading
  - energy labels
- energy types:
  - biomass
  - diesel
  - electricity
  - gas
  - geothermal
  - mini hydro
  - oil
  - solar energy
  - solid fuel
  - wind
- government rebates and other assistance programs related to improving energy efficiency in residential buildings
- greenhouse gas emissions:
  - relationship between energy consumption and greenhouse gas emissions
  - ways of reducing greenhouse gas emissions through improving household energy efficiency
- green power sources
- household energy use:
  - cooking

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REQUIRED SKILLS AND KNOWLEDGE
• heating and cooling • internal and external appliances • lighting • refrigeration • water heating system • water pump • impact of attitudes, behaviour and preferences of household members on energy use • options for improving efficiency of household energy use: • behaviour change • heating and cooling • internal and external appliances • lighting • water heating system • water pump • residential energy production: • criteria for assessing feasibility • rebates and other forms of financial support • residential photovoltaic cells • sources of information • sources of data on residential energy use and cost: • electricity and gas bills • electricity and gas meters • instant energy display units • standby power

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	This unit of competency could be assessed by conducting an assessment of energy use in a residence, which involves collecting and analysing information on household energy use and providing advice on ways to improve energy

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	efficiency.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.
	In particular, the person should demonstrate the ability to:
	• collect and analyse information on household energy use and provide advice on ways to improve energy efficiency in the home
	• assess feasibility of using a residential building for energy production
	• meet all OHS requirements when conducting household energy assessments
	• apply knowledge of:
	  • trends in household energy use and costs
	  • major sources of household energy use
	  • ways of gathering information on household energy use and costs
	  • ways of improving household energy efficiency.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and is to comply with relevant regulatory and Australian standards' requirements.
	Resource implications for assessment include:
	• data collection tools
	• relevant codes, standards and government regulations
	• access to residential buildings for conducting an assessment of energy use
	• technology suitable for generating reports
	• technical reference library with current publications on:
	  • Australian climatic zones
	  • energy rating schemes
	  • energy use and measurement
	  • manufacturers' product information on domestic appliances, heating and cooling, water heating and lighting products
	  • residential energy production technologies.

Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the CPP07 Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability

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	to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPHSA4002A Assess household waste generation and management • CPPHSA4003A Assess household water use • CPPHSA4004A Assess thermal performance of existing residences using non-rating tools and techniques. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should, as far as is practical, take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Need for assessing energy use may include assessment for:	• determining energy profile, identifying opportunities for reducing energy use and improving energy efficiency • legislative, regulatory and compliance purposes • providing building design advice.
Residential building refers to:	• any building categorised as Class 1, 2, 4 and 10a of the Building Code of Australia or in accordance with

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	jurisdictional requirements.
Client may include:	• builder • community organisation • construction manager • government agency • house owner • landlord • property developer • property manager • real estate agent • tenant.
Effective communication strategies may include:	• active listening • being non-judgemental • exploring problems • expressing an individual perspective • providing sufficient time for questions and responses • providing summarising and reflective responses in conflict situations • using appropriate words, behaviour and posture • using clarifying, summarising questions • using clear and concise language • using culturally appropriate communication • using plain English • using verbal and non-verbal communication.

Commonwealth, ***state or territory***, ***and local government legislation and regulations***, ***and industry ethical and conduct standards*** may include:	• energy and energy management
	• energy use assessment:
	  • accreditation
	  • assessment procedures
	  • certification
	  • documentation
	• environment protection
	• ethical behaviour
	• fair trading and consumer protection:
	  • confidentiality
	  • conflict of interest
	  • duty of care
	  • non-discriminatory practices
	  • privacy
	  • residential tenancies
	• mandatory disclosure
	• OHS

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	• retailer obligation schemes • white certificate schemes.
Issues may include:	• basis for the need to conduct energy assessment • information required by assessor from client • information that assessor is required to document • objectives of assessment.

Hazards may include:	• appliances:
	  • electrocution
	  • faulty
	• biological waste
	• confined spaces
	• electricity
	• harassment, bullying and/or violence involving co-workers or customers
	• hazardous substances:
	  • asbestos
	  • chemicals
	  • fibres
	  • fumes
	  • insulation
	• heat:
	  • burns
	  • scalds
	• lighting:
	  • bulbs
	  • electrocution
	• manual handling:
	  • carrying
	  • lifting
	  • pulling
	  • pushing
	• machinery, including powered and non-powered equipment
	• skin penetrating injuries:
	  • knives
	  • sharps
	  • syringes
	• work environment:
	  • access
	  • animals

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	• dust • floor surfaces • lighting • noise • smoking • temperature extremes • working alone • working at heights • ventilation.
Assessment documentation may include:	• assessor name and contact details • building details • building plans and specifications • checklists • client details • company promotional materials • existing energy bills • energy utility charges, rebates and programs for encouraging energy efficiency • photographic evidence • risk assessment • site details.

Tools, ***equipment and other requirements*** may include:	• calculator
	• clipboard
	• compass
	• digital camera
	• energy monitoring equipment:
	  • electricity meters
	  • gas meters
	  • power meters
	• incense sticks to observe air flow and draughts
	• infra-red thermometer
	• ladder
	• lux meter
	• personal protective equipment (PPE):
	  • dust masks
	  • eye protection
	  • gloves
	  • headwear
	  • overalls
	  • safety shoes and work boots

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	• power meter • stopwatch • tape measure • thermometer • torch.

Information that should be obtained prior to assessment may include:	• appliances:
	  • age
	  • capacity
	  • number
	  • type
	• energy accounts:
	  • billing history
	  • electricity
	  • gas
	  • solid fuel
	• household members:
	  • number
	  • age
	• insulation.

Details of assessment may include:	• address of residence • assessor name and contact details • cost of assessment • date and time of assessment • duration of assessment • name of householder.
Information may include:	• energy costs • energy use and behaviour and preferences of household members that impact on energy use • heating and cooling • internal and external appliances • lighting • water heating system • water pump.
Information on household energy use and costs may be gathered through:	• analysis of gas and electricity meter readings: • conventional meters • instant energy display units • smart meters • analysis of accounts to show current, seasonal and trend data on use and cost of: • electricity • gas:

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	• LPG • natural • solid fuel: • coal • coke • diesel • oil • wood • analysis of costs of different energy plans and tariffs • tariffs: • peak • off peak • solar power and metering.

Information on household water heating system may include:	• features of water heating system:
	  • age
	  • capacity
	  • condition
	  • energy use
	  • energy rating
	  • insulation:
	  • hot and cold water pipes
	  • tank
	  • location
	  • standby losses
	  • star rating (if gas)
	  • suitability for size of household
	  • thermostat settings
	  • type and number of showerheads
	  • use of solar thermal hot water heaters
	• type of water heating system:
	  • electric instant
	  • electric storage
	  • electric heat pump
	  • gas storage
	  • gas instant
	  • solar.

Information on household space heating and cooling may include:	• ceiling fans:
	  • ability to reverse
	  • age
	  • type

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	• placement
	• draughts and air leaks:
	  • causes:
	  • doors
	  • exhaust fans
	  • gaps around plumbing pipes
	  • gaps around power points and light switches
	  • gaps between floorboards
	  • recessed light fittings
	  • wall-mounted air conditioners
	  • windows
	  • tests:
	  • blower door tests
	  • incense
	  • tealights
	• ductwork
	• heating and cooling zones
	• heating and cooling appliances:
	  • age
	  • condition
	  • energy rating
	  • energy use
	  • maintenance costs of system
	  • noise level
	  • number
	  • placement of external unit (for cooling appliances only)
	  • suitability for space being heated or cooled
	  • thermostat setting
	  • type
	• insulation:
	  • floor, roof and walls
	  • rating
	  • type
	• natural ventilation
	• outdoor living spaces:
	  • fans
	  • outdoor heaters
	  • shade devices
	• sources of heating and cooling.

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Information on household lighting may include:	• lights and lamps:
	  • colour
	  • dimmers
	  • lux levels
	  • number
	  • position
	  • shadows cast by existing lights and lamps
	  • total wattage of lighting:
	  • each globe
	  • each room
	  • whole house
	  • type of globes
	  • type of light fittings
	  • type of lighting:
	  • recessed
	  • surface mounted
	  • venting of downlights
	• lighting sensors and timers:
	  • movement
	  • timed
	• natural lighting
	• solar lighting
	• use of lighting:
	  • general lighting
	  • required lighting
	  • safety and security lighting
	  • task lighting.

Information on household appliances may include:	• types of appliances:
	  • cooking appliances
	  • entertainment equipment
	  • information technology equipment
	  • whitegoods:
	  • clothes dryers
	  • clothes washers
	  • combination washer/dryers
	  • dishwashers
	  • freezers
	  • microwaves
	  • portable heaters and air conditioning units

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	• refrigerators • other equipment: • fish tanks • gymnasium equipment • large electric appliances, such as stoves, ovens, rangehoods, and portable heaters and air conditioning units • medical equipment • small household electric appliances, such as electric kettles, irons and towel warmers • spas • swimming pools • waste disposal units • water beds • features of appliances: • age, position and number of appliances • average daily use of appliances • condition of appliances: • dust on coils • seals on refrigerators, freezers and ovens • energy and water saving features • energy rating, type and use • size of appliances: • appropriateness for size of household • kWh used • Mj used • standby energy use • maintenance of appliances • ventilation and microclimate.
Information on behaviour and preferences of household members that impact on energy use may relate to:	• levels of illumination • medical conditions of household members that may impact on: • hot water, heating, cooling, lighting and appliance requirements • capacity to manipulate controls • setting and programming thermostats • thermal comfort • use of appliances • use of hot water.
Data collection tools	• checklists and forms

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may include:	• energy use calculators • graphs • questionnaires • self-assessment forms • software programs.

Characteristics of household energy use, costs and emissions may include:	• comparison of energy use and costs with similar households
	• components of energy use:
	  • appliances
	  • cooking
	  • heating and cooling
	  • lighting
	  • water heating systems
	• occupant behaviour
	• seasonal variation in energy use and costs
	• total consumption and cost
	• trends in consumption and cost over time.

Options for improving efficiency of energy use and reducing costs and emissions may include:	• appliances:
	  • check size of appliances relative to household requirements, as appropriate
	  • consider necessity of having multiple appliances
	  • limit use of standby power by switching off appliances when not in use
	  • maintain appliances
	  • replace appliances with energy efficient ones
	  • reset thermostats, where applicable
	  • select correct location for appliances
	  • ventilation
	• behaviour and preferences of household members that impact on energy use
	• heating and cooling:
	  • heat distribution systems:
	  • leaky or broken ducts
	  • poorly insulated ducts
	  • cross-flow ventilation
	  • draught proofing
	  • glazing
	  • efficiency of central heating systems, for example, through clip-on air diverters
	  • energy efficient space heating and cooling
	  • insulation

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	• passive cooling • setting of thermostats • use of fans • window and floor coverings • zoning of heating and cooling system and exclusion of wet areas • lighting: • increase solar lighting • install energy efficient systems • replace light bulbs with energy efficient bulbs • use different lighting levels for background and task lighting • use light colours in rooms for walls and furnishings • use sensors and timers • use separate switching and two-way switching • water heating system: • install showerheads with water efficiency and labelling standards (WELS) rating • install water saving aerators on taps and in tap flow regulators • install energy efficient water heating system • insulate hot water tanks and pipes • maintain and repair leaking taps and pipes • reset thermostat down to 60°C.
Evaluations take into account:	• availability of rebates and other assistance programs • behaviour and preferences of householders • cost • ownership of building • practicality • type of building.
Sources of technical advice on using residential property for energy production may include:	• accreditation agencies • architects • building designers • colleagues • consultants • energy use and management advisory services • government agencies • professional associations • research bodies • supervisors • suppliers of residential energy production technologies

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	• utility companies.

Advantages and disadvantages of using residential property for energy production may include:	• advantages:
	  • higher resale value
	  • isolation for building owners from future energy price increases
	  • pre-empt future legislative restrictions or penalties, which may force expensive retrofits to energy inefficient buildings
	  • reduce requirement for energy austerity
	  • reduce total net monthly cost of living
	  • tariff benefits
	  • value of building relative to similar conventional buildings as energy costs increase over time
	• disadvantages:
	  • effort required to understand, apply and qualify for subsidies
	  • initial cost
	  • length of payback
	  • overcapitalising on older buildings
	  • possible declines in future renewable energy costs may lessen the value of capital invested in energy efficiency.

Energy production technologies suitable for use in residential property may include:	• features of systems:
	  • age and condition of system
	  • appropriateness of size of system for size of household
	  • average daily energy production
	  • maintenance costs of system
	  • number of panels or turbines
	  • positioning of system:
	  • microclimate
	  • shading
	  • wind turbulence
	• types of systems:
	  • mini geothermal systems
	  • mini hydro power systems
	  • photovoltaic power systems
	  • wind power systems.

Assessment of ***feasibility*** is based on:	• climate • cost • location

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	• orientation • ownership of building • practicality • type • user behaviour and preferences.

Unit Sector(s)

Unit sector	Home sustainability assessment.

Competency field

Competency field	

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CPPHSA4002A Assess household waste generation and management

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to collect and analyse information on household waste and provide advice on ways of reducing waste and improving waste management in the home. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit of competency supports the work of home sustainability assessors engaged in assessing household waste generation and providing advice on ways to reduce waste and improve waste management in the home.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and organise the assessment.	1.1 ***Need for assessing waste generation and management*** in a ***residential building*** is clarified with ***client***. 1.2 ***Effective communication strategies*** are employed to assist in establishing rapport with client and in responding to client questions and concerns. 1.3 Assessment is planned in line with ***commonwealth***, ***state or territory***, ***and local government legislation and regulations***, ***and industry ethical and conduct standards***. 1.4 ***Issues*** relating to state and territory legislation and regulations and industry ethical and conduct standards are identified and clarified with client. 1.5 Plan is established for the assessment in line with enterprise practice and client requirements. 1.6 Potential ***hazards*** are identified to ensure risks are suitably managed. 1.7 Assessment activities are planned to ensure they do not compromise the health and safety of self and others. 1.8 ***Assessment documentation*** is prepared in a manner consistent with enterprise practice. 1.9 ***Tools***, ***equipment and other requirements*** for the assessment are identified and arrangements are made to ensure their availability on day of assessment. 1.10 Client is advised of ***information that should be obtained prior to assessment*** and ***details of assessment*** are confirmed.

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ELEMENT	PERFORMANCE CRITERIA
	1.11 Authority to proceed is obtained from client prior to commencement and reconfirmed as appropriate during the assessment.
Gather and analyse data on household waste.	2.1 ***Information*** to be gathered on household waste generation and management is confirmed. 2.2 Visual assessment and measurement of ***household waste disposed of through municipal waste and recycling containers*** are conducted to determine ***composition and quantity of waste components***. 2.3 Information on the composition and quantity of ***other forms of household waste*** is gathered through discussion with resident and observations made during inspection of the residence. 2.4 Visual findings, measurements and other data are recorded by waste type and quantity observed. 2.5 ***Information on behaviour and preferences of household members that impact on waste generation and management*** is gathered through discussion with resident and observations made during inspection of the residence. 2.6 Information is verified for accuracy and recorded using the relevant ***data collection tool***. 2.7 Information is analysed to identify key ***characteristics of household waste and waste management practices***.
Assess options for reducing household waste and associated emissions, and improving waste management.	3.1 ***Sources of technical advice on household waste management*** are identified. 3.2 Government rebates and other assistance programs for reducing household waste and improving household waste management are identified. 3.3 ***Options for reducing household waste and associated emissions and improving waste management*** are assessed based on type and ownership of building, user behaviour and preferences, availability of rebates and other assistance programs, cost and practicality. 3.4 Cost of options for reducing waste and improving waste management are estimated in line with enterprise procedures.
Report outcomes of waste assessment.	4.1 Results and recommendations, along with supporting evidence, are collated and documented in line

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ELEMENT	PERFORMANCE CRITERIA
	with enterprise and client requirements. 4.2 Estimated cost of proposed recommendations, associated reductions in household waste and emissions, and improvements in household waste management are documented in line with enterprise procedures. 4.3 Results and recommendations, including estimated costs, are explained to client in line with enterprise, legislative and client requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to interact with clients from diverse social, economic and cultural backgrounds
- decision-making and problem-solving skills to make recommendations based on analysis of data on household waste
- literacy skills to:
  - complete standard forms
  - generate business correspondence
  - prepare reports
  - read and interpret a variety of texts, including legislation, regulations, and codes of conduct and ethical standards
- numeracy and data analysis skills to:
  - extract and interpret data from reports and guidelines on appropriate ways of dealing with different categories of household waste
  - identify, calculate and interpret data from visual inspection and measurement of household waste
- planning, organising and scheduling skills to undertake work-related tasks, such as collecting data on household waste generation and management
- research skills to identify and locate documents, reports and information on key matters associated with household waste and waste management, such as:
  - characteristics of different types of household waste
  - types and composition of waste
  - waste reduction, recycling, reuse and removal

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REQUIRED SKILLS AND KNOWLEDGE

- technology skills to:
  - enter data and use the functions of general purpose software packages
  - use measuring equipment, such as scales
- time-management skills to complete assessment tasks in a time and cost efficient manner

Required knowledge

- commonwealth, state or territory, and local government legislation and regulations impacting on household waste and waste management related to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - environment protection
  - occupational health and safety (OHS)
  - privacy
- government rebates and other assistance programs related to reducing household waste and improving household waste management
- greenhouse gas emissions:
  - relationship between waste and greenhouse gas emissions
  - ways of reducing greenhouse gas emissions through improving waste efficiency
- household waste:
  - e-waste
  - greenhouse emissions
  - trends in household waste and factors impacting on those trends
  - types, streams and characteristics of waste
  - units of measurement
- impact of attitudes, behaviour and preferences of household members on waste generation and management
- options for improving household waste management:
  - waste recycling
  - waste reduction
  - waste refusal
  - waste removal
  - waste reuse
- household waste assessment:
  - duty of care in provision of services
  - OHS requirements
  - possible benefits and outcomes from conducting a waste assessment
  - potential risks and hazards

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REQUIRED SKILLS AND KNOWLEDGE
• sampling and recording techniques • visual assessment and measuring techniques and procedures • sources of technical advice on household waste management

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	This unit of competency could be assessed by conducting a household waste assessment that involves collecting and analysing information on household waste and providing advice on ways to improve waste management.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.
	In particular, the person should demonstrate the ability to:
	• collect and analyse information on household waste
	• use visual assessment and measurement techniques to determine the composition and quantity of household waste
	• comply with OHS requirements when conducting household waste assessment
	• provide advice on ways to improve waste management in the home
	• apply knowledge of:
	  • trends in household waste
	  • ways of gathering information on household waste
	  • ways of improving household waste management.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and is to comply with relevant regulatory and Australian standards' requirements. Resource implications for assessment include: • data collection tools • relevant codes, standards and government regulations

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	• access to residential buildings in order to conduct a household waste assessment
	• technology suitable for generating reports
	• technical reference library with current publications on:
	  • household waste generation
	  • manufacturers' product information on household waste management technologies
	  • strategies for waste minimisation, recycling and reuse.

Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the CPP07 Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPHSA4001A Assess household energy use • CPPHSA4003A Assess household water use • CPPHSA4004A Assess thermal performance of existing residences using non-rating tools and techniques. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should, as far as is practical, take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Need for assessing waste generation and management may include assessment for:	• determining waste profile, identifying opportunities for reducing household waste and improving management of household waste • legislative, regulatory and compliance purposes • providing building design advice.
Residential building refers to:	• any building categorised as Class 1, 2, 4 and 10a of the Building Code of Australia or in accordance with jurisdictional requirements.
Client may include:	• builder • community organisation • construction manager • government agency • landlord • local government • house owner • property developer • property manager • real estate agent • tenant.
Effective communication strategies may include:	• active listening • being non-judgemental • exploring problems • expressing an individual perspective • providing sufficient time for questions and responses • providing summarising and reflective responses in conflict situations • using appropriate words, behaviour and posture • using clarifying, summarising questions • using clear and concise language • using culturally appropriate communication • using plain English • using verbal and non-verbal communication.
Commonwealth, state or	• environment protection

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territory, ***and local government legislation and regulations***, ***and industry ethical and conduct standards*** may include:	• ethical behaviour
	• fair trading and consumer protection:
	  • confidentiality
	  • conflict of interest
	  • duty of care
	  • non-discriminatory practices
	  • privacy
	  • residential tenancies
	• OHS
	• waste and waste management
	• waste use assessment:
	  • accreditation
	  • assessment procedures
	  • certification
	  • documentation.

Issues may include:	• basis for need to conduct waste assessment • information required by assessor from client • information that assessor is required to document • objectives of assessment.

Hazards may include:	• biological waste
	• confined spaces
	• electricity
	• fire
	• harassment, bullying and/or violence involving co-workers or customers
	• hazardous substances:
	  • asbestos
	  • biological products
	  • blood products
	  • broken metal
	  • chemicals
	  • electrical wiring
	  • fibres
	  • fumes
	  • gases
	  • glass
	  • insulation
	  • lead
	  • leaking containers
	  • mercury

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	• oil and petrol
	• heat:
	  • burns
	  • scalds
	• manual handling:
	  • carrying
	  • lifting
	  • pulling
	  • pushing
	• machinery, including powered and non-powered equipment
	• skin penetrating injuries:
	  • knives
	  • plant thorns and prickles
	  • sharps
	  • syringes
	• waste:
	  • contaminated
	  • inadequately contained waste
	• work environment:
	  • access
	  • animals
	  • dust
	  • floor surfaces
	  • insect bites
	  • lighting
	  • noise
	  • pollen
	  • temperature
	  • trips, slips and falls
	  • working at heights
	  • ventilation.

Assessment documentation may include:	• building details • building plans and specifications • checklists • client details • company promotional materials • contact details • municipal waste collection details • photographic evidence

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	• private or contract waste collection details • risk assessment • site details.

Tools**, **equipment and other requirements may include:	• absorbent material
	• bunding equipment
	• calculator
	• clipboard
	• collection containers
	• compass
	• digital camera
	• ladder
	• lifting gear
	• measurement equipment
	• personal protective equipment (PPE):
	  • anti-viral/bacterial protective face masks
	  • dust masks
	  • eye protection
	  • gloves
	  • headwear
	  • overalls
	  • safety shoes and work boots
	• reference manuals
	• safety barriers and warning signs
	• scales
	• tape measure
	• thermometer
	• torch.

Information that should be obtained prior to assessment may include:	• household members:
	  • age
	  • number
	• household waste survey results:
	  • type of waste
	  • volume of waste
	• waste reduction, reuse, recycling and removal strategies currently in place.

Details of assessment may include:	• address of residence • assessor name and contact details • cost of assessment • date and time of assessment • duration of assessment.

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Information may include:	• household waste generation:
	  • type
	  • volume
	• household waste management practices:
	  • recycle
	  • reduction
	  • refusal
	  • removal
	  • reuse.

Household waste disposed of through municipal waste and recycling containers may include:	• household garbage • green organics • recyclables.

Composition and quantity of waste components may include:	• waste components:
	  • household garbage
	  • green organics
	  • recyclables:
	  • aluminum
	  • cardboard
	  • contaminated
	  • glass
	  • paper
	  • plastic
	  • steel
	• quantity of waste:
	  • number
	  • proportion/percentage
	  • source
	  • volume
	  • weight.

Other forms of household waste include:	• e-waste • hard waste • hazardous waste.

Information on behaviour and preferences of household members that impact on waste generation and management may relate	• medical conditions of household members
	• resident attitudes to consumer issues:
	  • bulk buying
	  • lifespan of products
	  • packaging

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to:	• resident attitudes to minimising waste, reusing materials and recycling materials • resident perception of waste generation and management.
Data collection tools may include:	• checklists and forms • graphs • questionnaires • self-assessment forms • software programs • tables.

Characteristics of household waste and waste management practices may include:	• comparison of type and volume of waste with similar households
	• trends in waste generation over time
	• waste profile:
	  • types
	  • volume.

Sources of technical advice on household waste management may include:	• colleagues • community organisations • consultants • environment organisations • gardeners • government agencies • manufacturers • professional associations • research bodies • staff or employee representatives • supervisors and managers • suppliers of waste management technologies • waste management advisers • waste management companies.

Options for reducing household waste and associated emissions and improving waste management may include:	• preventative maintenance of:
	  • appliances
	  • structures
	  • vehicles
	• reduction of waste:
	  • household practices:
	  • composting
	  • worm farming
	  • packaging:
	  • avoiding individually wrapped items
	  • purchasing products with minimal packaging

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	• purchasing:
	  • bulk buying products with a long shelf-life
	  • choosing concentrated or refillable forms of products
	  • using durable rather than disposable products
	• recycling waste:
	  • packaging:
	  • avoiding packaging made of more than one material that cannot be separated
	  • buying products with recyclable or reusable packaging
	  • purchasing:
	  • buying products made from recycled materials
	  • buying products that may be recycled
	  • recycling household items:
	  • aluminium cans and foil
	  • appliances
	  • computer equipment
	  • glass bottles and jars
	  • milk and juice containers
	  • paper and cardboard
	  • plastics
	  • steel cans
	  • segregating waste for recycling
	• removal:
	  • batteries
	  • fluorescent lamps
	  • green waste
	  • mixed rubble
	  • safe chemical waste disposal
	• resource recovery and exchange:
	  • automotive waste:
	  • batteries
	  • metal
	  • tyres
	  • building and construction waste
	  • clothing
	  • e-waste
	  • general hard waste
	  • scrap metals

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	• reuse:
	  • household practices:
	  • reclaiming and reinventing products
	  • repairing products
	  • reusing products
	  • purchasing:
	  • purchasing durable rather than disposable items
	  • purchasing products that can be reused many times.

Unit Sector(s)

Unit sector	Home sustainability assessment.

Competency field

Competency field	

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CPPHSA4003A Assess household water use

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to collect and analyse information on household water use and provide advice on ways to improve water efficiency and conservation in the home. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit of competency supports the work of home sustainability assessors engaged in assessing household water use and providing advice on ways to improve water efficiency and conservation in the home.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and organise the assessment.	1.1 ***Need for assessing water use*** in a ***residential building*** is clarified with ***client***. 1.2 ***Effective communication strategies*** are employed to assist in establishing rapport with client and in responding to client questions and concerns. 1.3 Assessment is planned in line with ***commonwealth***, ***state or territory***, ***and local government legislation and regulations***, ***and industry ethical and conduct standards***. 1.4 ***Issues*** relating to state and territory legislation and regulations and industry ethical and conduct standards are identified and clarified with client. 1.5 Plan is established for the assessment in line with enterprise practice and client requirements. 1.6 Potential ***hazards*** are identified to ensure risks are suitably managed. 1.7 Assessment activities are planned to ensure they do not compromise the health and safety of self and others. 1.8 ***Assessment documentation*** is prepared in a manner consistent with enterprise practice. 1.9 ***Tools***, ***equipment and other requirements*** for the assessment are identified and arrangements are made to ensure their availability on day of assessment. 1.10 Client is advised of ***information that should be obtained prior to assessment*** and ***details of assessment*** are confirmed. 1.11 Authority to proceed is obtained from client prior to commencement and reconfirmed as appropriate during the assessment.

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ELEMENT	PERFORMANCE CRITERIA
Gather data on household water use and costs.	2.1 ***Information*** to be gathered on household water use and costs is confirmed. 2.2 ***Information on household water use and costs*** is collated. 2.3 ***Information on internal water services*** is gathered from resident, and from measurements and observations made during inspection of the residence. 2.4 ***Information on external water services*** is gathered from resident, and from measurements and observations made during inspection of the residence. 2.5 ***Information on behaviour and preferences of household members that impact on water use*** is gathered from resident, and from observations made during inspection of the residence. 2.6 Information is verified for accuracy and recorded using the relevant ***data collection tool***.
Analyse data on household water use, costs and emissions.	3.1 Information is analysed to identify key ***characteristics of household water use***, ***costs and emissions***. 3.2 Government rebates and other assistance programs related to improving efficiency of household water use are identified. 3.3 ***Options for improving efficiency of water use and reducing costs and emissions*** are ***evaluated***. 3.4 Cost of options for improving household water efficiency is estimated in line with enterprise procedures. 3.5 Estimated water, emissions and cost savings generated from improving household water efficiency are estimated in line with enterprise procedures.
Assess opportunities for rainwater harvesting, greywater use and other water conservation measures on the property.	4.1 ***Sources of technical advice on incorporating rainwater harvesting***, ***greywater technologies and other water conservation measures in residential buildings*** are identified. 4.2 ***Advantages and disadvantages of rainwater harvesting***, ***greywater technologies and other water conservation measures*** are identified. 4.3 Rainwater harvesting, greywater technologies and other water conservation measures suitable for use in residential buildings are identified.

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ELEMENT	PERFORMANCE CRITERIA
	4.4 Government rebates and other assistance programs for incorporating rainwater harvesting, greywater technologies and other water conservation measures in residential buildings are identified. 4.5 Opportunities for rainwater harvesting, greywater technologies and other water conservation measures are ***evaluated***. 4.6 Estimates of cost of installing rainwater harvesting, greywater technologies and other water conservation measures are produced and associated impact on household water efficiency and costs is determined in line with enterprise procedures.
Report outcomes of water use assessment.	5.1 Results and recommendations, along with supporting evidence, are collated and documented in line with enterprise and client requirements. 5.2 Estimated cost of proposed recommendations, associated reductions in household water costs and emissions, and improvements in household water efficiency are documented in line with enterprise procedures. 5.3 Results and recommendations, including estimated costs and improvements in household water efficiency, are explained to client in line with enterprise, legislative and client requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• communication skills to interact with clients from diverse social, economic and cultural backgrounds
• decision-making and problem-solving skills to make recommendations based on analysis of household water use
• literacy skills to:
  • complete standard forms
  • generate business correspondence

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REQUIRED SKILLS AND KNOWLEDGE

- interpret water accounts
- prepare reports
- read and interpret a variety of texts, including legislation, regulations, and codes of conduct and ethical standards

- numeracy and data analysis skills to:
  - extract and interpret data from water accounts and interpret water plans and tariff structures
  - read, calculate and interpret water meter data
- planning, organising and scheduling skills to undertake work-related tasks, such as collecting data required for assessing household water use and costs
- research skills to identify and locate documents, reports and information on key matters associated with water use, such as:
  - ratings of appliances
  - water consumption of appliances
  - use of rainwater harvesting, greywater technologies and other water conservation measures
- technology skills to enter data and use the functions of water use calculators and general purpose software packages
- time-management skills to complete assessment tasks in a time and cost efficient manner

Required knowledge

- commonwealth, state or territory, and local government legislation and regulations impacting on household water use and management related to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - environment protection
  - health
  - household rainwater harvesting, greywater use and other water conservation and restriction measures
  - occupational health and safety (OHS)
  - privacy
  - water restrictions
- government rebates and other assistance programs related to improving water efficiency in residential buildings
- greenhouse gas emissions:
  - relationship between water use and greenhouse gas emissions
  - ways of reducing greenhouse gas emissions through improving water efficiency
- household internal and external water services

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REQUIRED SKILLS AND KNOWLEDGE

• household water use:
  • trends in household water consumption and factors impacting on those trends
  • sustainable domestic water use
  • units of measurement
  • water bills
  • water consumption
  • water restrictions
  • water tariffs
• impact of attitudes, behaviour and preferences of household members on water use
• options for improving efficiency of household water use:
  • behaviour change
  • internal and external water services
  • leak detection
  • water efficient gardening practices
• rainwater harvesting, greywater technologies and other water conservation measures:
  • criteria for assessing feasibility
  • rebates and other forms of financial support
  • system risks
  • types and features of systems
• sources of information on water measuring tools:
  • types
  • uses
• sources of data on domestic water use and cost:
  • water bills
  • water meters
• water efficiency and labelling standards (WELS)

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of	This unit of competency could be assessed by conducting an

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assessment	assessment of water use in a residence that involves collecting and analysing information on household water use and providing advice on ways to improve water efficiency.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.
	In particular, the person should demonstrate the ability to:
	• collect and analyse information on household water use and on ways to improve water efficiency in the home
	• assess opportunities for incorporating rainwater harvesting, greywater technologies and other water conservation measures in a residential building
	• comply with OHS requirements when conducting household water assessment
	• apply knowledge of:
	  • trends in household water use and costs
	  • ways of gathering information on household water use and costs
	  • ways to improve household water efficiency.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and is to comply with relevant regulatory and Australian standards' requirements.
	Resource implications for assessment include:
	• data collection tools
	• relevant codes, standards and government regulations
	• access to residential buildings for conducting an assessment of water use
	• technology suitable for generating reports
	• technical reference library with current publications on:
	  • Australian climatic zones
	  • greywater technologies and other water conservation measures
	  • manufacturers' product information on domestic appliances
	  • rainwater harvesting
	  • water rating schemes for appliances
	  • water use and measurement.

Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the CPP07 Property Services Training Package

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	• include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPHSA4001A Assess household energy use • CPPHSA4002A Assess household waste generation and management • CPPHSA4004A Assess thermal performance of existing residences using non-rating tools and techniques. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should, as far as is practical, take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Need for assessing water use may include assessment for:	• determining water profile • opportunities for reducing water use and improving water efficiency • legislative, regulatory and compliance purposes • providing building design advice.

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Residential building refers to:	• any building categorised as Class 1, 2, 4 and 10a of the Building Code of Australia or in accordance with jurisdictional requirements.
Client may include:	• builder • community organisation • construction manager • government agency • house owner • landlord • property developer • property manager • real estate agent • tenant • water authority.
Effective communication strategies may include:	• active listening • being non-judgemental • exploring problems • expressing an individual perspective • providing sufficient time for questions and responses • providing summarising and reflective responses in conflict situations • using appropriate words, behaviour and posture • using clarifying, summarising questions • using clear and concise language • using culturally appropriate communication • using plain English • using verbal and non-verbal communication.

Commonwealth, state or territory, and local government legislation and regulations, and industry ethical and conduct standards may include:	• environment protection
	• ethical behaviour
	• fair trading and consumer protection:
	  • confidentiality
	  • conflict of interest
	  • duty of care
	  • non-discriminatory practices
	  • privacy
	  • residential tenancies
	• OHS
	• water and water management
	• water use assessment:
	  • accreditation
	  • assessment procedures

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	• certification • documentation.
Issues may include:	• basis for need to conduct water use assessment • information required by assessor from client • information that assessor is required to document • objectives of assessment.

Hazards may include:	• appliances:
	  • electrocution
	  • faults
	• biological waste:
	  • black water
	  • greywater
	• confined spaces
	• electricity
	• harassment, bullying and/or violence involving co-workers or customers
	• hazardous substances:
	  • allergens
	  • asbestos
	  • chemicals
	  • fibres
	  • fumes
	  • insulation
	• heat:
	  • burns
	  • scalds
	• manual handling:
	  • carrying
	  • lifting
	  • pulling
	  • pushing
	• machinery, including powered and non-powered equipment
	• skin penetrating injuries:
	  • knives
	  • sharps
	  • syringes
	• work environment:
	  • access
	  • animals

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	• dust • floor surfaces • lighting • noise • pollen • temperature • trips and falls • working alone • working at heights • ventilation.
Assessment documentation may include:	• building details • building plans and specifications • checklists • client details • company promotional materials • contact details • existing water bills • photographic evidence • risk assessment • site details • water meter readings.

Tools, ***equipment and other requirements*** may include:	• bucket
	• calculator
	• clipboard
	• clock
	• compass
	• digital camera
	• flow meter
	• ladder
	• personal protective equipment (PPE):
	  • dust masks
	  • eye protection
	  • headwear
	  • gloves
	  • overalls
	  • safety shoes and work boots
	• tape measure
	• thermometer
	• timer
	• torch.

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Information that should be obtained prior to assessment may include:	• appliances:
	  • age
	  • capacity
	  • number
	  • type
	• household members:
	  • number
	  • age
	• water accounts:
	  • billing history
	  • plans
	  • tariffs
	• water reduction, reuse and recycling strategies currently in place:
	  • greywater collection and use
	  • water tanks
	  • other water conservation strategies.

Details of assessment may include:	• address of residence • assessor name and contact details • cost of assessment • date and time of assessment • duration of assessment.

Information may include:	• age, type and operation of appliances
	• behaviour and preferences of household members that impact on water use
	• water costs
	• water use
	• water services:
	  • internal water services
	  • external water services.

Information on household water use and costs may be gathered through:	• analysis of water meter readings: • conventional meters • smart meters • analysis of accounts to show daily, seasonal and trend data on water use and cost • analysis of costs of different water plans and tariff structures.

Information on internal water services may include:	• characteristics of internal water services:
	  • age
	  • average daily use

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	• capacity • condition • flow rate • greywater collection and use • leaks and drips • maintenance costs of system • number • suitability for size of household • water efficiency rating • water saving features • water use • number and type of internal water services: • baths • clothes washing machines • combination washer/dryer machines • dishwashers • hot water circulators • showers • spas • tap equipment • toilets.
Information on external water services may include:	• characteristics of external water services: • age • average daily use • condition • flow rate • greywater collection and use • leaks and drips • maintenance costs of system • number • pipe • placement • suitability for size of household • water saving features • water use • number and type of external water services: • domestic irrigation and reticulation systems • evaporative coolers • greywater systems

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	• spas • swimming pools • taps and hoses.

Information on behaviour and preferences of household members that impact on water use may relate to:	• attitudes of other household members not participating in the assessment process
	• attitudes to reducing, reusing and recycling water
	• resident perception of water consumption
	• gardening practices
	• inefficient water use:
	  • car washing
	  • washing of external surfaces
	• medical conditions of household
	• setting, programming and using timers and other controls
	• showering times
	• use of appliances
	• use of evaporative cooling systems
	• use of hot water
	• use of pools and spas.

Data collection tools may include:	• checklists and forms • graphs • questionnaires • self-assessment forms • software programs • water use calculators.
Characteristics of household water use, costs and emissions may include:	• comparison of water use and costs with similar households • components of internal and external water use • daily water use and costs • occupant behaviour • seasonal variation in water use and costs • total water consumption and cost • trends in water consumption and costs over time.

Options for improving efficiency of water use and reducing costs and emissions may include:	• behaviour and preferences of household members that impact on water use:
	  • efficient use of appliances
	  • knowledge of leak detection techniques
	  • knowledge of WELS ratings
	  • limit inefficient water use:
	  • car washing
	  • washing of external surfaces

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	• reduce showering time • use of appliances • use of hot water • use of settings, programming, timers and other controls on appliances and irrigation systems • external water services: • domestic irrigation and reticulation systems: • check for drips and leaks • check for correct placement of system • check timing and duration of use • undertake regular maintenance • use gardening practices that reduce water usage • use recycled water • use timers and control devices • use substrata (under the mulch) drip irrigation • evaporative coolers: • check for drips and leaks • check size of appliances relative to household requirements, as appropriate • maintain appliances • reduce dumping/bleed-off rates • reduce water supply pressure • reset thermostats and timers, where applicable • use discharge water on lawns and grass areas • spas and spa pools: • check for drips and leaks • keep spa or spa pool water in correct condition to avoid emptying polluted water • never over-fill a spa pool • use backwash minimisation system • use spa pool cover • swimming pools: • check for drips and leaks • ensure pool has suitable overhanging pavers or decking to keep splash-out to a minimum • install shade sails and wind covers to minimise evaporation • keep pool water in correct condition to avoid emptying polluted water • never over-fill a pool

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	• use backwash minimisation system • use pool cover • water tank to collect rainfall to top up pool as needed • taps and hoses: • check for drips and leaks • install pressure valves • fit flow restrictors • internal water services: • appliances: • check for drips and leaks • check size of appliances relative to household requirements, as appropriate • check WELS ratings • consider necessity of having multiple appliances • maintain appliances • replace with appliances that have different cycles • replace with water efficient appliances • set timers, where applicable • use appropriate program settings • use in compliance with manufacturer instructions • use with full loads • showers, check for: • drips and leaks • flow cut-off valves • flow restrictors • low-flow shower heads • shower timers • smart metering of shower use • WELS rating • tap equipment, check for: • drips and leaks • flow regulators • tap aerators • valves • WELS rating • toilets, check for: • drips and leaks • dual and reduced flush systems • water saving and displacement devices for single

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	flush toilets • WELS rating • water efficient gardening practices: • drought tolerant planting • mulching • replacing lawns • lawn alternatives • composts and manures on soil • rainwater and greywater • water efficient irrigation systems • water efficient watering practices • weeding.
Evaluation takes into account:	• availability of rebates and other assistance programs • behaviour and preferences of householders • cost • ownership of building • practicality • type of building.
Sources of technical advice on incorporating rainwater harvesting, greywater technologies and other water conservation measures in residential buildings may include:	• architects • building designers • colleagues • consultants • gardeners • government agencies • professional associations • research bodies • supervisors • suppliers of domestic greywater, water harvesting and water conservation technologies • water utilities.
Advantages and disadvantages of rainwater harvesting, greywater technologies and other water conservation measures may include:	• advantages: • availability of financial incentives • higher resale value • isolation for building owners from future water price increases • pre-empt future legislative restrictions or penalties, which may force expensive retrofits to inefficient buildings • reduce total net monthly cost of living • value of building relative to similar conventional building should water costs increase

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	• disadvantages:
	  • effort required to understand, apply and qualify for rebates
	  • initial cost
	  • overcapitalising on older buildings.

Evaluations are based on:	• climate • cost • location • physical features and ownership of building • practicality • type • user behaviour and preferences.

Unit Sector(s)

Unit sector	Home sustainability assessment.

Competency field

Competency field	

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CPPHSA4004A Assess thermal performance of existing residences using non-rating tools and techniques

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to assess the thermal performance of existing residences using non-rating tools and techniques. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit of competency supports the work of home sustainability assessors and building thermal performance assessors engaged in assessing the thermal performance of existing residences.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and organise the assessment.	1.1 ***Need for assessing thermal performance of an existing residential building*** is clarified with ***client***. 1.2 ***Effective communication strategies*** are employed to assist in establishing rapport with client and in responding to client questions and concerns. 1.3 Assessment is planned in line with ***commonwealth***, ***state or territory***, ***and local government legislation and regulations***, ***and industry ethical and conduct standards***. 1.4 ***Issues*** relating to state and territory legislation and regulations and industry ethical and conduct standards are identified and clarified with client. 1.5 Plan is established for the assessment in line with enterprise practice and client requirements. 1.6 Potential ***hazards*** are identified to ensure risks are suitably managed. 1.7 Assessment activities are planned to ensure they do not compromise the health and safety of self and others. 1.8 ***Assessment documentation*** is prepared in a manner consistent with enterprise practice. 1.9 ***Tools***, ***equipment and other requirements*** for the assessment are identified and arrangements are made to ensure their availability on day of assessment. 1.10 Client is advised of ***information that should be obtained prior to assessment*** and ***details of assessment*** are confirmed. 1.11 Authority to proceed is obtained from client prior to commencement and reconfirmed as appropriate during the assessment.

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ELEMENT	PERFORMANCE CRITERIA
Gather and analyse information on thermal performance of existing residence.	2.1 ***Information*** required for conducting the thermal performance assessment is determined. 2.2 Information is gathered from the resident and measurements and observations are also conducted during inspection of residence. 2.3 Information is verified for accuracy and recorded using relevant ***data collection tool***. 2.4 Information is analysed to identify strengths and weaknesses of the thermal performance of the residence.
Assess options for improving thermal performance of existing residence.	3.1 ***Sources of technical advice on building thermal performance*** are identified. 3.3 Government rebates and other assistance programs for improving the thermal performance of existing residential buildings are identified. 3.3 ***Options for improving thermal performance and reducing emissions of the residence*** are ***evaluated***. 3.4 Cost of options for improving thermal performance of the residence is estimated in line with enterprise procedures.
Report outcomes of thermal performance assessment of existing residence.	4.1 Results and recommendations, along with supporting evidence, are collated and documented in line with enterprise and client requirements. 4.2 Estimated cost of proposed recommendations, associated reductions in costs and emissions, and improvements in thermal performance are documented in line with enterprise procedures. 4.3 Results and recommendations, including estimated costs, are explained to client in line with enterprise, legislative and client requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Required skills

- communication skills to interact with clients from diverse social, economic and cultural backgrounds
- decision-making and problem-solving skills to make recommendations based on information about the thermal performance of a planned or existing residence
- literacy skills to:
  - complete standard forms
  - generate business correspondence
  - prepare reports
  - read and interpret a variety of texts, including legislation, regulations, and codes of conduct and ethical standards
- numeracy skills to:
  - take measurements
  - interpret different units of measurement
  - perform basic calculations associated with conducting a thermal performance assessment
- planning, organising and scheduling skills to undertake work related tasks, such as:
  - scheduling site inspections
  - conducting site visits within agreed timeframes
- research skills to identify and locate documents and information on matters associated with building thermal performance, such as climatic zones and thermal properties of building materials
- technology skills to use:
  - general purpose software packages
  - measuring instruments
- time-management skills to complete assessment tasks in a time and cost efficient manner

Required knowledge

- Australian climatic zones:
  - climatic zones and characteristics
  - climate data used in thermal performance assessment:
    - diurnal temperature range
    - humidity
    - irradiance
    - minimum and maximum temperature
    - solar geometry
    - wind speed and direction
- building materials:

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REQUIRED SKILLS AND KNOWLEDGE

- constraints on choice of building materials:
  - cost
  - practicality
  - size
  - space
- embodied energy and life cycle properties of building materials
- thermal performance properties of common building materials

- building thermal performance:
  - thermal performance principles:
    - glazing, shading and insulation for controlling temperature
    - orientation for heating
    - thermal mass for storing
    - ventilation for cooling
  - impact of building design and building materials on building thermal performance
  - relationship between building thermal performance and thermal comfort
  - thermal performance ratings:
    - current rating requirements
    - documentation of ratings
    - legal requirements
    - uses
  - ways of improving thermal performance of existing residential buildings:
    - draught proofing
    - glazing
    - insulation
    - landscaping and planting
    - shade
    - structural changes
    - ventilation
  - window and floor coverings
- commonwealth, state or territory, and local government legislation and regulations impacting on thermal performance assessment related to:
  - anti-discrimination and equal employment opportunity
  - building thermal performance
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - environment protection
  - occupational health and safety (OHS)

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REQUIRED SKILLS AND KNOWLEDGE

• privacy
• data collection tools and techniques:
  • advantages and disadvantages of non-rating data collection tools and techniques
  • types of non-rating tools and techniques
• energy and power:
  • terminology:
  • energy
  • energy efficiency
  • power
  • primary energy source
  • units of measurement
  • uses, cost and environmental impact of energy in residential buildings
• greenhouse gas emissions:
  • relationship between building design, energy consumption and greenhouse gas emissions
  • ways of reducing greenhouse gas emissions through building design
• thermal comfort:
  • definition of thermal comfort
  • physical factors that influence thermal comfort
  • requirement for thermal comfort
  • role of thermal comfort in building thermal performance assessments

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	This unit of competency could be assessed by the thermal performance assessment of an existing residence using non-rating tools and techniques.
Critical aspects for assessment and evidence required to demonstrate	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular, the person should demonstrate the ability to:

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competency in this unit	• gather the building information required to conduct a thermal performance assessment of an existing residence
	• conduct a thermal performance assessment of an existing residence using non-rating tools and techniques
	• identify options for improving the thermal performance of an existing residence, taking into account the type of building, ownership of building, cost and practicality
	• apply knowledge of:
	  • Australian climatic zones
	  • building thermal performance principles
	  • non-rating tools and techniques
	  • passive energy design principles
	  • relationship between building thermal performance and thermal comfort
	  • thermal performance properties of common building materials.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and is to comply with relevant regulatory and Australian standards' requirements.
	Resource implications for assessment include:
	• non-rating tools
	• relevant codes, standards and government regulations
	• access to residential buildings from which building information required for a building thermal performance assessment may be obtained
	• technology suitable for generating reports
	• technical reference library with current publications on:
	  • building design and materials
	  • house energy rating schemes (HERS)
	  • building thermal performance for existing buildings
	  • Australian climatic zones
	  • manufacturers' product information on building products and materials.

Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the CPP07 Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with

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	workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPHSA4001A Assess household energy use • CPPHSA4002A Assess household waste generation and management • CPPHSA4003A Assess household water use. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should, as far as is practical, take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Need for assessing thermal performance of an existing residential building may include assessment for:	• building design, renovation or retrofit advice purposes • determining thermal performance profile and identifying opportunities for improving thermal performance • legislative, regulatory and compliance purposes.
Residential building refers to:	• any building categorised as Class 1, 2, 4 and 10a of the Building Code of Australia or in accordance with jurisdictional requirements.
Client may include:	• builder • community organisation • construction manager

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	• government agency • house owner • landlord • property developer • property manager • real estate agent • tenant.
Effective communication strategies may include:	• active listening • being non-judgemental • exploring problems • expressing an individual perspective • providing sufficient time for questions and responses • providing summarising and reflective responses in conflict situations • using appropriate words, behaviour and posture • using clarifying, summarising questions • using clear and concise language • using culturally appropriate communication • using plain English • using verbal and non-verbal communication.

Commonwealth, state or territory, and local government legislation and regulations, and industry ethical and conduct standards may include:	• building thermal performance
	• environment protection
	• ethical behaviour
	• fair trading and consumer protection:
	  • confidentiality
	  • conflict of interest
	  • duty of care
	  • non-discriminatory practices
	  • privacy
	  • residential tenancies
	• home sustainability program-specific code of conduct
	• OHS
	• thermal performance assessment:
	  • accreditation
	  • assessment procedures
	  • certification
	  • documentation.

Issues may include:	• basis for need to conduct thermal performance assessment • information required by thermal performance assessor from client

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	• information that thermal performance assessor is required to document • objectives of thermal performance assessment • privacy of non-participating household members.

Hazards may include:	• confined spaces
	• electricity
	• fire
	• harassment, bullying and/or violence involving co-workers or customers
	• hazardous substances:
	  • asbestos
	  • biological products
	  • blood products
	  • broken metal
	  • chemicals
	  • electrical wiring
	  • fibres
	  • fumes
	  • gases
	  • glass
	  • insulation
	  • leaking containers
	  • oil and petrol
	• heat:
	  • burns
	  • scalds
	• manual handling:
	  • carrying
	  • lifting
	  • pulling
	  • pushing
	• machinery, including powered and non-powered equipment
	• skin penetrating injuries:
	  • knives
	  • sharps
	  • syringes
	• waste
	• work environment:
	  • access

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	• animals • dust • floor surfaces • lighting • noise • smoking • temperature • trips and falls • working alone • working at heights • ventilation.
Assessment documentation may include:	• building details • building plans and specifications • checklists • client details • company promotional materials • contact details • photographic evidence • risk assessment • site details.

Tools, ***equipment and other requirements*** may include:	• calculator
	• clipboard
	• collection containers
	• compass
	• digital camera
	• ladder
	• personal protective equipment (PPE):
	  • dust masks
	  • eye protection
	  • headwear
	  • gloves
	  • overalls
	  • safety shoes and work boots
	• reference manuals
	• simple thermal performance calculator
	• tape measure
	• thermometer
	• timers
	• torch.

Information that should	• house construction details:

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be obtained prior to assessment may include:	• age • floor area • insulation • materials • number of storeys • household members: • age • number.
Details of assessment may include:	• address and postcode of residence • assessor name and contact details • cost of assessment • date and time of assessment • duration of assessment.
Information may include:	• air leakage features: • fans • wall vents • attachments to other buildings externally • construction materials • glazing • insulation levels: • ceiling • floors • walls • orientation • overshadowing • shading • thermal mass • ventilation • window size and type • zoning and layout.
Data collection tool may include:	• checklists and forms • questionnaires • self-assessment forms • simple thermal performance calculator • tables.
Sources of technical advice on building thermal performance may include:	• architects • builders • building designers • building thermal performance assessors • colleagues

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	• consultants • engineers • government agencies • professional associations • research bodies • supervisors • suppliers of products related to building thermal performance.
Options for improving thermal performance and reducing emissions of the residence may include:	• air leakage reduction • draught proofing • floor coverings • glazing • insulation levels • internal and external window coverings • landscaping and planting • shade • structural changes • ventilation.
Evaluation is based on:	• availability of rebates and other assistance programs • cost • ownership of building • practicality • type of building.

Unit Sector(s)

Unit sector	Home sustainability assessment

Competency field

Competency field	

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CPPHSA4005A Minimise health, safety and security risks when assessing home sustainability

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to minimise health, safety and security risks to self, other people, property and information while providing home sustainability assessment services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit of competency supports the work of home sustainability assessors.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Minimise health and safety risks.	1.1 ***Health and safety risks*** associated with providing home sustainability assessment services are identified and assessed, and ***actions*** are taken to minimise or mitigate such risks. 1.2 Legislative, contractual and enterprise requirements related to the health and safety of self, colleagues and others are known and applied. 1.3 ***Work practices*** are safely conducted in line with legislative requirements and enterprise policies and procedures. 1.4 ***Equipment***, ***materials and products*** are used safely in line with manufacturer instructions, legislative requirements and enterprise policies and procedures. 1.5 Personal conduct in ***work environment*** complies with enterprise procedures and does not endanger the health and safety of self and others. 1.6 Appropriate ***personal protective clothing and equipment*** are used when providing home sustainability assessment services. 1.7 Recommendations for improving health and safety policies, procedures and practices are passed on to ***responsible persons***. 1.8 ***Emergency situations*** impacting on work environment are identified and responded to in line with enterprise policies and procedures.
Minimise security risks to self and others.	2.1 ***Security risks*** to self, colleagues, residents and other people are identified and assessed, and actions are taken to minimise or mitigate such risks.

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Legislative, contractual and enterprise requirements related to minimising security risks to self, colleagues and others are known and applied. 2.3 ***Security procedures*** for protecting self and others are known and correctly and consistently applied when providing home sustainability assessment services. 2.4 ***Movement schedules*** for self and colleagues are accurately completed and stored in line with enterprise policy and procedures. 2.5 Unexpected circumstances, absences or departures from colleagues' agreed schedules are checked and responded to immediately in line with enterprise policy and procedures. 2.6 Security-related emergencies are identified and appropriate and effective action is taken in line with enterprise policy and procedures. 2.7 Recommendations for improving security policies, procedures and practices are passed on to ***responsible persons***.
Minimise security risks to property.	3.1 ***Risks to property*** are identified and assessed, and actions are taken to minimise or mitigate such risks. 3.2 Legislative, contractual and enterprise requirements for minimising security risks to property are known and applied. 3.3 ***Procedures and guidelines for protecting security of property*** are known and correctly and consistently applied when providing home sustainability assessment services. 3.4 Threats to security of property are identified and appropriate and effective action is taken in line with enterprise policy and procedures. 3.5 Recommendations for improving procedures and guidelines for protecting property are passed on to responsible persons.
Minimise security risks to information.	4.1 ***Risks to information*** are identified and assessed, and actions are taken to minimise or mitigate such risks. 4.2 Legislative, contractual and enterprise requirements related to the security of information are known and applied.

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ELEMENT	PERFORMANCE CRITERIA
	4.3 ***Procedures and guidelines for protecting security of information*** are known and correctly and consistently applied when providing home sustainability assessment services. 4.4 Confidentiality of client information is maintained in line with legislative requirements and enterprise policy and procedures. 4.5 Enterprise policy and procedures are followed when recording, storing and disposing of information. 4.6 Information is disclosed only to authorised people in line with enterprise policy and procedures. 4.7 Threats to security of information are identified and appropriate and effective action is taken in line with enterprise policy and procedures. 4.8 Recommendations for improving procedures and guidelines for protecting information are passed on to responsible persons.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• analytical skills to interpret documents, such as safety and security procedures
• communication skills to interact with people from diverse social, economic and cultural backgrounds
• decision-making and problem-solving skills to identify and select appropriate actions to deal with occupational health and safety (OHS) risks and security risks to self, colleagues and others
• literacy skills to:
  • complete standard forms
  • prepare general information, papers, reports and applications
  • read and interpret a variety of texts, including legislation, regulations and codes of practice
  • write formal and informal letters
• numeracy skills to calculate and interpret data on risks, emergencies, and safety

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REQUIRED SKILLS AND KNOWLEDGE
and security incidents • planning, organising and scheduling skills to undertake work-related tasks, such as establishing a movement schedule • research skills to identify and locate documents and information related to OHS and security risks associated with conducting home sustainability assessments • technology skills to access online information on risk assessment, risk minimisation and mitigation strategies
Required knowledge

• insurance coverage for safety and security
• OHS:
  • code of practice
  • risk control measures
  • risks associated with home sustainability assessment
  • sources of information
• relevant commonwealth, state or territory, and local government legislation and regulations related to:
  • anti-discrimination and equal employment opportunity
  • consumer protection, fair trading and trade practices
  • employment and industrial relations
  • environment
  • home sustainability assessment
  • OHS
  • privacy
  • security
• risk:
  • assessment
  • evaluation
  • identification
  • sources of information
  • treatment
• security:
  • risks associated with home sustainability assessment:
  • personal
  • property
  • information
  • security procedures
  • ways of minimising and mitigating risks

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	This unit of competency could be assessed by demonstration of minimising the health, safety and security risks to self, other people, property and information while providing home sustainability assessment services.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular, the person should demonstrate the ability to: • minimise OHS and security risks to self and other people while providing home sustainability assessment services • minimise risks to the security of property while providing home sustainability assessment services • minimise risks to the security of information while providing home sustainability assessment services • apply knowledge of legislative requirements and procedures for minimising risks to the health, safety and security of self, other people, property and information while providing home sustainability assessment services.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and is to comply with relevant regulatory and Australian standards' requirements.
	Resource implications for assessment include:
	• relevant codes, standards and government regulations
	• technology suitable for generating reports
	• technical reference library with current publications on:
	  • accreditation requirements for home sustainability assessors
	  • ethical practice
	  • goal setting
	  • risk management
	  • time management

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	• work organisation.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should, as far as is practical, take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Health and safety risks may include:	• confined spaces • driving and traffic hazards encountered when driving to and from places of employment • electricity • fire

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	• harassment, bullying and/or violence involving co-workers or customers
	• hazardous substances:
	  • asbestos
	  • biological products
	  • blood products
	  • broken metal
	  • chemicals
	  • electrical wiring
	  • fibres
	  • fumes
	  • gases
	  • glass
	  • insulation
	  • leaking containers
	  • oil and petrol
	• heat:
	  • burns
	  • scalds
	• manual handling:
	  • carrying
	  • lifting
	  • pulling
	  • pushing
	• machinery, including powered and non-powered equipment
	• skin penetrating injuries:
	  • knives
	  • sharps
	  • syringes
	• transport:
	  • driving
	  • other vehicles
	• waste:
	  • biological
	  • contaminated
	  • inadequately contained waste
	• work environment:
	  • access
	  • animals

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	• dust • floor surfaces • lighting • noise • temperature extremes • trips and falls • working alone • working at heights • ventilation.
Actions may include:	• avoid risks • consult and communicate with others about risks • evaluate risks • follow policy and procedures • isolate risks • report risks • training related to risks • treat risks • use personal protective clothing and equipment • use safety signs, symbols and barriers.

Work practices may include:	• general work practices:
	  • administrative practices
	  • carrying out residential building inspections
	  • planning and organising activities
	  • reporting activities
	  • using technology
	• hazardous work practices:
	  • handling and exposure to hazardous materials
	  • inspecting residential buildings
	  • manual handling
	  • using tools and equipment
	  • using transport
	  • working at heights
	  • working in confined spaces
	  • working with and near heat sources
	  • working with:
	  • appliances, machinery and mechanical equipment
	  • electricity
	  • gas
	  • water

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	• waste.

Equipment, materials and products may include:	• bucket
	• calculator
	• clipboard
	• compass
	• digital camera
	• energy monitoring equipment:
	  • electricity meters
	  • gas meters
	• incense sticks to observe air flow and draughts
	• ladder
	• lux meter
	• measurement equipment
	• power meter
	• tape measure
	• testing equipment
	• thermometer
	• timer
	• torch.

Work environment may include:	• office or place of business
	• other locations visited as part of work:
	  • government agencies
	  • libraries and resource centres
	  • professional offices
	  • suppliers
	• residential buildings
	• vehicles.

Personal protective clothing and equipment may include:	• body protection:
	  • heat resistant aprons
	  • insect repellent
	  • laboratory coats
	  • sunscreen
	  • waterproof jackets
	• eye and face protection:
	  • goggles
	  • safety spectacles
	  • shields
	  • visors
	• foot protection:
	  • non-slip shoes

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	• steel capped boots • waterproof boots • hand protection: • gloves • head protection: • caps • hats • hoods • safety helmets • hearing protection: • ear muffs • ear plugs • helmets • fall protection: • belts • harnesses • lanyards • pole straps • supports • tennis elbow braces • respiratory protection: • air filter units • anti-viral/bacterial protective face masks • breathing apparatus • face masks • half face respirators • self-contained.
Responsible persons may include:	• building manager • building owner • colleague • head contractor • employer • OHS officer • property manager • real estate agent • resident • supervisor.
Emergency situations may include:	• bomb threat • civil disturbance • conflict

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	• crime
	• cyclone
	• earthquake
	• essential services:
	  • electricity
	  • gas
	  • sanitation
	  • transport
	  • water
	• fire:
	  • building
	  • bush
	  • house
	• flood
	• lost
	• medical:
	  • accident
	  • illness
	• personal threat.

Security risks may include:	• abusive and aggressive behaviour
	• criminal activity
	• environmental hazards:
	  • cyclone
	  • dust storm
	  • fire
	  • flood
	  • snow
	• extreme weather:
	  • hail
	  • heat
	  • rain
	  • wind
	• harassment, bullying and/or violence involving co-workers or customers
	• intimidation
	• location
	• sexual assault
	• sexual harassment
	• unauthorised access
	• use of public transport

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	• working alone • working in isolation • working at night • working in remote environments.
Security procedures may include:	• avoiding working alone • communication equipment • communication skills • compliance with security procedures, signs and warnings • conflict management skills • geographic positioning systems • maps and charts • movement schedules • personal security devices • planning and preparation • policy and procedures • reporting security threats and incidents • telephone contact • training • visual checks.
Movement schedules may include:	• arrival and departure times • contact details of organisation or persons being visited • locations • transport details.
Responsible persons may include:	• adult householder • contractor • employer • police • supervisor.
Risks to property may include:	• arson • damage • loss • theft • unauthorised access • vandalism.

Property may include:	• residential building being assessed:
	  • contents
	  • fences and gates
	  • garden areas
	  • property
	• other property:

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	• business technology • personal property • vehicles.
Procedures and guidelines for protecting security of property may include:	• checking • exercising care when performing work duties • insurance • key control • protection of valuables • security devices.

Risks to information may include:	• copyright infringement
	• loss:
	  • intellectual property
	  • real property
	• misplacement
	• non-compliance with legislative and contractual requirements for ensuring confidentiality and privacy of information
	• theft
	• unauthorised access.

Information may include:	• form of information:
	  • electronic
	  • print
	• type of information:
	  • client information
	  • contractual information
	  • enterprise information
	  • personal information
	  • supplier information.

Procedures and guidelines for protecting security of information may include:	• access authorisation • codes • compliance with policy and procedures • duplicate and back-up copies • firewalls • off-site storage of files • passwords • reporting • secure storage • training.

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Unit Sector(s)

Unit sector	Home sustainability assessment.

Competency field

Competency field	

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CPPHSA4006A Manage own work, professional development and ethical behaviour as a home sustainability assessor

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to manage own work performance, set and meet work priorities, develop professional competence, model ethical practice and meet industry accreditation requirements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit of competency supports the work of home sustainability assessors.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage own work performance.	1.1 ***Personal qualities*** appropriate to the home sustainability assessment environment are identified and demonstrated. 1.2 ***Effective communication strategies*** are employed to establish rapport with client, determine client needs, give accurate advice to client and provide follow-up services. 1.3 ***Personal work responsibilities***, ***priorities and accountabilities*** are met within required timeframes. 1.4 Work performance is consistently maintained in a range of ***work situations***. 1.5 Difficult workplace situations are recognised, addressed promptly, safely and sensitively, and concluded positively. 1.6 ***Personal presentation requirements*** are established and met. 1.7 Situations in which specialist advice is required are identified and ***sources of specialist advice on home sustainability practices and assessment*** are determined.
Set and meet own work priorities.	2.1 Competing demands for work time and priority action are assessed and organised to achieve individual, team and enterprise work priorities. 2.2 Activities are managed effectively to accomplish personal, team and organisational goals and objectives. 2.3 Technology is used where appropriate to improve efficiency and effectiveness in managing work priorities and commitments.
Develop and maintain	3.1 Personal strengths and weaknesses in providing

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ELEMENT	PERFORMANCE CRITERIA
professional competence.	home sustainability assessment services are assessed against job requirements, industry competency standards and other relevant benchmarks to determine personal development priorities and action where necessary. 3.2 Feedback on performance is regularly sought from clients and others and is used to improve professional competence. 3.3 Management skills relevant to work as a home sustainability assessor are identified and developed to enhance performance. 3.4 Participation in professional networks and associations is used to enhance skills, knowledge and relationships. 3.5 Opportunities for continuing professional development to maintain competence and develop ***skills and knowledge related to home sustainability assessment*** are identified, planned and implemented.
Model ethical practice.	4.1 Ethical and conduct standards relevant to home sustainability assessors are identified and applied in providing services to clients. 4.2 Personal liability for breach of contract and negligence is identified. 4.3 Personal understanding of ethics and conduct standards is verified with relevant people to ensure compliance with codes of conduct, agreements with contracting agencies and legislative requirements. 4.4 Situations in which specialist advice is required are identified and ***sources of advice on matters related to ethical practice*** are determined.
Meet industry accreditation requirements.	5.1 ***Accreditation requirements*** relevant to home sustainability assessors are identified, met and maintained. 5.2 Role and responsibility of accreditation bodies for home sustainability assessors are identified. 5.3 Quality assurance processes of accreditation bodies for home sustainability assessors are identified and complied with.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to interpret documents, such as legislation, code of practice and contracts
- communication skills to interact with people from diverse social, economic and cultural backgrounds
- decision-making and problem-solving skills to analyse situations and make decisions consistent with client needs and the industry code of practice
- literacy skills to read and interpret a variety of texts, including accreditation requirements, legislation, regulations and code of practice
- planning, organising and scheduling skills to undertake work-related tasks, such as establishing a daily schedule of home sustainability assessments
- research skills to identify and locate documents and information related to home sustainability and the conduct of home sustainability assessments
- self-management skills to:
  - set and meet own work priorities
  - manage competing work demands
- technology skills to access online information on home sustainability, accreditation requirements and professional development opportunities

Required knowledge

- accreditation for home sustainability assessors:
  - accreditation requirements
  - accrediting bodies
  - code of practice
- business technologies for improving efficiency and effectiveness in managing work priorities and commitments
- principles and techniques of:
  - performance measurement
  - personal development planning
  - personal goal setting
  - personal presentation
  - time management
  - work methods and practices that improve personal performance
- professional development:
  - assessment of own professional development needs
  - professional network and associations related to home sustainability

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REQUIRED SKILLS AND KNOWLEDGE

• training related to home sustainability and home sustainability assessment
• relevant commonwealth, state or territory, and local government legislation and regulations related to:
  • anti-discrimination and equal employment opportunity
  • consumer protection, fair trading and trade practices
  • employment and industrial relations
  • home sustainability assessment
  • occupational health and safety (OHS)
  • privacy
• roles and functions of industry bodies
• sources of specialist advice related to the provision of home sustainability assessment services

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	This unit of competency could be assessed by demonstrating a home sustainability assessment that shows evidence of ethical practice, planning and priority setting as well as the preparation of a personal development plan.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular, the person should demonstrate the ability to: • demonstrate commitment to the work role • manage day to day responsibilities and conflicting demands as a home sustainability assessor in an efficient and cooperative manner • relate positively to clients, fellow workers and the management team • assess personal strengths and weaknesses and plan and implement an appropriate personal development plan • demonstrate ethical practice and compliance with the requirements of the appropriate industry accreditation

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	body in conducting home sustainability assessments • apply knowledge of the accreditation requirements for home sustainability assessors.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and is to comply with relevant regulatory and Australian standards' requirements.
	Resource implications for assessment include:
	• relevant codes, standards and government regulations
	• technology suitable for generating reports
	• technical reference library with current publications on:
	  • accreditation requirements for home sustainability assessors
	  • ethical practice
	  • goal setting
	  • time management
	  • work organisation.

Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should, as far as is practical, take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Personal qualities may include:	• appropriate interpersonal communication • commitment to maintaining appropriate personal presentation • commitment to using sustainable work practices • environmental awareness • fairness • perseverance • probity • timeliness and punctuality.
Effective communication strategies may include:	• active listening • being non-judgemental • exploring problems in a positive manner • expressing an individual perspective • providing sufficient time for questions and responses • providing summarising and reflective responses in conflict situations • using appropriate words, behaviour and posture • using clarifying, summarising questions • using clear and concise language • using culturally appropriate communication • using plain English • using verbal and non-verbal communication.
Personal work responsibilities, ***priorities and accountabilities*** may include:	• complying with security procedures • conducting home sustainability assessments • dealing with conflicting goals • determining work and personal needs • meeting duty of care requirements • meeting individual and team goals and targets • mentoring and supporting others • meeting OHS requirements • meeting quality assurance requirements • modelling sustainable practice • planning new work

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	• prioritising and scheduling work and other activities • promoting corporate image of enterprise • reassessing performance • reporting on work performance • working in a team.

Work situations may include:	• different locations:
	  • home
	  • office
	  • other location visited while performing duties as a home sustainability assessor
	  • vehicle
	• different conditions:
	  • absence of adult householder
	  • challenging conditions:
	  • cultural
	  • social
	  • physical
	  • conflict
	  • stress
	  • time pressure
	  • unsupervised minors.

Personal presentation requirements may include:	• company uniform • corporate image • dress and footwear • greeting and farewell • grooming • identity badge • personal care • personal hygiene • positive image • punctuality.
Sources of specialist advice on home sustainability practices and assessment may include:	• accreditation bodies • architects • builders • building consultants • building designers • building thermal performance assessors • colleagues • electricians • employers • environmental consultants

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	• government agencies • industry bodies • industry practitioners • mentors • plumbers • product suppliers • solicitors • supervisors • technical experts • tradespeople • utility companies.
Skills and knowledge related to home sustainability assessment may include:	• alternative technologies • behavior change strategies • climate change • energy, water and waste efficiency • greenhouse gas emissions and reduction strategies • home sustainability assessment techniques • home sustainability products and services • insurance • passive building design • regulatory environment related to home sustainability assessment.
Sources of advice on matters related to ethical practice may include:	• accreditation bodies • colleagues • employers • government agencies • industry bodies • industry practitioners • mentors • solicitors • supervisors • technical experts.
Accreditation requirements may include:	• abiding by code of professional practice • being accredited with the appropriate accreditation agency • being responsible for providing advice independent of commercial interest to the household • holding professional indemnity and other applicable insurance • meeting fit and proper personal requirements • possessing suitable qualifications and experience.

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Unit Sector(s)

Unit sector	Home sustainability assessment.

Competency field

Competency field	

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CPPHSA4007A Promote the adoption of home sustainability practices by residents

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to promote behaviour change and the adoption of home sustainability practices by residents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit of competency supports the work of home sustainability assessors engaged in promoting the adoption of home sustainability practices by residents.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess residents' readiness to adopt home sustainability practices.	1.1 ***Effective communication strategies*** are employed in establishing rapport with residents and responding to residents' questions and concerns. 1.2 ***Influences that impact on residents' attitudes*** to home sustainability are identified. 1.3 ***Barriers*** to residents adopting ***home sustainability practices*** are identified. 1.4 ***Residents' motivations*** and ***factors that increase residents' willingness to voluntarily change behaviour and adopt home sustainability practices*** are identified. 1.5 ***Information needs*** of residents in relation to home sustainability practices are identified and addressed. 1.6 ***Positive attitudes and behaviours demonstrated by residents in relation to home sustainability practices*** are identified and reinforced.
Develop an implementation plan.	2.1 ***Appropriate communication and consultation techniques*** are used to assist residents in prioritising their home sustainability needs. 2.2 Home sustainability practices that are consistent with residents' priorities, motivation, budget, commitment, timeframes and confidence levels are identified and agreed with residents. 2.3 Resources, rebates and other forms of assistance available to support implementation of agreed home sustainability practices are identified and explained to residents. 2.4 ***Proactive strategies for supporting residents' adoption of agreed home sustainability practices*** are

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ELEMENT	PERFORMANCE CRITERIA
	identified. 2.5 ***Data and success measures*** required to assess adoption of agreed home sustainability practices are identified in consultation with residents. 2.6 ***Appropriate data collection methods*** are identified in consultation with residents. 2.7 Potential barriers to successful implementation of agreed home sustainability practices, and strategies for overcoming these barriers, are identified in consultation with residents. 2.8 Implementation plan that includes ***ways in which residents can monitor and review progress*** in adopting home sustainability practices is prepared in consultation with residents.
Provide follow-up services.	3.1 Need for ***follow-up services*** is determined in consultation with residents. 3.2 Follow-up services are identified and provided, as agreed with residents.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills

• communication and interpersonal skills to interact with clients from diverse social, economic and cultural backgrounds
• data analysis skills to interpret information gathered by residents on home sustainability practices
• decision-making and problem-solving skills to assist residents to identify home sustainability priorities
• literacy skills to:
  • complete standard forms
  • generate business correspondence
  • prepare reports
  • read and interpret a variety of texts, including legislation, regulations, and

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REQUIRED SKILLS AND KNOWLEDGE

codes of conduct and ethical standards

- networking skills to establish relationships between residents and others interested in home sustainability
- numeracy and data analysis skills to analyse household energy accounts and statistical data gathered by residents on home sustainability practices
- planning, organising and scheduling skills to:
  - undertake work-related tasks, such as meeting with residents to review effectiveness of home sustainability measures
  - plan projects to assist residents to establish home sustainability implementation plans
- research skills to identify and locate documents, reports and information related to the information needs of residents, such as rebates and other forms of support for home sustainability measures
- technology skills to use general purpose software packages to collate information and produce written reports

Required knowledge

- behaviour change:
  - barriers to voluntary behaviour change
  - conditions necessary for behaviour change
  - factors that increase likelihood of voluntary behaviour change
  - models of behaviour change
  - personal and environmental factors that impact on behaviour change
  - stages of change
  - strategies for dealing with relapse
  - strategies to promote behaviour change
- communication strategies
- consultation models and approaches
- home sustainability:
  - barriers to adoption of home sustainability practices
  - data, data collection methods and success measures related to resident adoption of home sustainability practices
  - factors that increase likelihood of voluntary adoption of home sustainability practices
  - home sustainability practices:
    - energy use and management
    - thermal performance
    - waste minimisation and management
    - water use and management
  - personal and environmental factors that impact on residents' adoption of home

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REQUIRED SKILLS AND KNOWLEDGE
sustainability practices • purpose of home sustainability assessments • rebates and other forms of support for home sustainability measures • relationship between household energy, water and waste use, and greenhouse gases and emissions • role of home sustainability assessor in promoting behaviour change • sources of information on home sustainability • social marketing techniques and strategies

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	This unit of competency could be assessed by demonstration of applying behaviour change principles and approaches in assisting residents to establish a plan for adopting home sustainability practices and monitoring and reviewing their progress.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular, the person should demonstrate the ability to: • apply effective communication and interpersonal skills to build rapport with residents • assess residents' readiness to adopt home sustainability practices • apply behaviour change principles and approaches in assisting residents to establish a plan for adopting home sustainability practices, and monitoring and reviewing their progress • apply knowledge of behaviour change strategies and how these are applied in the context of a home sustainability assessment.
Context of and specific resources for	Assessment of essential underpinning knowledge may be conducted in an off-site context and is to comply with

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assessment	relevant regulatory and Australian standards' requirements.
	Resource implications for assessment include:
	• data collection tools
	• relevant codes, standards and government regulations
	• access to residents participating in a home sustainability assessment
	• technology suitable for generating reports
	• technical reference library with current publications on:
	  • behaviour change
	  • communication strategies
	  • consultation models and strategies
	  • home sustainability practices.

Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should, as far as is practical, take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Effective communication strategies may include:	• active listening • being non-judgemental • empathy • exploring problems • expressing an individual perspective • providing sufficient time for questions and responses • providing summarising and reflective responses in conflict situations • using appropriate words, behaviour, posture and tone • using clarifying, summarising questions • using clear and concise language • using culturally appropriate communication • using plain English • using verbal and non-verbal communication.

Influences that impact on residents' attitudes may include:	• advertising
	• age and gender
	• cost
	• dwelling type
	• education level
	• employment status
	• family type
	• government funding
	• household income
	• location
	• media
	• perceptions:
	  • benefits and limitations
	  • impact on lifestyle
	• past experience
	• political and social leanings
	• socio-economic status
	• views of others:
	  • colleagues
	  • family
	  • friends

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	• peers • significant others.
Barriers may include:	• apathy • cost • expectations of high consumption lifestyle • inaccurate and inadequate information • lack of engagement • lack of support from other household members • lack of time • medical needs • negative perceptions • past experience • poor communication • powerlessness.

Home sustainability practices may include:	• recycling
	• reducing:
	  • energy use
	  • greenhouse gas generation
	  • waste volume
	  • water use
	• refusing
	• removing
	• reusing.

Residents' motivations may be influenced by:	• financial incentives and disincentives • information • personal attitudes • personal values.
Factors that increase residents' willingness to voluntarily change behaviour and adopt home sustainability practices may include:	• community benefit • compatibility of change with lifestyle • different ways of contributing to change • ease of change • ease of seeing and measuring change • engagement of other people in change • environmental benefits • financial incentives • household-based approach to change • personal benefit • personal knowledge of change • range of choices • recognition for personal, household and community efforts and achievement

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	• social norms.

Information needs may include:	• home sustainability assessment:
	  • accreditation of assessors
	  • assessment process
	  • objectives
	  • outcomes
	• home sustainability practices:
	  • benefits
	  • costs
	  • types
	• home sustainability products and services
	• rebates and other forms of support.

Positive attitudes and behaviours demonstrated by residents in relation to home sustainability practices may include:	• attitudes:
	  • climate change
	  • energy conservation
	  • green power
	  • packaging
	  • passive conservation
	  • recycling and reuse
	  • sustainability
	  • waste minimisation
	  • water conservation
	• behaviours to recycling, reducing, refusing, removing and reusing.

Appropriate communication and consultation techniques may include:	• active listening • conversation • discussion • email • information provision • interview • meeting • presentation • questioning • questionnaire • survey • telephone.
Proactive strategies for supporting residents' adoption of agreed home sustainability practices	• capacity building • case management • community education • feedback

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may include:	• follow-up strategies • information sharing • mentoring • networking • partnerships • positive reinforcement of resident decisions to adopt sustainability practices • resource sharing • social support • specialist support • special interest groups • use of community groups and leaders • virtual communities.

Data and success measures may include:	• data on home sustainability practices:
	  • energy:
	  • cost
	  • type
	  • use
	  • trend data on energy and water use
	  • perceptions
	  • photographs
	  • waste:
	  • composition
	  • cost
	  • quantity
	  • water:
	  • cost
	  • type
	  • use
	• success measures:
	  • recycling measures
	  • reduction in costs of energy, water and waste
	  • reduction in energy use, water use and volume of waste
	  • reduction in greenhouse gas emissions
	  • reuse of resources.

Appropriate data collection methods may include:	• checklists and forms • collation of energy and water bills • diaries • discussions

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	• graphs • logs • questionnaires • self-assessment forms • software tools • surveys.
Ways in which residents can monitor and review progress may include:	• analysis of utility and other household accounts • benchmarking • feedback from others • household discussions • monitoring data • personal reflection • reflective questioning • report writing • software tools • stories.
Follow-up services may include:	• collation and analysis of data on residents' adoption of home sustainability practices • positive feedback and reinforcement • provision of information on changes and innovations in home sustainability practices, technologies, funding and support programs • support and mentoring • tactics to deal with relapse • updating of implementation plan.

Unit Sector(s)

Unit sector	Home sustainability assessment.

Competency field

Competency field	

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CPPHSA4008A Apply sustainability principles, legislation and information on government programs

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to apply sustainability principles, legislation and information on government programs to complete work. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit of competency supports the work of home sustainability assessors.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify relationship between sustainability, greenhouse gas emissions and home sustainability assessment.	1.1 ***Key principles of sustainability*** are identified. 1.2 Relationships are identified between greenhouse gas emissions and housing design, household energy and water use, household waste generation and resident behavior. 1.3 Contribution of home sustainability assessment to reducing greenhouse emissions and promoting sustainability is identified. 1.4 ***Sources of information*** on sustainability principles, greenhouse gas emissions and home sustainability assessments are identified.
Identify and comply with legislation and regulations relevant to home sustainability.	2.1 ***Commonwealth***, ***state or territory***, ***and local government legislation and regulations relevant to home sustainability assessment*** are identified and followed in providing services to clients. 2.2 Personal understanding of legislation and regulations is verified with relevant people to ensure compliance. 2.3 Situations in which specialist advice is required are identified and sources of advice on legislation and regulations are determined.
Identify and comply with industry codes of practice relevant to home sustainability.	3.1 Industry codes of practice relevant to home sustainability assessors are identified and followed in providing services to clients. 3.2 Personal understanding of industry codes of practice is verified with relevant people to ensure compliance. 3.3 Situations in which specialist advice is required are identified and sources of advice on industry codes of practice are determined.

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ELEMENT	PERFORMANCE CRITERIA
Source and apply information on government programs, rebates and other forms of support for implementation of home sustainability measures.	4.1 Sources of information on government programs, rebates and other forms of support for implementation of home sustainability measures are identified and accessed. 4.2 ***Key features of government programs***, ***rebates and other forms of support*** for implementation of home sustainability measures are identified. 4.3 Information on government programs, rebates and other forms of support for implementation of home sustainability measures is applied in providing services to clients.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to interpret documents, such as legislation, regulations and codes of practice relating to home sustainability assessment
- communication skills to interact with people from diverse social, economic and cultural backgrounds
- decision-making and problem-solving skills to analyse situations and make decisions consistent with client needs, legislation, regulations and industry codes of practice
- literacy skills to:
  - complete standard forms
  - prepare general information, papers, reports and applications
  - read and interpret a variety of texts, including legislation, regulations and codes of practice
  - write formal and informal letters
- research skills to identify and locate documents and information related to sustainability principles
- technology skills to access online information on sustainability

Required knowledge

- greenhouse gas emissions:
  - causes

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REQUIRED SKILLS AND KNOWLEDGE
• relationship between greenhouse gas emissions and house design, household appliances and facilities, water use, waste generation and resident behavior • role of home sustainability assessments in reducing greenhouse emissions • sources of information • trends • ways of reducing greenhouse gas emissions through home sustainability measures • home sustainability assessment: • codes of practice • rebates and other forms of support for implementation of home sustainability measures • relevant commonwealth, state or territory, and local government legislation and regulations related to: • anti-discrimination and equal employment opportunity • building and construction • consumer protection, fair trading and trade practices • employment and industrial relations • environment • home sustainability assessment • occupational health and safety (OHS) • privacy • sustainability: • features of sustainable residential buildings • government policy and international commitments • principles • sources of information

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	This unit of competency could be assessed by demonstration of using information on sustainability principles, relevant legislation and government programs in

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	planning and carrying out a home sustainability assessment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular, the person should demonstrate the ability to: • determine relationship between sustainability, greenhouse gas emissions and home sustainability assessment • apply relevant legislation, regulations and codes of practice in conducting home sustainability assessments • apply information on government programs, rebates and other forms of support when conducting home sustainability assessments.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and is to comply with relevant regulatory and Australian standards' requirements.
	Resource implications for assessment include:
	• relevant codes, standards and government regulations
	• computer equipment for online research on information related to sustainability, greenhouse emissions and home sustainability assessments
	• technical reference library with current publications on:
	  • energy use and home sustainability assessments
	  • greenhouse emissions
	  • sustainability principles.

Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could

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	include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should, as far as is practical, take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Key principles of sustainability may include:	• community involvement • continual improvement • ecological integrity • equity within and between generations • integration of environmental, social and economic considerations in decision making • precautionary behaviour.

Sources of information may include:	• people and organisations:
	  • accreditation bodies
	  • architects
	  • building consultants
	  • building designers
	  • building thermal performance assessors
	  • colleagues
	  • education and training providers
	  • employers
	  • environment organisations
	  • environmental consultants
	  • government agencies
	  • industry bodies
	  • industry practitioners

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	• mentors
	• solicitors
	• supervisors
	• tradespeople
	• technical experts
	• utility companies
	• resources:
	  • education and training programs
	  • libraries
	  • online resources
	  • professional journals.

Commonwealth**, **state or territory**, **and local government legislation and regulations relevant to home sustainability assessment may include:	• anti-discrimination and equal employment opportunity • building and construction • consumer protection, fair trading and trade practices • employment and industrial relations • environment • home sustainability assessment • OHS • privacy.
Key features of government programs**, **rebates and other forms of support may include:	• amount • application process • commencement and end date • conditions • costs • eligibility • products • services.

Unit Sector(s)

Unit sector	Home sustainability assessment.

Competency field

Competency field	

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CPPHSA4010A Estimate the cost of home sustainability measures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to provide residents with an estimate of the costs of implementing the home sustainability measures identified through a home sustainability assessment. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit of competency supports the work of home sustainability assessors.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify client requirements.	1.1 Measures for improving sustainability of residence are identified through a home sustainability assessment and/or analysis of written report of an assessment undertaken by an accredited assessor. 1.2 ***Effective communication strategies*** are employed in establishing rapport with client and in responding to client questions and concerns. 1.3 Details and specifications of recommended home sustainability measures are identified and confirmed with resident. 1.4 Estimated cost of ***home sustainability products and services*** and ***limitations*** of cost estimates are explained to client.
Gather information on home sustainability products and services.	2.1 ***Information on home sustainability products and services*** is researched and obtained from ***appropriate sources*** to prepare cost estimate. 2.2 ***Information on rebates and other forms of assistance*** available for particular home sustainability products and services is researched and obtained. 2.3 Potential suppliers of home sustainability products and services are identified. 2.4 ***Costs*** for the supply and, where appropriate, installation of home sustainability products and services are obtained from a range of suppliers. 2.5 Information on availability and likely supply time of home sustainability products and services is obtained from a range of suppliers. 2.6 Ethical practices are observed in identifying

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ELEMENT	PERFORMANCE CRITERIA
	suppliers and gathering product and service information. 2.7 Details of information obtained on home sustainability products and service are maintained and securely stored.
Prepare and present estimate to client.	3.1 Cost range for supply and, where required, installation of home sustainability products and services is confirmed based on information gathered from relevant sources. 3.2 Estimated cost range of home sustainability products and services is determined and documented. 3.3 ***Factors that may influence estimated cost range*** of home sustainability products and services are identified and documented. 3.4 ***Details*** of potential suppliers of home sustainability products and services are documented. 3.5 Estimated cost range of home sustainability measures is presented and explained to client. 3.6 Client is given opportunity to evaluate estimated cost range of home sustainability measures. 3.7 Client questions are answered fully and honestly.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to interpret documents, such as comparative charts of specifications for home sustainability products and services
- communication skills to interact with people from diverse social, economic and cultural backgrounds
- decision-making and problem-solving skills to assess relative costs of products and services offered by different suppliers
- literacy skills to:
  - analyse energy ratings of appliances
  - complete standard forms

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REQUIRED SKILLS AND KNOWLEDGE

- prepare general information and papers
- prepare written estimates
- read and interpret a variety of texts, including product descriptions
- write formal and informal letters

- numeracy skills to calculate and interpret data on the supply and installation costs of home sustainability measures
- planning, organising and scheduling skills to undertake work-related tasks, such as obtaining prices from suppliers of home sustainability products and services
- research skills to identify and locate documents and information on the costs and features of hone sustainability products and services
- technology skills to use general purpose software and access online catalogues

Required knowledge

- factors involved in estimating costs of home sustainability products and services:
  - cost range
  - ethical practices in identifying suppliers and product and service information
  - limitations
  - procedure for preparing cost estimates
  - product and service specifications
  - reasons for explaining inclusions, exclusions and limitations
  - required information
  - sources of information
- home sustainability products and services:
  - rebates and other forms of assistance
  - sources of information on home sustainability products and services
  - types, cost and features:
    - energy
    - thermal performance
    - waste
    - water
- relevant commonwealth, state or territory, and local government legislation and regulations related to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - home sustainability assessment
  - occupational health and safety (OHS)
  - privacy

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	This unit of competency could be assessed by preparing a written estimate of the cost range of implementing the home sustainability measures identified through a home sustainability assessment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular, the person should demonstrate the ability to: • prepare an estimate of the cost range of implementing the home sustainability measures identified through a home sustainability assessment • present and explain the estimated cost range of home sustainability measures to a client • apply knowledge of the procedure for estimating the cost range of implementing home sustainability measures.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and is to comply with relevant regulatory and Australian standards' requirements.
	Resource implications for assessment include:
	• relevant codes, standards and government regulations
	• technology suitable for generating reports
	• technical reference library with current publications on:
	  • cost estimation procedures
	  • home sustainability products and services.

Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application

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	• reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should, as far as is practical, take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Effective communication strategies may include:	• active listening • being non-judgemental • exploring problems • expressing an individual perspective • providing sufficient time for questions and responses • providing summarising and reflective responses in conflict situations • using appropriate words, behaviour, posture and tone • using clarifying, summarising questions • using clear and concise language • using culturally appropriate communication • using plain English • using verbal and non-verbal communication.
Home sustainability	• energy

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products and services may relate to:	• thermal performance • waste • water.

Limitations may include:	• availability of products and services
	• exclusions
	• factors that may be subject to change, such as:
	  • installation charges
	  • prices
	  • product and service features
	  • product and service performance
	  • product and service back-up and support
	  • rebates and other support programs
	  • specialist advice on products and services that may be required
	  • supply time for products and services
	• fees, taxes and levies
	• inclusions.

Information on home sustainability products and services may include:	• products: • alternative products • cost • dimensions • energy ratings • features: • energy saving • programs • guarantees • life span • reviews • servicing • spare and replacement parts • strengths and limitations • services: • alternative services • cost • strengths and limitations.

Appropriate sources may include:	• conferences
	• government agencies
	• home sustainability references:
	  • electronic
	  • print
	• industry associations

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	• product and service suppliers
	• professionals:
	  • architects
	  • building consultants
	  • building designers
	  • building thermal performance assessors
	  • engineers
	  • environmental consultants
	• professional organisations
	• published costing guides
	• regulatory bodies
	• technical experts
	• trade associations
	• trade exhibitions
	• tradespeople:
	  • electricians
	  • gardeners
	  • horticulturalists
	  • plumbers
	• utility companies.

Information on rebates and other forms of assistance include:	• amount of rebate or assistance • application period • application process • cost of installation of products • eligibility criteria • qualifying period • type of assistance.
Costs may include:	• extended guarantees • GST • installation costs • insurance • labour costs • material costs • ongoing charges • product or service price • rebates • servicing costs • trade-ins • transport and handling • variations and contingencies.

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Factors that may influence estimated cost range may include:	• availability • changes in professional fees • changes in product and service specifications • date of order or purchase • delays in supply • foreign exchange movements • guarantees • insurance • labour costs • product changes and upgrades • service changes and upgrades • source of supply • taxes and charges • transport and handling costs.
Details may include:	• name and contact details • referrals • reviews • website address.

Unit Sector(s)

Unit sector	Home sustainability assessment.

Competency field

Competency field	

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CPPPMT3002A Assess pest management options

Modification History

Revised unit

Unit updated and equivalent to PRMPM02B Assess pest management options

Unit Descriptor

This unit of competency specifies the outcomes required to consider a number of pest management options and decide on the best course of action. The unit requires a thorough understanding of client requirements as well as the ability to assess the nature and extent of the pest and pest activity and to apply company information in order to perform the task. The selection of appropriate pest management methods is essential for performing the task safely and effectively.

Application of the Unit

This unit of competency supports pest management technicians responsible for assessing pest activity that impacts on the health, safety or amenity of persons or environments. The unit applies to the assessment of pest management options in domestic, commercial or industrial premises.

Licensing/Regulatory Information

This unit may be an essential requirement for a pest management licence. The full requirements for different licences may vary in different states and territories.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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unit of competency.	and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Access work site.	1.1	Work site is accessed according to **company** requirements.
		1.2	**Work order** is reviewed, work site requirements are identified according to company requirements, and issues are clarified with **appropriate persons**.
		1.3	Authority of **client** requesting services is confirmed according to company and **legislative requirements**.
2	Clarify nature of pest management problem	2.1	Information on **client record** is reviewed according to company requirements.
		2.2	Client perception of **pest** problem and personal needs and expectations are clarified using **interpersonal skills and communication techniques**.
		2.3	Initial review of **work site** is conducted to confirm client's perception of pest problem according to company, legislative, and **occupational health and safety (OHS) requirements**.
3	Determine assessment method	3.1	Safe, practical assessment method that is **cost effective** and minimises disruption to client activity and existing condition of premises is selected according to work order, **manufacturer specifications** and environmental, legislative, OHS and company requirements.
		3.2	**Hazards** associated with **assessment method** are identified and risks controlled at work site according to legislative, OHS, company and **environmental requirements**.
		3.3	Client agreement to assessment method is obtained according to company requirements prior to commencing.

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		3.4	**Equipment** requirements are identified and equipment is selected according to legislative, OHS and company requirements.
4	Inspect work site	4.1	Type and condition of building and environment are determined according to work order and legislative and company requirements.
		4.2	Hazards are identified **a**nd risks controlled at work site according to legislative, OHS and company requirements.
		4.3	Suitable **personal protective equipment** (PPE) is selected and used according to manufacturer specifications and OHS and company requirements.
		4.4	Assessment is conducted using predetermined assessment method and safe operating practices according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		4.5	Inspection is conducted to accurately identify **pest problem** from available evidence according to work order, agreed assessment method and company requirements.
		4.6	Pest identification is referred to relevant experts if required.
5	Select pest management options	5.1	Effective **pest management methods** appropriate to the identified problem are selected according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		5.2	Pest management methods are reviewed to confirm compliance with client needs and cost-effectiveness according to work order and company requirements.
		5.3	Client is provided with clear, accurate and concise **information** on pest management options to enable informed decision-making according to work order and company requirements.
		5.4	Additional **sources of information** are accessed to

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			clarify issues concerning pest type, pest management options, manufacturer specifications and environmental, legislative and OHS requirements.
6	Complete assessment documentation	6.1	Information on pest problem, client requirements and proposed pest management options is documented accurately according to work order and company requirements.
		6.2	Client is provided with information on pest management plan prior to treatment according to company requirements.
		6.3	Client is provided with copy of assessment documentation according to company requirements.
		6.4	Client records are updated with a copy of the assessment documentation according to company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - assess pest problems
  - identify pests
  - select pest management methods
- skills to work safely when:
  - manual handling
  - handling and disposing of chemicals
  - identifying hazards and controlling risks
  - working at heights and in confined spaces
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - perceive and respond to clients' attitudes to pest problems

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- investigative skills to inspect buildings and surroundings to identify:
  - pest activity
  - pest habitats
- language, literacy and numeracy skills for:
  - communicating clearly and concisely verbally and in writing
  - performing mathematical calculations required to measure area and volume
  - reading and interpreting directions and safety instructions, including:
    - equipment manuals
    - chemical labels
    - material safety data sheets (MSDS)
  - requesting advice or further information
  - seeking and receiving feedback
  - sourcing, organising and recording information
- planning and organising work, including:
  - accurately estimating timeframes
  - scheduling efficiently
  - interpersonal skills to relate to people from a range of social and cultural backgrounds
- self-management skills to work alone and in a team

Required knowledge

- company management structure and procedures, including:
  - emergency response procedures
  - environment protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures, including hierarchy of hazard control
  - pest assessment reporting
- legislation, regulations, codes of practice and industry advisory standards that apply to the assessment of pest activity and selection of suitable pest management options, including environmental and OHS legislation
- pest assessment, including:
  - pest ecology relevant to pest management operations
  - types of pests relevant to the area and their life cycles, habits and harbourages
- pest management options, including:
  - pesticidal and physical controls associated with managing pests in a range of environments
  - product knowledge, including manufacturer specifications for equipment and products
- safe work practices, including:
  - manual-handling techniques
  - use of equipment, including PPE
- work order specifications

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of assessment of pest management options and reviewing completed documentation.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • clarify client's pest problem and accurately confirm type of organism and its associated key behavioural characteristics, referring to experts as required • communicate information and advice on pest management options • comply with company, legislative and regulatory requirements • achieve outcomes as specified in work orders • identify hazards and risks associated with pest management and apply knowledge of hierarchy of hazard control • select safe, effective and environmentally responsible pest management options.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or other venue • plain English version of relevant statutes and procedures • work order instructions, work plans and schedules, and policy documents • relevant databases and information.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application

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	• reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPPMT3005A Modify environment to manage pests • CPPPMT3006A Apply pesticides to manage pests • CPPPMT3007A Implement pest management plans • CPPPMT3009A Advise clients on pest management options • CPPPMT3043A Prepare and present pest management proposals.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Company requirements may include:	• access and equity policy, principles and practice • business and performance plans • client communication procedures • client confidentiality procedures • client service standards • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures • defined resource parameters • dress and presentation requirements • duty of care, code of conduct and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities

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	• environment protection procedures • establishing operator identity with client • internal communication channels and reporting procedures • maintenance procedures for equipment and PPE • OHS control procedures • OHS policies and procedures • personnel practices and guidelines • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • records and information systems and processes • training (induction and refresher) materials • work site access security clearance procedures.

Work order **information** may include:	• budget allocations
	• completion times and dates
	• environment protection requirements
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements – equipment and materials
	• dress and presentation requirements
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements, such as:
	  • access to work site, including:
	  • timing of access
	  • access and egress points
	  • lighting
	  • noise control
	  • relationships with other customer activities
	  • security
	  • sensitivity of occupants to pests or pest management
	  • ventilation.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work site • supervisors.

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Clients may include:	• bodies corporate • building supervisors • companies or organisations • environmental health officers • executive housekeepers • maintenance managers • owners • persons in control of work processes • property agents or managers • tenants.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	  • award and enterprise agreements
	  • relevant commonwealth, state and territory legislation and local government regulations that affect company operation, such as:
	  • anti-discrimination and diversity
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection legislation
	  • dangerous goods Acts and regulations
	  • declared pest (plant and animal) reporting
	  • environmental protection issues
	  • equal employment opportunity
	  • freedom of information
	  • industrial relations
	  • motor and commercial vehicle transportation
	  • motor licence and endorsement regulations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • workplace consultative arrangements.

Client records may include:	• computer files or databases • hard-copy files • contact details • details of previous:

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	• assessments • proposals • quotations • service provision • logbooks • pest management plans • reports • specific details about: • work site • nature of pest problem • use of contractors.
Pests may include:	• any pest of commercial significance in an urban environment.
Interpersonal skills and communication techniques may include:	• active listening • language: • accurate, articulate and concise • verbal or non-verbal language, including body language • presenting options and consequences in a sensitive manner • providing an opportunity for clients to confirm their request • questioning to clarify and confirm client's understanding • seeking feedback from client to confirm understanding of needs • summarising and paraphrasing to check understanding of client's message • using effective presentation aids, such as: • audiovisual technologies • diagrams • graphics • photos.
Work sites may include:	• building surroundings • buildings • domestic, commercial or industrial premises.
Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis • animal management or control procedures • communication devices for isolated or remote locations, such as: • mobile phones • two-way radios • dermatoxicological control and prevention measures • emergency procedures for contact with toxic substances, such as: • splashes in eye or on skin • inhalation

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	• ingestion
	• hazard identification and risk assessment mechanisms
	• hierarchy of hazard control procedures
	• industry advisory standards
	• information provided by national registration authority for chemical approval and state government authorities, such as:
	  • agriculture
	  • environment protection
	  • health
	  • primary industry
	• injury and dangerous occurrence reporting
	• national and industry codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe work instructions
	  • safe work method statements
	• health surveillance and monitoring, such as regular blood testing
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety, induction and refresher training
	• selection and use of PPE and clothing appropriate to hazard
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals
	• withholding periods and spray drift.

Cost effective means a balance that:	• achieves an effective pest management solution • is affordable for the client • provides profit opportunities for the operator.
Manufacturer specifications may include:	• emergency response resources • equipment operating manuals • government publications

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	• instructional guides
	• MSDS
	• other resources supplied by manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Hazards may include:	• allergic reactions to chemicals, pests or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • scabies
	  • Q fever
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• release of substances with negative environmental impact
	• spills, splashes and sprays
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough

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	surfaces • work environment temperature extremes • work in unfamiliar isolated or remote environments.
Assessment methods may include:	• discussion with client • review of past pest management records • visual inspection.

Environmental requirements may include:	• clean up, containment or isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• hazardous materials handling
	• regulations, by-laws and guidelines of environmental protection agencies and government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife.

Equipment **may include:**	• bunding materials • cameras • contaminated clothing bags • dishes or bowls • drills • dusters • electrical extension leads • elevated work platforms • equipment decontamination materials • flexible lights • flushing agents • generators • hoses • injectors • knives • ladders • magnifying glasses • measuring jugs • mirrors • probes • safety harnesses • sand and other absorbent materials • screwdrivers • sharps containers • shovels and rakes • sound, moisture and movement detectors

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	• sounding instruments • specimen bottles • spray equipment • torches • trays • waste disposal containers.

***Personal protective equipment* may include:**	• air-line and self-contained respirators
	• breathing respirators:
	  • full-face
	  • half-face
	• chemical-impervious gloves
	• chemical-resistant aprons
	• communication equipment
	• cradles
	• drinking fluids
	• dust masks
	• eye protection, such as:
	  • safety glasses
	  • goggles
	  • eyewashes and showers
	• face shields (splash-proof)
	• first aid kits appropriate to tasks and locations
	• hair nets
	• hard hats
	• high-visibility vests or clothing
	• long pants
	• noise protection
	• non-slip safety shoes or boots
	• overalls, coveralls or other chemical protective clothing
	• prodding or probing sticks and rods
	• safety harnesses
	• soap and towels
	• sunscreen
	• tongs
	• torches
	• washable sun hats
	• wet-work protective clothing.

***Pest problem* includes:**	• pest type • activity level • density • location of harbourages.

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***Pest management methods* may include:**	• biological controls • chemical and physical barrier treatments • cultural controls • environmental controls • management controls.
***Information* may include:**	• conditions for infestation • control and maintenance methods • hazardous substance legislation, codes of practice, Australian standards and advisory standards covering use of chemicals • impacts on the environment and buildings of alternative pest management methods • pest activity • sources of infestation.

***Sources of information* may include:**	• company specialists or consultants
	• government agencies and departments, such as:
	  • agriculture
	  • forestry
	  • quarantine
	• industry groups and associations
	• internet resources
	• publications by:
	  • company
	  • government
	  • industry.

***Pest management plan* may include:**	• advice on health, safety, environmental and other legislative matters • advice on pest prevention strategies • chemical application methods • details of pest and pest activity • follow-up pest management advice, monitoring and call-back schedule • pest management options • types and quantities of chemicals to be used.
***Assessment documentation* may include:**	• company activity records • detailed quotations • photographs • written reports.

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Unit Sector(s)

Pest management

Custom Content Section

Not applicable.

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CPPPMT3005A Modify environment to manage pests

Modification History

Revised unit

Unit updated and equivalent to PRMPM05B Modify environment to manage pests

Unit Descriptor

This unit of competency specifies the outcomes required to modify the environment to manage non-timber pests. The unit requires the ability to assess the nature and extent of the pest and pest activity, gain a thorough understanding of client requirements and apply company information in order to perform the task. The selection of appropriate equipment and methods is essential for performing the task safely and efficiently.

Application of the Unit

This unit of competency supports pest management technicians responsible for creating the physical conditions necessary to manage the pest environment. The unit applies to non-timber pests and pest activity that impact on the health, safety or amenity of persons or environments and can be applied to domestic, commercial or industrial premises.

Licensing/Regulatory Information

This unit is one of the essential requirements for a pest management licence. The full requirements for different licences may vary in different states and territories.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Access work site and confirm work requirements.	1.1	***Work site*** is accessed according to ***company requirements***.
		1.2	***Work order*** is reviewed according to company requirements and issues are clarified with ***appropriate persons***.
		1.3	***Assessment method*** is determined according to work order and company requirements.
2	Inspect site for pests and develop a pest management plan.	2.1	***Hazards*** are identified and risks controlled for inspection of the work site according to company, ***legislative*** and ***occupational* hea*lth and safety (OHS) requirements***.
		2.2	Suitable ***personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications*** and OHS and company requirements.
		2.3	Type and extent of ***pest*** and pest activity are identified according to work order and company requirements.
		2.4	***Pest management methods*** are selected according to work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		2.5	***Client*** is advised of proposed ***pest management plan*** according to work order and company requirements.
		2.6	Client approval to proceed with implementation of pest management plan is confirmed according to company requirements.
3	Prepare work site.	3.1	Hazards are identified and risks controlled for pest management at work site according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		3.2	Size and usage pattern of work site are determined to

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			ensure safety of ***personnel*** and efficient use of ***equipment*** and ***materials***.
		3.3	***Signage and barriers*** are installed as required to maximise protection of ***public health and safety*** during treatment operation.
		3.4	Factors affecting completion of work order are identified and appropriate persons are promptly advised.
4	Select and prepare equipment and materials for completion of pest management plan.	4.1	Suitable PPE is selected and used according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Equipment is selected for completion of pest management plan.
		4.3	Equipment is accessed and operational effectiveness checked according to manufacturer specifications and legislative, OHS and company requirements.
		4.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications.
		4.5	Materials are selected and located according to company requirements.
		4.6	Materials are prepared according to manufacturer specifications and company requirements.
5	Modify the work site.	5.1	Work site is modified using equipment, materials and **pest management method** as identified in pest management plan.
		5.2	Work is conducted using safe operating practices according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		5.3	Emergency situations are responded to using ***emergency response procedures*** according to manufacturer specifications and environmental, legislative and company requirements.

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6	Restore work site and complete documentation.	6.1	Equipment, materials and ***waste*** are collected and removed according to work order and environmental, legislative, OHS and company requirements.
		6.2	Work site is restored according to work order, client requests and environmental and company requirements.
		6.3	Signage and barriers are removed when work site is available for re-use, according to work order and OHS and company requirements.
		6.4	***Regulatory and company documentation*** is completed and distributed according to legislative and company requirements.
7	Clean, safety-check and store equipment.	7.1	Equipment and PPE are cleaned and decontaminated according to manufacturer specifications and environmental, OHS and company requirements.
		7.2	Equipment and PPE are safety-checked and required maintenance is recorded according to manufacturer specifications and environmental, OHS and company requirements.
		7.3	Cleaned equipment and PPE are stored to allow ready access and re-use according to company requirements.
		7.4	Collected waste is disposed of according to work order, manufacturer specifications and environmental, legislative, OHS and company requirements.
		7.5	Exposed skin is treated to remove any contamination according to manufacturer specifications and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients

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  - gain clients' trust
  - perceive and respond to clients' attitudes to pest problems
- language, literacy and numeracy skills for:
  - communicating clearly and concisely verbally and in writing
  - reading and interpreting directions and safety instructions, including:
    - equipment manuals
    - chemical labels
    - material safety data sheets (MSDS)
  - requesting advice or further information
  - seeking and receiving feedback
  - sourcing, organising and recording information
- planning and organising work
- skills to work safely when:
  - manual handling
  - handling and disposing of chemicals
  - identifying hazards and controlling risks
  - working at heights and in confined spaces
- using environmental modification strategies to manage vertebrate and non-vertebrate pests
- self-management skills to work alone and in a team

Required knowledge

- company management structure and procedures, including:
  - injury, dangerous occurrence and incident reporting
  - enterprise maintenance and servicing procedures
  - environment protection procedures
  - OHS procedures, including hierarchy of hazard control
  - reporting procedures
  - safe manual-handling techniques
  - safe work practices for using equipment, including PPE
- legislation, regulations, codes of practice and industry advisory standards that apply to the modification of environments to manage pests, including:
  - environment protection
  - licensing requirements for pest management control
  - OHS legislation
- pest assessment, including:
  - pest ecology in relation to pest management operations
  - types of pests relevant to the area and their life cycles, habits and harbourages
- pest management options, including:
  - physical controls associated with managing pests in a range of environments and conditions

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- product knowledge, including manufacturer specifications
- work order specifications

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by practical demonstration of the modification of a range of environments to manage different pests.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • achieve outcomes as specified in work orders • apply knowledge of emergency response procedures • comply with company, legislative and regulatory requirements • confirm type of organism and its associated key behavioural characteristics • identify hazards and risks associated with pest management and apply knowledge of hierarchy of hazard control • select safe, effective and environmentally responsible pest management methods • select equipment and materials for the task.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or other venue • suitable equipment and materials • PPE • equipment operating manuals and MSDS • plain English version of relevant statutes and procedures • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must:

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	• satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPPMT3002A Assess pest management options • CPPPMT3006A Apply pesticides to manage pests • CPPPMT3007A Implement pest management plans • CPPPMT3009A Advise clients on pest management options • CPPPMT3043A Prepare and present pest management proposals.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work sites may include:	• building surroundings • buildings • domestic, commercial or industrial premises.
Company requirements may include:	• access and equity policy, principles and practice • business and performance plans • client communication procedures • client confidentiality procedures

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	• client service standards • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures • defined resource parameters • dress and presentation requirements • duty of care, code of conduct and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • establishing operator identity with client • internal communication channels and reporting procedures • maintenance procedures for equipment and PPE • OHS control procedures • OHS policies and procedures • personnel practices and guidelines • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • records and information systems and processes • training (induction and refresher) materials • work site access security clearance procedures.

Work order information may include:	• access to work site, including:
	  • timing of access
	  • access and egress points
	• budget allocations
	• completion times and dates
	• dress and presentation requirements
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements – equipment and materials
	• specific client requirements, such as:
	  • noise control
	  • relationships with other customer activities
	  • sensitivity of occupants to pests or pest management
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Appropriate persons may include:	• clients • colleagues

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	• managers • persons in control of work site • supervisors.
Assessment methods may include:	• discussion with client • review of past pest management records • visual inspection.

Hazards may include:	• allergic reactions to pests and equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • wires
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • scabies
	  • Q fever
	• misunderstanding label information and instructions
	• mobile or vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• over-familiarity with routine procedures causing lack of attention to details of manufacturer’s label instructions
	• poor personal hygiene practices
	• release of substances with negative environmental impact
	• spills, splashes and sprays
	• unclear or ambiguous work order information

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	• unsafe manual-handling techniques, including awkward and repetitive postures • unsafe underfoot conditions, such as slippery, uneven and rough surfaces • work environment temperature extremes • work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, such as:
	  • anti-discrimination and diversity
	  • chemical controls
	  • chemical registers or manifests
	  • consumer protection legislation
	  • dangerous goods Acts and regulations
	  • declared pest (plant and animal) reporting
	  • environmental protection issues
	  • equal employment opportunity
	  • freedom of information
	  • industrial relations
	  • motor and commercial vehicle transportation
	  • motor licence and endorsement regulations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• animal management and control procedures
	• communication devices for isolated or remote locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for contact with toxic substances, such as:
	  • splashes in eye or on skin
	  • inhalation

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	• ingestion
	• hazard identification and risk assessment mechanisms
	• hierarchy of hazard control procedures
	• industry advisory standards
	• information provided by national registration authority and state government authorities, such as:
	  • agriculture
	  • environment protection
	  • health
	  • primary industry
	• injury and dangerous occurrence reporting
	• national and industry codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe work instructions
	  • safe work method statements
	• health surveillance and monitoring, such as regular blood testing
	• routes of entry and potential symptoms of exposure to chemicals
	• safety, induction and refresher training
	• selection and use of PPE and clothing appropriate to hazard
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Personal protective equipment may include:	• air-line and self-contained respirators
	• breathing respirators:
	  • full-face
	  • half-face
	• chemical impervious gloves
	• chemical resistant aprons
	• communication equipment
	• cradles
	• drinking fluids
	• dust masks
	• eye protection, such as:
	  • chemical resistant goggles

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	• eyewashes and showers • safety glasses • face shield (splash-proof) • first aid kit appropriate to the task and location • hair nets • hard hats • high-visibility vests or clothing • long pants • noise protection • non-slip safety shoes or boots • overalls, coveralls or other chemical protective clothing • prodding or probing sticks and rods • safety harnesses • soap and towel • sunscreen • tongs • torches • washable sun hats • wet-work protective clothing.

Manufacturer specifications may include:	• emergency response resources
	• equipment operating manuals
	• government publications
	• instructional guides
	• MSDS
	• other resources supplied by manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Pests may include:	• any pest of commercial significance in an urban environment, excluding timber pests, such as:
	  • borers
	  • carpenter ants
	  • termites
	  • wood decay fungi.

Pest management method may include:	• caging • netting • physical exclusion, barriers and fencing • trapping and mustering.
Environmental	• clean up, containment or isolation

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requirements may include:	• company policies and guidelines
	• emergency chemical spill control measures
	• hazardous materials handling
	• regulations, by-laws and guidelines of environmental protection agencies and government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife.

Clients may include:	• bodies corporate • building supervisors • companies or organisations • environmental health officers • executive housekeepers • maintenance managers • owners • persons in control of work processes • property agents or managers • tenants.
Pest management plan may include:	• advice on health, safety, environmental and other legislative matters • advice on pest prevention strategies • details of pest and pest activity • follow-up pest management advice, monitoring and call-back schedule • pest management methods.
Personnel may include:	• client's staff • colleagues • persons who handle and wash technician's contaminated work clothes • site visitors • venue, facility, building or shopping centre staff or management.
Equipment may include:	• bunding materials • cages • cameras • contaminated clothing bag • dishes or bowls • drills • electrical extension leads • elevated work platforms • equipment decontamination materials • flexible lights • flushing agents

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	• generators • hoses • knives • ladders • magnifying glasses • mirrors • nets • probes • safety harnesses • screwdrivers • sharps containers • shovels and rakes • sound, moisture and movement detectors • specimen bottles • torches • waste disposal containers.
Materials may include:	• building components • physical barriers • sealing components.
Signage and barriers may include:	• physical barriers and restraints erected to restrict access to work site • signs complying with legislative requirements and/or Australian standards that warn of danger and/or adverse conditions.
Public health and safety may affect:	• animals • bystanders • client's staff • colleagues • customers • distributors • facility users • general public • inspectors • neighbours • retailers • suppliers • trade and service providers.
Emergency response procedures include:	• clean up • containment • decontamination • first aid • isolation • notification of authorities

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	• use of firefighting appliances • use of PPE • work site or workplace evacuation.
Waste may be solid or liquid and include:	• contaminated or hazardous biological waste • used containers • used or contaminated PPE, such as disposable gloves.
Regulatory and company documentation may include:	• accident and incident reports • certificates and notices • customer files and databases • invoices • job sheets • logbooks • OHS control procedures and forms • receipts • risk assessments • work diaries.

Unit Sector(s)

Pest management

Custom Content Section

Not applicable.

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CPPPMT3006A Apply pesticides to manage pests

Modification History

Not applicable.

Unit Descriptor

This unit of competency specifies the outcomes required to apply pesticides safely and according to environmental requirements in order to manage non-timber pests. The unit requires the ability to assess the nature and extent of the pest and pest activity, a thorough understanding of client requirements, and the application of company information in order to perform the task. The selection of appropriate equipment, pesticides and methods is essential for performing the task safely and efficiently.

Persons wishing to demonstrate competency in timber pest management should submit for assessment in units:

- CPPPMT3008A Inspect and report on timber pests
- CPPPMT3010A Control timber pests.

Persons wishing to demonstrate competency in fumigation are required to submit for assessment in unit:

- CPPPMT3011A Conduct fumigation.
-

Application of the Unit

This unit of competency supports pest management technicians responsible for chemical treatment of non-timber pests and pest activity that impact on the health, safety or amenity of persons or environments in domestic, commercial or industrial premises.

The unit does not apply to non-chemical pest management where the environment is modified to manage pests.

Licensing/Regulatory Information

This unit is one of the essential requirements for a pest management licence. The full requirements for different licences may vary in different states and territories.

Pre-Requisites

Revised unit

Unit updated and equivalent to PRMPM06B Apply pesticide to manage pests

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Access work site and assess work requirements.	1.1	***Work site*** is accessed according to ***company requirements***.
		1.2	***Work order*** is reviewed according to company requirements and issues are clarified with ***appropriate persons***.
		1.3	Assessment method is determined according to work order and company requirements.
2	Inspect site for pests and develop a pest management plan.	2.1	***Hazards*** are identified and ***risks*** controlled at work site according to company, ***legislative, occupational health and safety (OHS)*** and ***pu*****blic *health and safety requirements***.
		2.2	Suitable ***personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications*** and OHS and company requirements.
		2.3	Type and extent of ***pest*** and pest activity are identified according to work order and company requirements.
		2.4	***Pesticide application methods*** are selected to manage pest according to work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		2.5	***Client*** is advised of proposed ***pest management plan*** according to work order and company requirements.

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		2.6	Client's willingness to proceed with implementation of pest management plan is confirmed according to company requirements.
3	Prepare site for treatment.	3.1	Hazards are identified and risks controlled at work site according to work order, manufacturer specifications and environmental, legislative, OHS and company requirements.
		3.2	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***pesticides***.
		3.3	***Signage and barriers*** are installed as required to maximise protection of public health and safety during treatment operation.
		3.4	Factors preventing completion of work order are identified and appropriate persons are promptly advised.
4	Select and prepare equipment and pesticides.	4.1	Suitable PPE is selected and used according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Equipment is selected for completion of pest management plan.
		4.3	Application equipment is accessed and operational effectiveness checked according to manufacturer specifications and legislative, OHS and company requirements.
		4.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications.
		4.5	Pesticides are selected according to manufacturer specifications and legislative, OHS and company requirements.
		4.6	Pesticide quantities required for work order are calculated accurately according to manufacturer specifications and legislative and OHS requirements.
		4.7	Pesticide(s) are mixed or prepared according to product label directions, manufacturer specifications and

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			environmental, legislative, OHS and company requirements.
5	Apply pesticides.	5.1	Work site is treated using equipment and pesticides as identified in pest management plan.
		5.2	Work is conducted using safe operating practices according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		5.3	***Emergency response procedures*** are implemented when necessary according to manufacturer specifications and environmental, legislative, OHS and company requirements.
6	Restore work site and complete documentation.	6.1	Equipment, pesticides and ***waste*** are collected and removed according to work order and environmental, legislative, OHS and company requirements.
		6.2	Waste arising from accidental spillages or contamination are removed and disposed of according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		6.3	Work site is restored according to work order, client requests and environmental and company requirements.
		6.4	Hazards are eliminated prior to handover according to environmental, legislative, OHS and company requirements.
		6.5	Signage and barriers are removed when work site is available for re-use, according to work order and OHS and company requirements.
		6.6	Appropriate persons are notified of further hazard reduction or necessary rectification measures according to environmental, legislative, OHS and company requirements.
		6.7	***Regulatory and company documentation*** is completed and distributed according to legislative and company requirements.

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7	Clean, safety-check and store equipment and pesticides.	7.1 Equipment and PPE are cleaned and decontaminated according to manufacturer specifications and environmental, OHS and company requirements.
		7.2 Equipment and PPE are safety-checked and required maintenance is recorded according to manufacturer specifications and OHS and company requirements.
		7.3 Cleaned equipment and PPE are stored to allow ready access and re-use according to company requirements.
		7.4 Pesticides are transported and stored according to manufacturer specifications and OHS and company requirements.
		7.5 Collected waste is disposed of according to work order and manufacturer specifications and environmental, legislative, OHS and company requirements.
		7.6 Exposed skin is treated to remove any contamination according to manufacturer specifications and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- skills to work safely when:
  - applying pesticides
  - handling and disposing of chemicals
  - identifying hazards and controlling risks, specifically for:
    - public health and safety
    - environmental safety
  - manual handling
  - working at heights and in confined spaces
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - perceive and respond to clients' attitudes to pest problems
- inspecting and observing skills for:

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    - assessing work site
    - identifying pests and pest activity
    - Identifying risks
- language, literacy and numeracy skills for:
    - communicating clearly and concisely verbally and in writing
    - reading and interpreting directions and safety instructions, including:
        - equipment manuals
        - chemical labels
        - material safety data sheets (MSDS)
    - performing mathematical calculations required to:
        - measure area and volume
        - dilute and mix pesticides as specified on product labels
    - requesting advice or further information
    - seeking and receiving feedback
    - sourcing, organising and recording information
- planning and organising work
- self-management skills to work alone and in a team

Required knowledge

- company management structure and procedures, including:
    - reporting procedures
    - enterprise maintenance and servicing procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures, including hierarchy of hazard control
    - manual-handling techniques
    - environment protection procedures, including safe, effective and environmentally responsible pesticide application techniques
    - safe work practices for using equipment, including PPE
- legislation, regulations, codes of practice and industry advisory standards that apply to the application of pesticides, including:
    - licensing requirements for pest management control
    - OHS legislation
- pest assessment, including:
    - pest ecology in relation to pest management operations
    - significant, common types of pests and non-target groups relevant to a particular geography, including:
        - relevant pest biology, including life cycles, habits and harbourages
- pest management methods, including:
    - pesticidal controls associated with managing pests in a range of environments and conditions
    - product knowledge, including manufacturer specifications for equipment and products

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being used
- risks of effect of pesticides on public health and environment
- routes of entry and potential symptoms of exposure to chemicals
- types of pesticides and relevant handling information, including:
  - group
  - formulation
  - application method
  - hazard controls
- work order specifications

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration in the workplace or simulated work environment of the application of pesticides to manage at least two different vertebrate pests and two different invertebrate pests, not including timber pests.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • achieve outcomes as specified in work orders • apply pesticides to manage vertebrate and invertebrate pests, but not timber pests • apply knowledge of emergency response procedures • comply with company, legislative and regulatory requirements • confirm species of organism and its associated key behavioural characteristics • identify hazards and risks associated with pest management and apply knowledge of hierarchy of hazard control • select safe, effective and environmentally responsible pesticide application methods • select equipment and pesticides.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.

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	Resource implications for assessment include access to: • suitable work site or other venue • suitable equipment and pesticides • PPE • equipment operating manuals and MSDS • plain English version of relevant statutes and procedures • work order instructions, work plans and schedules, and policy documents • relevant databases and information • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPPMT3002A Assess pest management options • CPPPMT3005A Modify environment to manage pests • CPPPMT3007A Implement pest management plans • CPPPMT3009A Advise clients on pest management options • CPPPMT3043A Prepare and present pest management proposals.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work sites may include:	• building surroundings • buildings • domestic, commercial or industrial premises.
Company requirements may include:	• access and equity policy, principles and practice • business and performance plans • client communication procedures • client confidentiality procedures • client service standards • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures • defined resource parameters • dress and presentation requirements • duty of care, code of conduct and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental control procedures • establishing operator identity with client • internal communication channels and reporting procedures • maintenance procedures for equipment and PPE • OHS policies and procedures • personnel practices and guidelines • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • records and information systems and processes • training (induction and refresher) materials • work site access security clearance procedures.

Work order information may include:	• access to work site, including:
	  • timing of access
	  • access and egress points
	• budget allocations
	• completion times and dates
	• dress and presentation requirements
	• job requirements and tasks

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	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• resource requirements – equipment and materials
	• specific client requirements, such as:
	  • noise control
	  • sensitivity of occupants to pests or pest management
	  • relationships with other customer activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• working in isolated or remote locations.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work site • supervisors.

Hazards may include:	• allergic reactions to chemicals, pests or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• extremes of heat and temperature
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • scabies
	  • Q fever
	• leaks, spills, splashes and sprays

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	• misunderstanding label information and instructions • mobile or vehicle hazards around plant and vehicles • moving or unguarded parts • noise • occupational violence and bullying • over-familiarity with routine procedures causing lack of attention to detail of manufacturer's label instructions • poor personal hygiene practices • release of substances with negative environmental impact • unclear or ambiguous work order information • unsafe manual-handling techniques, including awkward and repetitive postures • unsafe underfoot conditions, such as slippery, uneven and rough surfaces • work in unfamiliar isolated or remote environments.
Risks may include:	• public health • environmental concerns.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, such as:
	  • anti-discrimination and diversity
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection legislation
	  • dangerous goods Acts and regulations
	  • declared pest (plant and animal) reporting
	  • environmental protection issues
	  • equal employment opportunity
	  • freedom of information
	  • industrial relations
	  • motor and commercial vehicle transportation
	  • motor licence and endorsement regulations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices

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	• workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• animal management or control procedures
	• communication devices for isolated or remote locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for contact with toxic substances, such as:
	  • splashes in eye or on skin
	  • inhalation
	  • ingestion
	• hazard identification and risk assessment mechanisms
	• hierarchy of hazard control procedures
	• industry advisory standards
	• information provided by national registration authority for chemical approval and state government authorities, such as:
	  • agriculture
	  • environment protection
	  • health
	  • primary industry
	• injury and dangerous occurrence reporting
	• national and industry codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices or procedures
	  • safe work instructions
	  • safe work method statements
	• health surveillance and monitoring, such as regular blood testing
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods

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	• safety, induction and refresher training • selection and use of PPE and clothing appropriate to hazard • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals • withholding periods and spray drift.
Public health and safety may affect:	• animals • client's staff • colleagues • customers • distributors • facility users • general public, including neighbours and bystanders • inspectors • retailers • suppliers • trade and service providers.

Personal protective equipment may include:	• air-line and self-contained respirators
	• breathing respirators:
	  • full-face
	  • half-face
	• chemical-impervious gloves
	• chemical-resistant aprons
	• communication equipment
	• contaminated clothing bags
	• cradles
	• drinking fluids
	• dust masks
	• eye protection, such as:
	  • safety glasses
	  • goggles
	  • eyewashes and showers
	• face shields (splash-proof)
	• first aid kits appropriate to tasks and locations
	• hair nets
	• hard hats
	• high-visibility vests or clothing
	• long pants
	• noise protection

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	• non-slip safety shoes or boots • overalls, coveralls or other chemical protective clothing • prodding or probing sticks and rods • safety harnesses • soap and towels • sunscreen • tongs • torches • washable sun hats • wet-work protective clothing.

Manufacturer specifications may include:	• emergency response resources
	• equipment operating manuals
	• government publications
	• instructional guides
	• MSDS
	• other resources supplied by manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Pests may include:	• any pest of commercial significance in an urban environment, excluding timber pests, such as:
	  • borers
	  • carpenter ants
	  • termites
	  • wood decay fungi.

Pesticide application methods may include:	• placements, such as:
	  • baits
	  • liquids
	  • powders
	• space treatments.

Environmental requirements may include:	• clean up, containment or isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• hazardous materials handling
	• regulations, by-laws and guidelines of environmental protection agencies and government departments, such as:
	  • agriculture
	  • emergency services

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	• national parks and wildlife.
Clients may include:	• bodies corporate • building supervisors • companies or organisations • environmental health officers • executive housekeepers • maintenance managers • owners • persons in control of work processes • property agents or managers • tenants.
Pest management plan may include:	• advice on health, safety, environmental and other legislative matters • advice on pest prevention strategies • chemical application methods • details of pest and pest activity • follow-up pest management advice, monitoring and call-back schedule • pest management options • types and quantities of chemicals to be used.
Personnel may include:	• client's staff • colleagues • persons who handle and wash technician's contaminated work clothes • site visitors, including neighbours and bystanders • venue, facility, building or shopping centre staff and management.
Equipment may include:	• brooms • bunding materials • cameras • dishes or bowls • drills • dusters • electrical extension leads • elevated work platforms • equipment decontamination materials • flexible lights • flushing agents • generators • hoses • injectors • knives

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	• ladders • magnifying glasses • measuring jugs • mirrors • probes • safety harnesses • sand and other absorbent materials • screwdrivers • sharps containers • shovels and rakes • sound, moisture and movement detectors • specimen bottles • spray equipment • torches • trays • waste disposal containers.
Pesticides may include:	• avicides • biological treatments that include insect growth regulators and natural pathogens • fungicides • herbicides • insecticides • rodenticides.
Signage and barriers may include:	• physical barriers and restraints erected to restrict access to work site • signs complying with legislative requirements or Australian standards that warn of danger or adverse conditions.
Emergency response procedures include:	• clean up • containment • decontamination • first aid • isolation • notification of authorities • use of firefighting appliances • use of PPE • work site or workplace evacuation.
Waste may be solid or liquid and include:	• contaminated or hazardous biological waste • used containers • used or contaminated PPE, such as disposable gloves.
Regulatory and company documentation may	• accident and incident reports • certificates and notices • customer files and databases

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include:	• invoices • job sheets • logbooks • OHS control procedures and forms • receipts • risk assessments • work diaries.

Unit Sector(s)

Pest management

Custom Content Section

Not applicable.

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CPPPMT3007A Implement pest management plans

Modification History

Revised unit

Unit updated and equivalent to PRMPM07B Implement a pest management plan

Unit Descriptor

This unit of competency specifies the outcomes required to establish and monitor a pest management plan, including preventative measures. The unit requires the ability to develop practical strategies to implement an agreed pest management plan using industry-standard pest management practices that include documentation and monitoring, and the application of company policies in order to perform the task. The selection of appropriate pest management methods is essential for performing the task.

Application of the Unit

This unit of competency supports pest management technicians responsible for developing pest management plans for pests and pest activity that impact on the health, safety or amenity of persons or environments in domestic, commercial or industrial premises.

Licensing/Regulatory Information

This unit may be an essential requirement for a pest management licence. The full requirements for different licences may vary in different states and territories.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Organise implementation of pest management plan.	1.1	Work and resource requirements of the agreed ***pest management plan*** are identified according to ***company requirements***.
		1.2	***Equipment*** and ***materials*** necessary to meet identified work and resource requirements are organised according to ***manufacturer specifications*** and ***legislative, occupational health and safety (OHS)*** and company requirements.
		1.3	***Work orders*** and ***schedules*** are developed and staff members allocated according to requirements of pest management plan, and in line with manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		1.4	***Documentation*** to facilitate implementation of plan, and reporting systems that support established performance indicators and benchmarks, are designed.
2	Apply pest management methods.	2.1	***Hazards*** are identified and risks controlled at ***work site*** according to legislative, OHS and company requirements.
		2.2	***Personal protective equipment (PPE)*** is selected and used according to manufacturer specifications and OHS and company requirements.
		2.3	Work site is treated using ***pest management method options*** as specified in pest management plan.
		2.4	Work is conducted using safe operating practices according to manufacturer specifications and environmental, legislative, OHS and company requirements.
3	Monitor pest	3.1	**Pest management plan** reports are monitored and ***appropriate persons*** are advised according to company

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	management plan.		requirements.
		3.2	Responses to issues raised in reports are initiated according to company requirements.
4	Review pest management plan.	4.1	Pest management plan is reviewed at negotiated intervals in conjunction with ***client*** according to contract and company requirements.
		4.2	Agreed changes to pest management plan are implemented and ***client records*** are updated according to client and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- skills to work safely when:
  - identifying hazards and controlling risks
  - manual handling
  - working at heights and in confined spaces
  - applying chemical treatments
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - perceive and respond to clients' attitudes to pest problems
- language, literacy and numeracy skills for:
  - communicating clearly and concisely verbally and in writing
  - estimating workloads and resource implications
  - performing mathematical calculations required to:
    - dilute and mix chemicals as specified on product labels
    - measure area and volume
  - reading and interpreting directions and safety instructions, including:
    - equipment manuals
    - chemical labels
    - material safety data sheets (MSDS)
  - requesting advice or further information

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  - seeking and receiving feedback
  - sourcing, organising and recording information
- negotiating skills to gain client agreement to changes in pest management plans
- planning and organising work, including:
  - accurately estimating timeframes
  - scheduling efficiently
- interpersonal skills to relate to people from diverse backgrounds
- self-management skills to work alone and in a team

Required knowledge

- company management structure and procedures, including:
  - reporting procedures
  - contractual requirements
  - emergency response procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting requirements
  - OHS procedures, including hierarchy of control
- legislation, regulations, codes of practice and industry advisory standards that apply to the implementation of pest management plans, including OHS and environmental legislation
- pest assessment, including:
  - pest ecology in relation to pest management operations
  - types of pests relevant to the area and their life cycles, habits and harbourages
- pest management options, including:
  - pesticidal and physical controls associated with managing pests in a range of environments and conditions
  - product knowledge, including manufacturer specifications for products being used
  - routes of entry and potential symptoms of exposure to chemicals
- work order specifications

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of the implementation of a pest management plan.
Critical aspects for assessment and evidence required to demonstrate	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

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competency in this unit	In particular the person should demonstrate the ability to: • analyse resource requirements of implementing a pest management plan • comply with company, legislative and regulatory requirements • develop and review pest management plan documentation and reporting systems • achieve outcomes in relation to implementation of pest management plan • identify hazards and risks associated with pest management and apply knowledge of hierarchy of controls • safely treat work site according to plan.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or other venue • relevant databases and information sources • plain English version of relevant statutes and procedures • company policy documents and procedures for establishing and monitoring pest management plans • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other

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	units relevant to the job function, for example: • CPPPMT3002A Assess pest management options • CPPPMT3005A Modify environment to manage pests • CPPPMT3006A Apply pesticides to manage pests • CPPPMT3009A Advise clients on pest management options • CPPPMT3043A Prepare and present pest management proposals.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Pest management plan may include:	• advice on health, safety, environmental and other legislative matters • advice on pest prevention strategies • chemical application methods • details of pest and pest activity • follow-up pest management advice, monitoring and call-back schedule • pest management method options • types and quantities of chemicals to be used.
Company requirements may include:	• access and equity policy, principles and practice • business and performance plans • client communication procedures • client confidentiality procedures • client service standards • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures • defined resource parameters • dress and presentation requirements • duty of care, code of conduct and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • establishing operator identity with client • internal communication channels and reporting procedures • maintenance procedures for equipment and PPE

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	• OHS policies and procedures • personnel practices and guidelines • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • records and information systems and processes • training (induction and refresher) materials • work site access security clearance procedures.
Equipment may include:	• bunding materials • cameras • dishes or bowls • drills • dusters • electrical extension leads • elevated work platforms • equipment decontamination materials • flexible lights • flushing agents • generators • hoses • injectors • knives • ladders • magnifying glasses • measuring jugs • mirrors • probes • safety harnesses • sand and other absorbent materials • screwdrivers • sharps containers • shovels and rakes • sound, moisture and movement detectors • sounding instruments • specimen bottles • spray equipment • torches • trays • waste disposal containers.
Materials may include:	• building components • chemicals, including: • cleaning products

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	• flammable products • pesticides • registered agricultural and veterinary (AGVET) products • physical barriers • sealing components.
Manufacturer specifications may include:	• emergency response resources • equipment operating manuals • government publications • instructional guides • MSDS • other resources supplied by manufacturer, such as: • laminated cards • notices • wall posters • product labels • safety instructions pre-printed on equipment.
Legislative requirements may include:	• Australian standards, quality assurance and certification requirements • award and enterprise agreements • industry advisory standards and codes, such as: • building codes • dangerous goods codes • relevant commonwealth, state and territory legislation and local government regulations that affect company operation, such as: • anti-discrimination and diversity • chemical controls • chemical registers or manifests • consumer protection legislation • dangerous goods Acts and regulations • declared pest (plant and animal) reporting • environmental protection issues • equal employment opportunity • freedom of information • industrial relations • motor and commercial vehicle transportation • motor licence and endorsement regulations • OHS Acts and regulations • privacy • public health • trade practices

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	• workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• animal management and control procedures
	• communication devices for isolated or remote locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for contact with toxic substances, such as:
	  • splashes in eye or on skin
	  • inhalation
	  • ingestion
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• industry advisory standards
	• information provided by national registration authority for chemical approval and state government authorities, such as:
	  • agriculture
	  • environment protection
	  • health
	  • primary industry
	• injury and dangerous occurrence reporting
	• national and industry codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices or procedures
	  • safe work instructions
	  • safe work method statements
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety, induction and refresher training
	• selection and use of PPE and clothing appropriate to hazard
	• up-to-date electrical test and tag compliance.

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Work orders may include:	• access to work site, including:
	  • timing of access
	  • access and egress points
	• budget allocations
	• completion times and dates
	• dress and presentation requirements
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements – equipment and materials
	• specific client requirements, such as:
	  • noise control
	  • sensitivity of occupants to pests or pest management
	  • relationships with other customer activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Schedules may include:	• charts and wall-mounted planning boards • electronic or paper-based • to-do lists • work diary.

Environmental requirements may include:	• clean up, containment or isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• hazardous materials handling
	• regulations, by-laws and guidelines of environmental protection agencies and government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife.

Documentation may include:	• pest activity or inspection reports • pest management system problem or action reports • service logbooks • site management reports • site visit reports.
Hazards may include:	• allergic reactions to chemicals, pests or equipment, including latex a**llergies** • biological and animal waste • bites and stings • blood and blood-stained products

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	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	  • electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• extremes of heat and temperature
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • scabies
	  • Q fever
	• leaks, spills, splashes and sprays
	• mobile or vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• release of substances with negative environmental impact
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Work sites may include:	• building surroundings • buildings • domestic, commercial or industrial premises.

Personal protective equipment may include:	• air-line and self-contained respirators
	• breathing respirators:
	  • full-face
	  • half-face
	• chemical-impervious gloves
	• chemical-resistant aprons
	• communication equipment

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	• contaminated clothing bags
	• cradles
	• drinking fluids
	• dust masks
	• eye protection, such as:
	  • safety glasses
	  • goggles
	  • eyewashes and showers
	• face shield (splash-proof)
	• first aid kits appropriate to tasks and locations
	• hair nets
	• hard hats
	• high-visibility vests or clothing
	• long pants
	• noise protection
	• non-slip safety shoes or boots
	• overalls, coveralls or other chemical protective clothing
	• prodding or probing sticks and rods
	• safety harnesses
	• soap and towels
	• sunscreen
	• tongs
	• torches
	• washable sun hats
	• wet-work protective clothing.

Pest management method options may include:	• biological controls • chemical and physical barrier treatments • cultural controls • environmental controls • management controls.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work site • supervisors.
Clients may include:	• bodies corporate • building supervisors • companies or organisations • environmental health officers • executive housekeepers • maintenance managers

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	• owners • persons in control of work processes • property agents or managers • tenants.

Client records may be a computer or manual file and include:	• contact details
	• customer files and databases
	• details of previous:
	  • assessments
	  • quotations
	  • service provision
	• logbooks
	• pest management plans
	• reports
	• specific details about work site and nature of pest problem
	• use of contractors.

Unit Sector(s)

Pest management

Custom Content Section

Not applicable.

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CPPPMT3008A Inspect and report on timber pests

Modification History

Revised unit

Unit updated and equivalent to PRMPM08B Inspect and report on timber pests

Unit Descriptor

This unit of competency specifies the outcomes required to inspect for timber pests in order to provide a report, proposal and quotation or specification of work. Inspections may be initiated by a general client request or a government authority and apply to pre-purchase, pre-construction or post-construction projects.

The unit requires the ability to assess the nature and extent of the timber pest and timber pest activity, analyse the situation, and prepare an inspection report on managing the timber pest activity.

Application of the Unit

This unit of competency supports pest management technicians responsible for managing timber pests and timber pest activity that impact on the health, safety or amenity of persons or environments in domestic, commercial or industrial premises.

Timber pests may occur in buildings, landscaping, recreational equipment, timber fences, furniture, railing, bridges and stairs. Types of timber pests vary in different geographic regions and this unit applies to those timber pests found in the geographic area.

Licensing/Regulatory Information

This unit is one of the essential requirements for conducting timber pest work and may be a requirement for licensing. The full requirements for different licences may vary in different states and territories.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Access and assess work site.	1.1	***Work site*** is accessed according to ***company requirements***.
		1.2	***Work order*** for inspection is reviewed according to company requirements and issues are clarified with ***appropriate persons***.
		1.3	Previous ***inspection and treatment records*** are accessed and reviewed to establish a history of ***inspection area***.
		1.4	Physical characteristics of work site and ***work site environment*** are assessed according to company requirements.
		1.5	Type of structure and construction methods are determined according to company and ***legislative requirements***.
		1.6	Location of industry ***recognised pest pressure areas*** is confirmed to ensure that inspection targets likely ***timber pest*** activity.
		1.7	***Client*** agreement to inspection is obtained prior to commencement according to company requirements.
2	Plan for inspection.	2.1	***Hazards*** are identified and risks controlled at work site according to ***manufacturer specifications*** and company, legislative, ***environmental*** and ***occupational health and safety (OHS) requirements***.
		2.2	Suitable personal protective equipment (PPE) is selected and used according to manufacturer specifications and OHS and company requirements.

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		2.3	Systematic and comprehensive inspection and recording method, using knowledge of work site and work site environment, is determined and adopted according to work order, manufacturer specifications and environmental, legislative, OHS and company requirements.
3	Inspect for timber pests.	3.1	Suitable PPE is selected and used according to manufacturer specifications and legislative, OHS and company requirements.
		3.2	Inspection is conducted using predetermined methods and safe operating practices according to work order, manufacturer specifications and environmental, legislative, OHS and company requirements.
		3.3	***Evidence*** of past or present timber pest activity is collected according to OHS and company requirements.
4	Analyse inspection data.	4.1	Where type of timber pest or identified timber pest activity is inconclusive, tests on evidence are conducted according to work order, manufacturer specifications and OHS and company requirements.
		4.2	Past or presently active types of timber pests are identified according to legislative and company requirements.
		4.3	Extent and locations of timber pest infestations are determined using inspection data and test results.
		4.4	Source of timber pests and conditions conducive to infestation are identified to enable development of an effective ***timber pest management plan*** according to company requirements.
		4.5	Past, present and potential impacts of confirmed timber pest activity are estimated according to legislative and company requirements.
5	Prepare inspection report.	5.1	***Inspection report*** is prepared according to industry standards, and legislative and company requirements.

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5.2 Report is presented according to work order and client, legislative and company requirements.

5.3 Report is distributed to relevant parties according to work order and client and company requirements.

5.4 Copy of inspection report is included with ***client records*** according to company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- skills to work safely when:
  - identifying hazards and controlling risks
  - handling and disposing of chemicals
  - manual handling
  - working at heights and in confined spaces
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - perceive and respond to clients' attitudes to pest problems
- language, literacy and numeracy skills for:
  - communicating clearly and concisely verbally and in writing
  - performing the mathematical calculations required to:
    - dilute and mix chemicals as specified on product labels
    - measure area and volume
  - reading and interpreting directions and safety instructions, including:
    - equipment manuals
    - material safety data sheets (MSDS)
  - requesting advice or further information
  - seeking and receiving feedback
  - sourcing, organising and recording information
- inspecting and observing skills for:
  - assessing work site
  - identifying pests and pest activity
  - identifying risks
- planning and organising work, including:

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  - accurately estimating timeframes
  - conducting systematic and comprehensive inspections
- scheduling efficiently
- self-management skills to work alone and in a team

Required knowledge

- building structures and construction methods in relation to timber pest activity
- climatic and geographic impact on timber pest activities
- company management structure and procedures, including:
  - emergency response procedures
  - injury, dangerous occurrence and incident reporting
  - inspection methods and procedures
  - OHS procedures, including hierarchy of hazard control
  - reporting procedures
- legislation, regulations, codes of practice and industry advisory standards that apply to inspecting and reporting on timber pests, including:
  - legal implications of work
  - licensing requirements for timber pest management
  - OHS legislation
- pest assessment, including:
  - soil types in relation to timber pest activity
  - timber pest ecology as related to timber pest management operations
  - types of timber and relationships to timber pests
  - types of timber pests relevant to geographic area and their life cycles, habits and harbourages
- pest management options, including:
  - pesticidal and physical controls associated with managing timber pests in a range of environments and conditions
  - product knowledge, including manufacturer specifications for equipment and products being used
  - routes of entry and potential symptoms of exposure to chemicals
- work order specifications

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of inspection for timber pests and reviewing report

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	documentation completed by the candidate.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify client's timber pest problem, including type of timber pest and timber pest activity • comply with company, legislative and regulatory requirements • achieve outcomes in relation to work order • identify hazards and risks associated with timber pest management and apply knowledge of hierarchy of hazard control • report and record inspection results • select and recommend safe, effective and environmentally responsible timber pest management treatments or rectification options • select equipment and materials.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue • suitable equipment and materials • PPE • plain English version of relevant statutes and procedures • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to

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	modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPPMT3002A Assess pest management options • CPPPMT3006A Apply pesticides to manage pests • CPPPMT3010A Control timber pests • CPPPMT3043A Prepare and present pest management proposals.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work sites may include:	• building surroundings • buildings • domestic, commercial or industrial premises.
Company requirements may include:	• access and equity policy, principles and practice • business and performance plans • client communication procedures • client confidentiality procedures • client service standards • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures • defined resource parameters • dress and presentation requirements • duty of care, code of conduct and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • establishing operator identity with client • internal communication channels and reporting procedures • maintenance procedures for equipment and PPE • OHS policies and procedures

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	• personnel practices and guidelines • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • records and information systems and processes • training (induction and refresher) materials • work site access security clearance procedures.

Work order information may include:	• access to work site, including:
	  • timing of access
	  • access and egress points
	• budget allocations
	• completion times and dates
	• dress and presentation requirements
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements – equipment and materials, such as:
	  • bore scopes
	  • cameras
	  • knives
	  • ladders
	  • magnifying lenses
	  • mirrors
	  • screwdrivers
	  • sound, moisture and movement detectors
	  • sounding instruments
	  • specimen bottles
	  • torches
	• specific client requirements, such as:
	  • noise control
	  • sensitivity of occupants to pests or pest management
	  • relationships with other customer activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work site • supervisors.

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Inspection and treatment records may include:	• building approvals • invoices • previous inspection reports • previous written reports • treatment notices and certificates on buildings • warranties.
Inspection areas may include:	• external areas of property, including trees and fences • external surfaces • floor areas • freestanding structures • furniture and fittings • internal surfaces • poorly ventilated areas, such as subfloor • roof voids • other timber areas, such as wall cavities, trims and mouldings.
Work site environment may include:	• age of timber structure • associated building or land use • dark and humid areas • drainage • geographic location • known pressure pest areas • level of moisture • previous treatments • soil type • timber type • ventilation.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, such as:
	  • anti-discrimination and diversity
	  • chemical controls
	  • chemical registers or manifests
	  • consumer protection legislation
	  • dangerous goods Acts and regulations
	  • declared pest (plant and animal) reporting
	  • environmental protection issues

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	• equal employment opportunity • freedom of information • industrial relations • motor and commercial vehicle transportation • motor licence and endorsement regulations • OHS Acts and regulations • privacy • public health • trade practices • workplace consultative arrangements.
Recognised pest pressure areas may be defined by:	• government authorities • industry and industry advisory groups • other commercial or business interests • research groups.
Timber pests include:	• timber pests found in geographic region, such as: • borers • carpenter ants • termites • wood decay fungi.
Clients may include:	• bodies corporate • building supervisors • companies or organisations • environmental health officers • executive housekeepers • maintenance managers • owners • persons in control of work processes • property agents or managers • tenants.
Hazards may include:	• allergic reactions to chemicals, pests or equipment, including latex • biological and animal waste • bites and stings • blood and blood-stained products • confined or restricted spaces • contaminated clothing, materials or equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from: • cables

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	• electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• extremes of heat and temperature
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • scabies
	  • Q fever
	• leaks, spills, splashes and sprays
	• mobile or vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• release of substances with negative environmental impact
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Manufacturer specifications may include:	• emergency response resources
	• equipment operating manuals
	• government publications
	• instructional guides
	• MSDS
	• other resources supplied by manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Environmental requirements may include:	• baiting • clean up, containment or isolation • company policies and guidelines • emergency chemical spill control measures • hazardous materials handling

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	• regulations, by-laws and guidelines of environmental protection agencies and government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• animal management and control procedures
	• communication devices for isolated or remote locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for contact with toxic substances, such as:
	  • splashes in eye or on skin
	  • inhalation
	  • ingestion
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• industry advisory standards
	• information provided by national registration authority for chemical approval and state government authorities, such as:
	  • agriculture
	  • environment protection
	  • health
	  • primary industry
	• injury and dangerous occurrence reporting
	• national and industry codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe work instructions
	  • safe work method statements
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods

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	• safety, induction and refresher training • selection and use of PPE and clothing appropriate to hazard • up-to-date electrical test and tag compliance.

Personal protective equipment may include:	• air-line and self-contained respirators
	• breathing respirators:
	  • full-face
	  • half-face
	• chemical-impervious gloves
	• chemical-resistant aprons
	• communication equipment
	• contaminated clothing bags
	• cradles
	• drinking fluids
	• dust masks
	• eye protection, such as:
	  • safety glasses
	  • goggles
	  • eyewashes and showers
	• face shields (splash-proof)
	• first aid kits appropriate to tasks and locations
	• hair nets
	• hard hats
	• high-visibility vests or clothing
	• long pants
	• noise protection
	• non-slip safety shoes or boots
	• overalls, coveralls or other chemical protective clothing
	• prodding or probing sticks and rods
	• safety harnesses
	• soap and towels
	• sunscreen
	• tongs
	• torches
	• washable sun hats
	• wet-work protective clothing.

Evidence may include:	• chambers • droppings • evidence of feeding • holes • nests and nest materials • soils and soil samples

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	• specimens • timber, timber shavings and sawdust • tracks.
Timber pest management plan may include:	• advice on health, safety, environmental and other legislative matters • advice on pest prevention strategies • chemical application methods • details of timber pest and timber pest activity • follow-up pest management advice, monitoring and call-back schedule • pest management method options • types and quantities of chemicals to be used.
Inspection report may include:	• method of inspection • analysis of evidence • relevant exclusions and limitations to the inspection • data analysis.

Client records may be a computer or manual file and include:	• contact details
	• customer files and databases
	• details of previous:
	  • assessments
	  • quotations
	  • service provision
	• logbooks
	• pest management plan
	• reports
	• specific details about work site nature of pest problem
	• use of contractors.

Unit Sector(s)

Pest management

Custom Content Section

Not applicable.

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CPPPMT3009A Advise clients on pest management options

Modification History

Revised unit

Unit updated and equivalent to PRMPM09B Advise client on pest management options

Unit Descriptor

This unit of competency specifies the outcomes required to provide information about pest activity to clients and to advise on pest management options. The unit requires the ability to assess the nature and extent of the pest and pest activity, an understanding of client requirements, and the application of company information in order to perform the task.

Application of the Unit

This unit of competency supports pest management technicians responsible for advising on pest management options for pests and pest activity that impact on the health, safety or amenity of persons or environments in domestic, commercial or industrial premises.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Determine client's information requirements.	1.1	Work order is reviewed according to company requirements and issues are clarified with appropriate persons.
		1.2	Specific information requirements are confirmed with ***client*** according to work order and company requirements.
		1.3	***Work site*** is ***assessed*** for ***pests*** and pest condition according to work order and ***environmental, legislative*** and ***occupational health and safety (OHS) requirements***.
		1.4	***Pest management method options*** are determined according to work order and company requirements.
2	Provide pest management information.	2.1	Accurate ***information*** is provided on pest management methods based on established ***evidence*** of pest conditions or activity according to company requirements.
		2.2	Evidence of pest conditions or activity is demonstrated according to company requirements.
		2.3	Practical information and advice are provided to client on selection of pest management options using ***interpersonal skills and communications techniques*** according to company requirements.
		2.4	Opportunities for client to confirm understanding and seek clarification about pest management method options are provided according to company requirements.
		2.5	Client is informed of relevant service exclusions and limitations according to legislative and company requirements.
		2.6	Evidence of pest activity or condition is documented according to legislative and company requirements.

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3	Assist client to access additional information.	3.1	Client is provided with reliable documentation and publications on pest, pest condition and pest management method options for ongoing reference according to company requirements.
		3.2	Advice is provided on additional ***sources of information***.
		3.3	Information is provided on company services according to company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - perceive and respond to clients' attitudes to pest problems
- skills to work safely when identifying hazards and controlling risks
- language and literacy skills for:
- communicating clearly and concisely verbally and in writing
  - requesting advice or further information
  - seeking and receiving feedback
  - sourcing, organising and recording information
- interpersonal skills to relate to people from diverse backgrounds
- planning and organising work, including:
  - accurately estimating timeframes
  - scheduling efficiently
- problem-solving skills to:
  - assess client needs
  - select pest management options

Required knowledge

- available government services relating to pest management
- building structures and methods in relation to pest management
- climate and geographic impact on pest activity
- company management structure and procedures, including:
  - emergency response procedures

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  - environment protection procedures
  - injury, dangerous occurrence and incident reporting requirements
  - OHS procedures
  - reporting procedures
- legislation, regulations, codes of practice and industry advisory standards that apply to advising on pest management options, in particular:
  - content relating to legal implications of providing advice
  - environment protection
  - OHS legislation
- pest assessment, including:
  - pest ecology as related to pest management operations
  - types of pests relevant to the area and their life cycles, habits and harbourages
- pest management options, including:
  - product knowledge, including manufacturer specifications for equipment and products being used
  - routes of entry and potential symptoms of exposure to chemicals
  - sources of timber pest control information
- work order specifications

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of assessment of work site and provision of information to clients at their premises or in a simulated workplace environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • accurately identify type of pest activity or condition • clarify client's information requirements and communicate information and advice on pest management method options • comply with company, legislative and regulatory requirements • achieve outcomes specified in work order • identify hazards and risks associated with pest management • select safe, effective and environmentally responsible pest

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	management method options.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or other venue • suitable equipment • equipment operating manuals and MSDS • plain English version of relevant statutes and procedures • relevant databases and information • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPPMT3002A Assess pest management options • CPPPMT3005A Modify environment to manage pests • CPPPMT3006A Apply pesticides to manage pests • CPPPMT3007A Implement pest management plans • CPPPMT3043A Prepare and present pest management proposals.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • timing of access
	  • access and egress points
	• budget allocations
	• completion times and dates
	• dress and presentation requirements
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements – equipment and materials
	• specific client requirements, such as:
	  • noise control
	  • sensitivity of occupants to pests or pest management
	  • relationships with other customer activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Company requirements may include:	• access and equity policy, principles and practice • business and performance plans • client communication procedures • client confidentiality procedures • client service standards • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures • defined resource parameters • dress and presentation requirements • duty of care, code of conduct and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • establishing operator identity with client • internal communication channels and reporting procedures

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	• maintenance procedures for equipment and personal protective equipment (PPE) • OHS policies and procedures • personnel practices and guidelines • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • records and information systems and processes • training (induction and refresher) materials • work site access security clearance procedures.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work site • supervisors.
Clients may include:	• bodies corporate • building supervisors • companies or organisations • environmental health officers • executive housekeepers • maintenance managers • owners • persons in control of work processes • property agents or managers • tenants.
Work site may include:	• building surroundings • buildings • domestic, commercial or industrial premises.
Assessment may include:	• discussion with client • review of past pest management records • visual inspection.
Pests may include:	• any pest of commercial significance in an urban environment.

Environmental requirements may include:	• company policies and guidelines
	• regulations, by-laws and guidelines of environmental protection agencies and government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements • award and enterprise agreements

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	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, such as:
	  • anti-discrimination and diversity
	  • chemical controls
	  • chemical register or manifests
	  • consumer protection legislation
	  • dangerous goods Acts and regulations
	  • declared pest (plant and animal) reporting
	  • environmental protection issues
	  • equal employment opportunity
	  • freedom of information
	  • industrial relations
	  • motor and commercial vehicle transportation
	  • motor licence and endorsement regulations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• animal management and control procedures
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for contact with toxic substances, such as:
	  • splashes in eye or on skin
	  • inhalation
	  • ingestion
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• industry advisory standards
	• information provided by national registration authority for chemical approval and state government authorities, such as:

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	• agriculture • environment protection • health • primary industry • injury and dangerous occurrence reporting • national and industry codes of practice • OHS control procedures, such as: • health and safety plans • job plans • job safety analyses • risk assessments • safe operating practices and procedures • safe work instructions • safe work method statements • routes of entry and potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of: • material safety data sheets (MSDS) • hazardous substance information, such as long latency periods • safety, induction and refresher training • selection and use of PPE and clothing appropriate to hazard • up-to-date electrical test and tag compliance.
Pest management method options may include:	• biological controls • chemical and physical barrier treatments • cultural controls • environmental controls • management controls.
Information may include:	• conditions for infestation • control and maintenance methods • impacts on the environment and buildings of alternative pest management methods • legislation and controls covering use of chemicals • pest activity • sources of infestation.
Evidence means providing actual evidence of pest conditions or activity and may include:	• chambers • droppings • evidence of feeding • holes • specimens

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	• tracks.

Interpersonal skills and communication techniques may include:	• active listening
	• language:
	  • accurate, articulate and concise
	  • verbal or non-verbal
	• presenting options and consequences in a sensitive manner
	• providing an opportunity for clients to confirm their request
	• questioning to clarify and confirm client's understanding
	• seeking feedback from client to confirm understanding of needs
	• summarising and paraphrasing to check understanding of client's message
	• using effective presentation aids, such as:
	  • audiovisual technologies
	  • diagrams
	  • photos
	• using appropriate body language.

Sources of information may include:	• company specialists or consultants
	• government agencies and departments, such as:
	  • agriculture
	  • forestry
	  • quarantine
	• industry groups and associations
	• internet resources
	• publications, for example:
	  • company
	  • government
	  • industry.

Unit Sector(s)

Pest management

Custom Content Section

Not applicable.

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CPPPMT3010A Control timber pests

Modification History

Revised unit

Unit updated and equivalent to PRMPM10B Control timber pests

Unit Descriptor

This unit of competency specifies the outcomes required to implement a management plan to control timber pests. The unit requires the ability to review existing reports and to design, implement and monitor a management plan to control timber pests. The selection of appropriate equipment, chemicals, materials and methods is essential for performing the task effectively.

Application of the Unit

This unit of competency supports pest management technicians responsible for controlling timber pests and timber pest activity that impact on the health, safety or amenity of persons or environments in domestic, commercial or industrial premises. Timber pests may occur in buildings, landscaping, recreational equipment, timber fences, furniture, railing, bridges and stairs. Types of timber pests vary in different geographic regions and this unit applies to those timber pests found in the geographic area.

Licensing/Regulatory Information

This unit is one of the essential requirements for conducting timber pest work and may be a requirement for licensing. The full requirements for different licences may vary in different states and territories.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Design timber pest management plan.	1.1	***Work order*** and ***inspection report*** are reviewed to confirm task according to ***company requirements***.
		1.2	***Hazards*** are identified and risks controlled at ***work site*** according to company, ***legislative*, and *occupational health and safety (OHS) requirements***.
		1.3	Suitable ***timber pest management methods*** are selected for ***control*** of ***timber pests*** based on inspection report and ***work site environment*** and according to legislative and company requirements.
		1.4	Access and application ***equipment*** for implementing ***timber pest management plan*** are identified, selected and applied according to ***manufacturer specifications*** and legislative, OHS and company requirements.
		1.5	***Materials*** for implementing timber pest management plan are identified and requirements are ***calculated*** according to manufacturer specifications and legislative, OHS and company requirements.
2	Prepare to implement timber pest management plan.	2.1	Timber pest management plan is reviewed to identify factors affecting completion of work order, and issues are clarified with ***appropriate persons*** according to company requirements.
		2.2	Suitable ***personal protective equipment*** (PPE) is selected and used according to manufacturer specifications and OHS and company requirements.
		2.3	Equipment is selected and operational effectiveness checked according to manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		2.4	***Chemicals*** and materials are prepared according to manufacturer specifications and environmental,

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			legislative, OHS and company requirements.
		2.5	***Signage and barriers*** are installed as required to maximise protection of ***public health and safety*** during the treatment operation.
3	Implement pest management plan.	3.1	Hazards are identified and risks controlled at work site according to legislative, OHS and company requirements.
		3.2	Materials are installed as identified in timber pest management plan according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		3.3	Work is conducted using safe operating practices according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		3.4	Implementation is reviewed to check effectiveness of timber pest management plan.
		3.5	***Emergency response procedures*** are implemented when necessary according to manufacturer specifications and environmental, legislative, OHS and company requirements.
4	Restore work site.	4.1	Work site is restored to condition agreed with ***client*** and requirements of timber pest management plan according to environmental, legislative, OHS and company requirements.
		4.2	Hazards are eliminated prior to handover according to environmental, legislative, OHS and company requirements.
		4.3	Signage and barriers are removed when work site is available for re-use, according to work order and OHS and company requirements.
		4.4	Appropriate persons are notified of further hazard reduction or necessary rectification measures according to environmental, legislative, OHS and company requirements.

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5	Clean, safety-check and store equipment.	5.1	Equipment and PPE are cleaned and decontaminated according to manufacturer specifications and environmental, OHS and company requirements.
		5.2	Equipment and PPE are safety-checked and required maintenance is recorded according to manufacturer specifications and OHS and company requirements.
		5.3	Cleaned equipment and PPE are stored to allow ready access and re-use according to company requirements.
		5.4	Chemicals are transported and stored according to manufacturer specifications and OHS and company requirements.
		5.5	Collected ***waste*** is disposed of according to work order, manufacturer specifications and environmental, legislative, OHS and company requirements.
		5.6	Exposed skin is treated to remove contamination according to manufacturer specifications and OHS and company requirements.
6	Complete documentation.	6.1	Required certificates and notices are prepared and issued according to environmental and legislative requirements.
		6.2	***Company documentation*** is completed and distributed according to legislative and company requirements.
7	Monitor effectiveness of timber pest management plan.	7.1	Periodic contact schedule is established with client according to company requirements.
		7.2	Regular liaison is maintained with client to monitor effectiveness of plan according to company requirements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- skills to work safely when:
  - identifying hazards and controlling risks
  - manual handling
  - selecting and using equipment
  - working at heights and in confined spaces
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - perceive and respond to clients' attitudes to pest problems
- language, literacy and numeracy skills for:
  - communicating clearly and concisely verbally and in writing
  - performing mathematical calculations required to:
    - dilute and mix chemicals as specified on product labels
    - measure area and volume
  - preparing regulatory and company documentation and pest management reports for client
  - reading and interpreting directions and safety instructions, including:
    - equipment manuals
    - material safety data sheets (MSDS)
  - requesting advice or further information
  - seeking and receiving feedback
  - sourcing, organising and recording information
- observing, including recognising variations at work site, such as usage
- planning and organising work, including:
  - accurately estimating timeframes
  - scheduling efficiently
- self-management skills to work alone and in a team

Required knowledge

- legislation, regulations, codes of practice and industry advisory standards that apply to the control of timber pests, including:
  - licensing requirements for timber pest management
  - OHS legislation
- building structures and construction methods
- company management structure and procedures, including:
  - emergency response procedures

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  - injury, dangerous occurrence and incident reporting
  - manual-handling techniques
  - OHS procedures, including hierarchy of hazard control
  - reporting procedures
- pest assessment, including:
  - ecology and biology of timber pests
  - soil types in relation to timber pest activities
  - types of timber pests relevant to the area and their life cycles, habits and harbourages
- pest management options, including:
  - pesticidal and physical controls associated with managing timber pests in a range of environments and conditions
  - product knowledge, including manufacturer specifications for equipment and products being used
  - routes of entry and potential symptoms of exposure to chemicals
- work order specifications

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of timber pest identification and control.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • comply with company, legislative and regulatory requirements • achieve outcomes in relation to work order • design a timber pest management plan taking into account environmental sustainability • identify hazards and risks associated with timber pest management and apply knowledge of hierarchy of hazard control • implement and monitor a timber pest management plan • select equipment and chemicals.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.

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	Resource implications for assessment include access to: • suitable work site or venue • suitable equipment and materials • PPE • relevant databases and information sources • company procedures, manufacturer specifications and MSDS • plain English version of relevant statutes and procedures • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPPMT3002A Assess pest management options • CPPPMT3006A Apply pesticides to manage pests • CPPPMT3008A Inspect and report on timber pests • CPPPMT3043A Prepare and present pest management proposals.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work

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environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • timing of access
	  • access and egress points
	• budget allocations
	• completion times and dates
	• dress and presentation requirements
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements – equipment and materials
	• specific client requirements, such as:
	  • noise control
	  • sensitivity of occupants to pests or pest management
	  • relationships with other customer activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Inspection reports may include:	• building approvals • previous inspection reports • previous written reports • treatment notices on buildings • warranties.
Company requirements may include:	• access and equity policy, principles and practice • business and performance plans • client communication procedures • client confidentiality procedures • client service standards • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures • defined resource parameters • dress and presentation requirements • duty of care, code of conduct and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • establishing operator identity with client

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	• internal communication channels and reporting procedures • maintenance procedures for equipment and PPE • OHS policies and procedures • personnel practices and guidelines • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • records and information systems and processes • training (induction and refresher) materials • work site access security clearance procedures.

Hazards may include:	• allergic reactions to chemicals, pests or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • scabies
	  • Q fever
	• leaks, spills, splashes and sprays
	• mobile or vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• release of substances with negative environmental impact
	• unsafe manual-handling techniques, including awkward and repetitive postures

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	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces • work in unfamiliar isolated or remote environments.
Work sites may include:	• building surroundings • buildings • domestic, commercial or industrial premises.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, such as:
	  • anti-discrimination and diversity
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection legislation
	  • dangerous goods Acts and regulations
	  • declared pest (plant and animal) reporting
	  • environmental protection issues
	  • equal employment opportunity
	  • freedom of information
	  • industrial relations
	  • motor and commercial vehicle transportation
	  • motor licence and endorsement regulations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• animal management and control procedures
	• communication devices for isolated or remote locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for contact with toxic substances, such as:

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	• splashes in eye or on skin • inhalation • ingestion • hazard identification and risk assessment mechanisms • hierarchy of hazard control procedures • industry advisory standards • information provided by national registration authority for chemical approval and state government authorities, such as: • agriculture • environment protection • health • primary industry • injury and dangerous occurrence reporting • national and industry codes of practice • OHS control procedures, such as: • health and safety plans • job plans • job safety analyses • risk assessments • safe operating practices and procedures • safe work instructions • safe work method statements • health surveillance and monitoring, such as regular blood testing • routes of entry and potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of: • MSDS • hazardous substance information, such as long latency periods • safety, induction and refresher training • selection and use of PPE and clothing appropriate to hazard • up-to-date electrical test and tag compliance.
Timber pest management methods may include:	• biological controls • chemical and physical barrier treatments • cultural controls • environmental controls • management controls.
Control may be:	• eradication • exclusion

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	• partial.

Timber pests include:	• timber pests found in geographic region, such as:
	  • borers
	  • carpenter ants
	  • termites
	  • wood decay fungi.

Work site environment may include:	• age of timber structure • associated building or land use • dark and humid areas • drainage • geographic location • known pressure pest areas • level of moisture • previous treatments • soil type • timber type • ventilation.
Equipment may include:	• borescopes • brooms • bunding materials • cameras • dishes or bowls • drills • dusters • electrical extension leads • elevated work platforms • equipment decontamination materials • flexible lights • flushing agents • generators • hoses • injectors • knives • ladders • magnifying glasses • measuring jugs • mirrors • probes • safety harnesses • sand and other absorbent materials • screwdrivers

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	• sharps containers • shovels and rakes • sound, moisture and movement detectors • sounding instruments • specimen bottles • spray equipment • torches • trays • waste disposal containers.
Timber pest management plan may include:	• advice on health, safety, legislative and environmental matters • advice on pest prevention strategies • chemical application methods • details of timber pest and timber pest activity • follow-up pest management advice, monitoring and call-back schedule • timber pest management methods • types and quantities of chemicals to be used.

Manufacturer specifications may include:	• emergency response resources
	• equipment operating manuals
	• government publications
	• instructional guides
	• MSDS
	• other resources supplied by manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Materials may include:	• building components • cleaning products • flammable products • pesticides • physical barriers • registered agricultural and veterinary (AGVET) products • sealing components.
Calculated requirements may apply to:	• assessment of physical characteristics • chemical compatibilities • equipment used • flow rates and pressures • nozzle tip selection • recalibration of equipment

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	• surface areas • volumes.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work site • supervisors.

Personal protective equipment may include:	• air-line and self-contained respirators
	• breathing respirators:
	  • full-face
	  • half-face
	• chemical-impervious gloves
	• chemical-resistant aprons
	• communication equipment
	• contaminated clothing bags
	• cradles
	• drinking fluids
	• dust masks
	• eye protection, such as:
	  • safety glasses
	  • goggles
	  • eyewashes and showers
	• face shields (splash-proof)
	• first aid kits appropriate to tasks and locations
	• hair nets
	• hard hats
	• high-visibility vests and clothing
	• long pants
	• noise protection
	• non-slip safety shoes or boots
	• overalls, coveralls or other chemical protective clothing
	• prodding and probing sticks and rods
	• safety harnesses
	• soap and towels
	• sunscreen
	• tongs
	• torches
	• washable sun hats
	• wet-work protective clothing.

Environmental requirements may include:	• clean up, containment or isolation • company policies and guidelines

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	• emergency chemical spill control measures
	• hazardous materials handling
	• regulations, by-laws and guidelines of environmental protection agencies and government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife.

Chemicals may include:	• cleaning products • flammable products • pesticides • registered AGVET products.
Signage and barriers may include:	• physical barriers and restraints erected to restrict access to work site • signs complying with legislative requirements or Australian standards that warn of danger or adverse conditions.
Public health and safety may affect:	• animals • client staff • company staff • customers • distributors • facility users • colleagues • general public, including neighbours and bystanders • inspectors • retailers • suppliers • trade and service providers.
Emergency response procedures include:	• clean up • containment • decontamination • first aid • isolation • notification of authorities • use of firefighting appliances • use of PPE • work site or workplace evacuation.
Clients may include:	• bodies corporate • building supervisors • companies or organisations • environmental health officers • executive housekeepers

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	• maintenance managers • owners • persons in control of work processes • property agents or managers • tenants.
Waste may be solid or liquid and include:	• contaminated or hazardous biological waste • used containers • used or contaminated PPE, such as disposable gloves.
Company documentation may include:	• client records • pest activity and inspection reports • pest management system problem and action reports • service logbooks • site management reports • site visit reports.

Unit Sector(s)

Pest management

Custom Content Section

Not applicable.

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CPPPMT3011A Conduct fumigation

Modification History

Revised unit

Unit updated and equivalent to PRMPM11B Conduct fumigation

Unit Descriptor

This unit of competency specifies the outcomes required to conduct fumigations to manage organisms. The unit requires the ability to assess the nature and extent of the organism and organism activity, a thorough understanding of client requirements, and the application of company information in order to perform the task. The selection of appropriate equipment, fumigants and methods is essential for performing the task safely and efficiently. These work functions are often conducted by teams of at least two people and according to company guidelines.

Persons wishing to demonstrate competency in management of complex fumigation operations should submit for assessment in this unit, and:

- CPPPMT3019A Organise and monitor pest management operations
- CPPPMT3043A Prepare and present pest management proposals
- BSBSBM407A Manage a small team.
-

Application of the Unit

This unit of competency supports individuals responsible for controlling, by fumigation, organisms and organism activity that impacts on the health, safety or amenity of persons, commodities or environments in domestic, commercial, industrial or maritime situations.

This unit is not intended for use in horticultural or agricultural situations involving the growing of crops.

Licensing/Regulatory Information

This unit is one of the essential requirements for a fumigation pest management licence. The full requirements for different licences may vary in different states and territories.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Access and assess work site.	1.1	***Site environment*** is accessed according to ***company requirements***.
		1.2	***Work order*** is reviewed according to company requirements and issues are clarified with ***appropriate persons*.**
		1.3	Authority of ***client*** requesting fumigation services is confirmed according to company requirements.
		1.4	***Hazards*** are identified and ***risks*** controlled at work site according to company, ***legislative, occupational health and safety (OHS),* and *public health and safety requirements***.
		1.5	Work site and work site application characteristics are assessed according to legislative and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of equipment and ***fumigants***.
		1.7	Work site is assessed for access and security arrangements, according to legislative, OHS and company requirements.
2	Determine type and method of	2.1	Types of ***organisms*** and ***commodities*** are confirmed according to company requirements.

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	fumigation.	2.2	**Fumigation method** is selected to suit types of organisms, work site and commodities according to ***manufacturer specifications*** and legislative, OHS, company and ***environmental requirements***.
		2.3	Type of fumigant is selected and accessed according to manufacturer specifications and client, environmental, legislative, OHS and company requirements.
		2.4	Capacity to create fumigation conditions is established according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		2.5	Factors preventing completion of work order are identified and appropriate persons are promptly notified.
3	Prepare work site for fumigation.	3.1	Hazards of using fumigants at the work site are identified and risks controlled according to legislative, OHS and company requirements.
		3.2	Appropriate personnel in adjoining properties and regulatory and other relevant authorities are advised of proposed fumigation according to legislative and company requirements.
		3.3	***Signage and barriers*** are installed, as required, to maximise protection of public health and safety during fumigation according to legislative and company requirements.
		3.4	Security measures to control unauthorised access to work site during fumigation and prescribed non re-entry periods are implemented according to manufacturer specifications and legislative, OHS and company requirements.
		3.5	Conditions to ensure that required concentration of fumigant is retained for required period within ***fumigation enclosure*** are created according to manufacturer specifications and public health and safety and company requirements.
4	Prepare equipment	4.1	Suitable ***personal protective equipment*** (PPE) is selected and used according to manufacturer

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	and fumigants.		specifications and legislative, OHS and company requirements.
		4.2	***Equipment*** for fumigation is selected according to manufacturer specifications and company requirements.
		4.3	Calibration and operational effectiveness equipment is checked according to manufacturer specifications and company requirements.
		4.4	Equipment is set up and adjusted to suit operator's requirements according to manufacturer specifications and company requirements.
		4.5	Selected fumigants are transported, and dosages calculated and prepared to control risk of non-target contamination or exposure according to manufacturer specifications and environmental, legislative, OHS and company requirements.
5	Apply fumigants.	5.1	Fumigation enclosure is treated using equipment, fumigants and fumigation methods according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		5.2	Airtight seal on fumigation enclosure is checked and adjusted, where applicable, according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		5.3	Fumigant escape is assessed to control impact on public health and safety, according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		5.4	***Emergency response procedures*** are implemented when necessary according to environmental, legislative, OHS and company requirements.
6	Monitor fumigation.	6.1	Fumigation work site is monitored continuously to prevent unauthorised access and to maintain safe conditions according to manufacturer specifications and environmental, legislative, OHS and company requirements.

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		6.2	Fumigant concentrations are monitored and maintained over active period according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		6.3	Integrity of airtight seals is maintained, where applicable, throughout the active fumigation period according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		6.4	Ongoing assessment of fumigant escape is maintained to control impact on public health and safety according to manufacturer specifications and environmental, legislative, OHS and company requirements.
7	Ventilate fumigation enclosure.	7.1	Suitable conditions for ventilation are established to control risks to public health and safety according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		7.2	Approved method of safe release of fumigant is implemented according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		7.3	Fumigation enclosure is ventilated to remove fumigant in a safe and controlled manner according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		7.4	**Fumigation enclosure** and commodities are aerated according to manufacturer specifications and company requirements.
		7.5	Fumigation enclosure and commodities are tested for evidence of residual fumigant according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		7.6	Client and other appropriate persons are notified of further risk control measures required according to manufacturer specifications and legislative, OHS and company requirements.

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8	Restore work site.	8.1	Equipment, fumigants and ***waste*** are collected and removed according to environmental, legislative, OHS and company requirements.
		8.2	Work site is restored according to work order and client, environmental and company requirements.
		8.3	Signage and barriers are removed when work site is available for re-use, according to environmental, legislative, OHS and company requirements.
9	Clean, safety-check and store equipment and fumigants.	9.1	Equipment and PPE are cleaned and decontaminated according to manufacturer specifications and environmental, OHS and company requirements.
		9.2	Equipment and PPE are safety-checked and required maintenance is recorded according to manufacturer specifications and OHS and company requirements.
		9.3	Cleaned equipment and PPE are stored to allow ready access and re-use according to company requirements.
		9.4	Fumigants are transported and stored according to manufacturer specifications and OHS and company requirements.
		9.5	Collected waste is disposed of according to work order, manufacturer specifications and environmental, legislative, OHS and company requirements.
		9.6	Exposed skin is treated to remove any contamination according to manufacturer specifications and OHS and company requirements.
10	Update regulatory and company documentation.	10.1	***Regulatory and company documentation*** is completed and distributed according to environmental, legislative and company requirements.
		10.2	***Client records*** are updated according to company requirements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to apply knowledge of buildings and structures to planning of fumigation operations
- language, literacy and numeracy skills for:
  - communicating clearly and concisely verbally and in writing
  - reading and interpreting directions and safety instructions, including:
    - equipment manuals
    - chemical labels
    - material safety data sheets (MSDS)
  - requesting advice or further information
  - seeking and receiving feedback
  - sourcing, organising and recording information
  - performing mathematical calculations when measuring volumes and dosage rates, based on:
    - room or site volume
    - required concentrations at various stages of fumigation period
  - writing certification and fumigant logs
- skills to work safely when:
  - applying fumigant
  - handling, managing and disposing of chemicals
  - identifying hazards and controlling risks, especially for:
    - environmental safety
    - occupational health and safety
    - public health and safety
  - manual handling
  - using and maintaining PPE
  - using fumigation equipment
  - working at heights and in confined spaces
  - working with breathing and associated protective equipment
- customer service skills to:
  - establish rapport with clients
  - perceive and respond to clients' attitudes to pest problems
- planning and organising work, including:
  - accurately estimating timeframes
  - attending to detail in observing work site conditions
  - scheduling efficiently

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- self-management skills to work alone and in a team

Required knowledge

- legislation, regulations, codes of practice and industry advisory standards that apply to fumigation operations, including:
  - OHS legislation
  - quarantine provisions according to Customs Act
  - Australian and international standards
  - fumigation regulations and licence requirements
- commodity absorption and desorption rates
- company management structure and procedures, including:
  - dangerous goods use
  - injury, dangerous occurrence and incident reporting requirements
  - OHS procedures, including hierarchy of hazard control
  - reporting procedures
- fumigation methods, including:
  - fumigant application equipment
  - fumigation work site requirements
  - hazardous substances in the workplace
  - organisms eradicated through fumigation
  - product knowledge, including manufacturer specifications for equipment and products being used
  - risks of effect of fumigants on public health and environment
  - routes of entry and potential symptoms of exposure to chemicals
  - test methods and readings for monitoring fumigant concentrations
  - types of fumigants, including:
    - application methods
    - safety requirements
    - environmental conditions, such as withholding periods
    - preparation
- work order specifications

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration in the field and by reviewing the outcome of at least

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	one complete fumigation under normal industry operating conditions or, if this is not practicable, observations in a realistic simulated work environment. Site environment for demonstrated fumigation may relate to candidate's preferred sub-category or sub-categories on fumigation licence, for example: • chambers • containers • silos • ships • stacks (tarps).
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • accurately confirm type of organism and its associated key behavioural characteristics • apply emergency response procedures • comply with company, legislative and regulatory requirements • achieve outcomes in relation to work order • identify hazards and risks associated with pest management fumigation and apply knowledge of hierarchy of hazard control • select equipment and fumigants and apply them safely.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue • suitable equipment and fumigants • safety equipment, including PPE • equipment operating manuals, MSDS, company procedures and manufacturer specifications • plain English version of relevant statutes and procedures • relevant databases and information • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently

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	identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPPMT3002A Assess pest management options • CPPPMT3006A Apply pesticides to manage pests • CPPPMT3043A Prepare and present pest management proposals.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Site environments for fumigation may include:	• airports and aircraft • bond stores • buildings • burrows • chambers • commercial premises • container ship holds • customs and immigration centres • docks • domestic premises • glasshouses • grain • marine craft

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	• plant nurseries • produce storage facilities • quarantine centres • rail yards and rolling stock • sealed spaces • ships • silos • soil • specialised company fumigation facilities • sporting fields • stacks (tarps) • trains • transport containers and depots.
Company requirements may include:	• access and equity policy, principles and practice • business and performance plans • client communication procedures • client confidentiality procedures • client service standards • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures • defined resource parameters • dress and presentation requirements • duty of care, code of conduct and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • establishing operator identity with client • internal communication channels and reporting procedures • maintenance procedures for equipment and PPE • OHS policies and procedures • personnel practices and guidelines • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • records and information systems and processes • training (induction and refresher) materials • work site access security clearance procedures.

Work order information may include:	• access to work site, including:
	  • timing of access
	  • access and egress points
	• budget allocations
	• completion times and dates

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	• dress and presentation requirements
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements – equipment and materials
	• specific client requirements, such as:
	  • noise control
	  • sensitivity of occupants to pests or pest management
	  • relationships with other customer activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work site • supervisors.
Clients may include:	• bodies corporate • companies or organisations • customs agents • environmental health officers • owners • owners' agents • persons in control of work processes • quarantine officers.

Hazards may include:	• allergic reactions to chemicals, pests and/or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials and equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment

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	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • scabies
	  • Q fever
	• misunderstanding label information and instructions
	• over familiarity with routine procedures causing lack of attention to manufacturer's label instructions
	• unclear or ambiguous work order information
	• mobile equipment or vehicle hazards around plant and vehicles
	• moving and unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• release of substances with negative environmental impact
	• spills, splashes and sprays
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work environment temperature extremes
	• work in unfamiliar isolated and remote environments.

Risks may include:	• OHS • public health and safety • environmental concerns.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, such as:
	  • anti-discrimination and diversity
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection legislation
	  • dangerous goods Acts and regulations

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	• declared pest (plant and animal) reporting • environmental protection issues • equal employment opportunity • freedom of information • fumigator licence requirements • industrial relations • motor and commercial vehicle transportation • motor licence and endorsement regulations • OHS Acts and regulations • privacy • public health • trade practices • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• animal management and control procedures
	• communication devices for isolated or remote locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for contact with toxic substances, such as:
	  • splashes in eye or on skin
	  • inhalation
	  • ingestion
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• industry advisory standards
	• information provided by national registration authority for chemical approval and state government authorities, such as:
	  • agriculture
	  • environment protection
	  • health
	  • primary industry
	• injury and dangerous occurrence reporting
	• national and industry codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments

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	• safe operating practices and procedures • safe work instructions • safe work method statements • routes of entry and potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of: • MSDS • hazardous substance information, such as long latency periods • safety, induction and refresher training • selection and use of PPE and clothing appropriate to hazard • up-to-date electrical test and tag compliance.
Public health and safety may affect:	• animals • client staff • company staff • customers • distributors • facility users • general public, including neighbours and bystanders • inspectors • retailers • suppliers • trade and service providers.
Personnel may include:	• client's staff • colleagues • persons who handle and wash technician's contaminated work clothes • site visitors, including bystanders • venue, facility, building or shopping centre staff or management.
Fumigants are:	• chemicals which at a particular temperature and pressure can exist in a gaseous state in sufficient concentration and for sufficient time to be lethal to insects or other animals, weeds or other organisms.
Organisms may be living animal or plant, including:	• bacteria • insects • mites • molluscs • rodents • seeds.
Commodities may include:	• containers • fabrics • furniture

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	• grains • household items • plant materials • soil • structures • timber.

Manufacturer specifications may include:	• emergency response resources
	• equipment operating manuals
	• government publications
	• instructional guides
	• MSDS
	• other resources supplied by manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Environmental requirements may include:	• clean up, containment or isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• hazardous materials handling
	• regulations, by-laws and guidelines of environmental protection agencies and government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to work site • signs complying with legislative requirements and/or Australian standards that warn of danger or adverse conditions.
Fumigation enclosure is:	• any space which has been or is intended to be made sufficiently gas tight to contain the fumigant.
Personal protective equipment may include:	• air-line and self-contained respirators • chemical-impervious gloves • contaminated clothing bags • cradles • dust masks • face shields • breathing apparatus • full-face masks • hair nets

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	• hard hats • overalls • safety shoes or boots • safety harnesses • soap and towels • sunscreen • washable hats.
Equipment may include:	• brooms • bunding materials • calibrated fumigant dispensers • calibrated gas detection and monitoring equipment • cameras • clips and other sealing devices • detector tubes • dispersal fans • drills • dusters • electrical extension cords • elevated work platforms • equipment decontamination materials • finger manifolds • flexible lights • flushing agents • fumigant testing devices • fumigation sheets • generators • hoses • injectors • knives • ladders • magnifying glasses • measuring jugs • mirrors • monitoring lines • nozzles • portable residual current devices • pressure manometers • probes • pumps • safety harnesses • sand and other absorbers • sand snakes

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	• screwdrivers • specimen bottles • thermometers • torches • vaporisers • waste disposal containers • water flumes • weight scales.
Emergency response procedures include:	• clean up • containment • decontamination • first aid • isolation • notification of authorities • use of firefighting appliances • use of PPE • work site or workplace evacuation.
Waste may be solid or liquid and include:	• contaminated or hazardous biological waste • used containers • used or contaminated PPE, such as disposable gloves.
Regulatory and company documentation may include:	• accident and incident reports • certificates and notices • customer files and databases • invoices • job sheets • logbooks • receipts.

Client records may be a computer or manual file and include:	• contact details
	• customer files and databases
	• details of previous:
	  • assessments
	  • quotations
	  • service provision
	• government orders, for example from Australian Quarantine and Inspection Service (AQIS)
	• logbooks
	• reports
	• specific details about work site, nature of organism problem
	• use of contractors.

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Unit Sector(s)

Pest management

Custom Content Section

Not applicable.

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CPPPMT3017A Repair and maintain service equipment

Modification History

Revised unit

Unit updated and equivalent to PRMPM17B Repair and maintain service equipment

Unit Descriptor

This unit of competency specifies the outcomes required to plan and conduct the repair and maintenance of service equipment used in the provision of pest management services. The unit requires the ability to implement an equipment maintenance plan. These work functions would be carried out according to company guidelines.

Application of the Unit

This unit of competency supports pest management technicians responsible for planning and implementing regular maintenance and repair of pest management service equipment.

Licensing/Regulatory Information

This unit may be an essential requirement for a pest management licence. The full requirements for different licences may vary in different states and territories.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Implement an equipment maintenance plan.	1.1	***Equipment maintenance plan*** is developed and implemented to maximise ***equipment*** effectiveness according to ***manufacturer specifications*** and ***legislative, occupational health and safety (OHS)*** and ***company requirements***.
		1.2	Program of periodic equipment inspections and ongoing monitoring is established according to manufacturer specifications and legislative, OHS and company requirements.
		1.3	Periodic inspections of equipment are conducted and inspection records maintained according to manufacturer specifications and OHS and company requirements.
		1.4	Equipment user reports are monitored and needs for equipment maintenance and emergency repairs are assessed according to manufacturer specifications, OHS and company requirements.
		1.5	Specialist advice on complex or technical matters relating to equipment maintenance is accessed according to manufacturer specifications and company requirements.
2	Plan service and repair of equipment.	2.1	Management and operators are informed of scheduled activities according to company requirements to minimise disruption to work plans and equipment usage.
		2.2	Requirements for parts and labour to meet maintenance and repair needs are assessed according to manufacturer specifications and company requirements.
		2.3	Maintenance and repair tasks are prepared according to manufacturer specifications and environmental, legislative, OHS and company requirements.
3	Conduct equipment service and repair.	3.1	Equipment is cleaned and then identified according to manufacturer specifications and ***environmental***, legislative, OHS and company requirements.
		3.2	Tasks are conducted using safe work practices according

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to manufacturer specifications and environmental, legislative, OHS and company requirements.

3.3 Inspections and approvals from relevant ***authorities and agencies*** are arranged according to environmental, legislative, OHS and company requirements.

3.4 Equipment is promptly returned to operational use on completion of maintenance and servicing according to company guidelines.

3.5 Unserviceable equipment is disposed of according to manufacturer specifications and environmental, legislative, OHS and company requirements.

3.6 Work area is maintained in a clean and orderly manner according to environmental, legislative, OHS and company requirements.

3.7 ***Regulatory and company documentation*** is completed and distributed according to legislative and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- skills to work safely when:
  - manual handling
  - operating equipment
- problem-solving skills to diagnose equipment maintenance and repair needs
- language, literacy and numeracy skills for:
  - communicating clearly and concisely verbally and in writing
  - reading and interpreting directions and safety instructions, including:
    - equipment manuals
    - chemical labels
    - material safety data sheets (MSDS)
    - safety warning signs and symbols
    - enterprise codes
  - requesting advice or further information
  - seeking and receiving feedback

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  - sourcing, organising and recording information.
- planning and organising work, including:
  - scheduling maintenance and repair activities
  - managing time
- self-management skills to work alone and in a team

Required knowledge

- legislation, regulations, codes of practice and industry advisory standards that apply to maintaining and repairing equipment and securing, storing, using and disposing of chemicals, including:
  - environmental protection legislation
  - OHS legislation
- company management structure and procedures, including:
  - documentation requirements
  - emergency response procedures
  - enterprise maintenance and servicing policies and procedures
  - injury, dangerous occurrence and incident reporting requirements
  - manual-handling techniques
  - maintenance schedules
  - OHS procedures, including hierarchy of hazard control
  - reporting procedures
- hazards and risks of storing, preparing, using and disposing of chemicals
- plant and equipment types and functions
- product knowledge, including manufacturer specifications for equipment and products being used
- routes of entry and potential symptoms of exposure to chemicals
- spare parts availability and supply

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration in the field and is best obtained by the actual service and maintenance of operating equipment under normal industry operating conditions, or if this is not practicable, in a simulated work environment.
Critical aspects for assessment and evidence	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in

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required to demonstrate competency in this unit	this unit. In particular the person should demonstrate the ability to: • comply with company, legislative and regulatory requirements • conduct service equipment maintenance and repair activities • identify hazards and risks associated with pest management and apply knowledge of hierarchy of hazard control • implement and maintain equipment maintenance plan • plan maintenance activities • select equipment and materials for the tasks.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue • equipment specifications and maintenance schedules • company procedures and policies for maintenance • PPE • plain English version of relevant statutes and procedures • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPPMT3018A Maintain equipment and chemical storage areas

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	• CPPPMT3026A Select and obtain pest management vehicles, equipment and materials.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment maintenance plan may include:	• arrangements for daily maintenance and periodic service and repair of equipment requiring specialist services, such as:
	  • elevated work platforms
	  • generators
	• emergency procedures
	• maintenance schedules
	• replacement procedures
	• routine service procedures.

Equipment may include:	• bulk spray tanks • bunding materials • cradles • drills • dust masks • dusters • dusting equipment – hand and electric • electrical leads and equipment • elevated work platforms • face shields • flexible lights • generators • hard hats • hoses for motor powered pumps • injectors • ladders • nozzles • pneumatic hand sprayers • pump motors • respirators • safety devices, such as: • pressure gauges

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	• safety valves • spill kits • fire extinguishers • first aid kits • safety harnesses • simple centrifugal pumps • sound, moisture and movement detectors • sounding instruments • spray equipment • spray guns • trays.
Manufacturer specifications may include:	• emergency response resources • equipment operating manuals • government publications • instructional guides • MSDS • other resources supplied by manufacturer, such as: • laminated cards • notices • wall posters • product labels • safety instructions pre-printed on equipment.
Legislative requirements may include:	• Australian standards, quality assurance and certification requirements • award and enterprise agreements • industry advisory standards and codes, such as: • building codes • dangerous goods codes • relevant commonwealth, state and territory legislation and local government regulations that affect company operation, such as: • anti-discrimination and diversity • chemical controls • chemical registers or manifests • consumer protection legislation • dangerous goods Acts and regulations • declared pest (plant and animal) reporting • environmental protection issues • equal employment opportunity • freedom of information • industrial relations

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	• motor and commercial vehicle transportation • motor licence and endorsement regulations • OHS Acts and regulations • privacy • public health • trade practices • workplace consultative arrangements.

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Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for isolated or remote locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for contact with toxic substances, such as:
	  • splashes in eye or on skin
	  • inhalation
	  • ingestion
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• industry advisory standards
	• information provided by national registration authority for chemical approval and state government authorities, such as:
	  • agriculture
	  • environment protection
	  • health
	  • primary industry
	• injury and dangerous occurrence reporting
	• national and industry codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe work instructions
	  • safe work method statements
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, personal protective equipment (PPE) and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety, induction and refresher training

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	• selection and use of PPE and clothing appropriate to hazard • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals • withholding periods and spray drift.

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Company requirements may include:	• access and equity policy, principles and practice • business and performance plans • client communication procedures • client confidentiality procedures • client service standards • company goals, objectives, plans, systems and processes • company issued identification badge, card and pass • company policies and procedures • defined resource parameters • dress and presentation requirements • duty of care, code of conduct and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • establishing operator identity with client • internal communication channels and reporting procedures • maintenance procedures for equipment and PPE • OHS policies and procedures • personnel practices and guidelines • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • records and information systems and processes • training (induction and refresher) materials • work site access security clearance procedures.

Environmental requirements may include:	• clean up, containment or isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• hazardous materials handling
	• regulations, by-laws and guidelines of environmental protection agencies and government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife.

Authorities and agencies may include:	• certification and calibration agencies • chemical regulators • government departments and agencies • licensing bodies • local government.
Regulatory and company documentation may include:	• accident and incident reports • certificates and notices • equipment records

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	• invoices • job sheets • logbooks • maintenance reports • orders • receipts • service and maintenance records • warranties.

Unit Sector(s)

Pest management

Custom Content Section

Not applicable.

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CPPPMT3018A Maintain equipment and chemical storage areas

Modification History

Revised unit

Element structure and performance criteria changed to incorporate elements from the deleted unit PRMPM28B Organise and operate a pest management vehicle

Skills and knowledge requirements and the range statement updated

Unit based on PRMPM18B Maintain an equipment and chemical storage area Maintain an equipment and chemical storage area

Unit Descriptor

This unit of competency specifies the outcomes required to maintain a pest management vehicle storage space and other dedicated storage areas for pest management equipment and chemicals. It also covers the movement and control of equipment and chemicals used in the provision of pest management services.

The unit requires the ability to maintain and operate a safe and efficient pest management storage area within a strict legislative context. Maintaining a storage area requires the ability to follow established procedures, understand the issues associated with the storage and use of chemicals and to adhere to legislative and public health and safety requirements. These work functions would be carried out according to company guidelines.

Application of the Unit

This unit of competency supports pest management technicians responsible for ensuring that pest management equipment and chemicals are stored, transported and controlled according to legislative requirements; in particular occupational health and safety (OHS), environmental safety and public health and safety.

Licensing/Regulatory Information

This unit is one of the essential requirements for a pest management licence. The full requirements for different licences may vary in different states and territories.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Set up and stock storage area.	1.1	***Storage area*** is secured from unauthorised access according to ***legislative, OHS*** and ***company requirements***.
		1.2	Storage area is organised to comply with relevant, legislative, OHS, company and ***environmental requirements***.
		1.3	Existing ***hazards*** are identified and risks controlled in the storage area according to legislative, OHS and company requirements.
		1.4	Vehicle ***equipment*** and passenger compartments are separated to minimise transportation risks according to legislative, OHS and company requirements.
		1.5	**Vehicle is equipped to enable implementation of emergency response procedures according to legislative and company requirements.**
		1.6	Vehicle signage is fixed, as required, according to legislative and company requirements.
		1.7	***Safety warnings*** are displayed prominently and ***safety information*** is made accessible according to legislative, OHS and company requirements.
		1.8	Equipment is stored, maintained and safety-checked to enable ready access and re-use according to ***manufacturer specifications*** and legislative, OHS and company requirements.

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		1.9	***Chemicals*** are stored according to manufacturer specifications and legislative, OHS and company requirements.
		1.10	***Personal protective equipment (PPE)*** is cleaned, safety-checked and stored and maintenance requirements are recorded according to manufacturer specifications and OHS and company requirements.
		1.11	Storage area is made accessible and free from obstacles according to OHS and company requirements.
		1.12	***Waste*** is collected and disposed of according to manufacturer specifications and environmental, legislative, OHS and company requirements.
2	Control and maintain stocks of equipment and chemicals.	2.1	Inventory system with maximum and minimum holding levels of equipment and chemicals is operated and maintained according to legislative and company requirements.
		2.2	Equipment and chemical usage patterns are monitored and reordering is undertaken to maintain required levels according to legislative and company requirements.
		2.3	Accurate labelling system is maintained for all containers according to manufacturer specifications and legislative, OHS and company requirements.
		2.4	Chemicals are issued on a first-in, first-out basis according to company requirements.
		2.5	Obsolete equipment and chemicals are disposed of according to manufacturer specifications and environmental, OHS and company requirements.
3	Control a pest management vehicle.	3.1	Chemicals are secured to prevent accidental spillage, according to manufacturer specifications and legislative, OHS and company requirements.
		3.2	Estimated quantities of chemicals required for immediate work requirements are stored and transported according to manufacturer specifications and legislative, OHS and company requirements.

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		3.3	PPE is stored separately to chemicals and driver.
		3.4	Equipment, including PPE, is secured, used and maintained according to manufacturer specifications and legislative, OHS and company requirements.
		3.5	Access to and operation of the pest management vehicle is restricted to ***authorised personnel*** according to legislative, OHS and company requirements.
		3.6	Vehicle is driven safely and courteously according to traffic laws and instructions.
4	Maintain a pest management vehicle.	4.1	Vehicle is safety-checked and regular servicing is arranged to ensure roadworthiness according to manufacturer specifications and legislative and company requirements.
		4.2	Vehicle is cleaned regularly to remove chemical contaminants according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		4.3	Waste is collected and disposed of according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		4.4	Vehicle is presented to maintain company's public image according to company requirements.
5	Respond to emergency situations.	5.1	Emergency response procedures are implemented when accidental spillages or emergency situations occur, according to manufacturer specifications and environmental, legislative, OHS and company requirements.
		5.2	***Regulatory and company documentation*** is prepared according to environmental, legislative, OHS and company requirements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- language, literacy and numeracy skills for:
  - communicating clearly and concisely verbally and in writing
  - finding and using information
  - reading and interpreting directions and safety instructions, including:
    - equipment manuals
    - material safety data sheets (MSDS)
    - safety warning signs and symbols
    - enterprise codes
    - chemical labels
  - requesting advice or further information
  - seeking and receiving feedback
  - sourcing, organising and recording information
- planning and organising work
- skills to work safely when:
  - driving a commercial vehicle
  - identifying hazards and controlling risks
  - manual handling
  - handling, managing and disposing of chemicals
  - handling firearms, where applicable
- using technology, such as:
  - mobile phones
  - computers
  - global positioning systems (GPS)
  - vehicle-mounted equipment
- self-management skills to work alone and in a team

Required knowledge

- applicable legislation, regulations, codes of practice and industry advisory standards, especially those covering:
  - environment protection
  - licensing requirements for pest management
  - OHS legislation
  - securing, storing, using and disposing of chemicals
- company management structure and procedures, including:
  - dangerous goods in use
  - documentation requirements

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    - emergency response procedures
- environment protection procedures
    - OHS procedures, including hierarchy of hazard control
    - injury, dangerous occurrence and incident reporting requirements
    - reporting procedures
- equipment types and functions
- hazards and risks preparing, using, securing, storing and disposing of chemicals
- product knowledge, including manufacturer specifications for products being stored and transported
- prohibited areas for pest management vehicles
- road laws and conditions
- routes of entry and potential symptoms of exposure to chemicals
- suitable vehicle cleaning locations that comply with relevant environmental requirements
- types and availability of vehicle equipment
- vehicle types and specifications suitable to pest management operations
- work order specifications

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of the operation and maintenance of a pest management service vehicle, including the storage area and contents. The demonstration may be conducted in a real or simulated work environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • apply knowledge of emergency response procedures • comply with company, legislative and regulatory requirements • demonstrate good storage and housekeeping practices, particularly those relating to the labelling and security of chemicals

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	• identify hazards and risks associated with pest management and apply knowledge of hierarchy of hazard control • identify vehicle capacities against intended use • maintain secure and accessible storage area • safely operate a vehicle • systematically use stock control records and chemical register or manifest.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue • equipment operating manuals and MSDS • PPE • plain English version of relevant statutes and procedures • relevant databases and information • suitable equipment and chemicals • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the

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	provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPPMT3002A Assess pest management options • CPPPMT3005A Modify environment to manage pests • CPPPMT3006A Apply pesticides to manage pests • CPPPMT3007A Implement pest management plans • CPPPMT3009A Advise clients on pest management options • CPPPMT3011A Conduct fumigation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Storage area:	• must include pest control vehicle
	• may also include:
	  • chemical cupboard
	  • equipment storage bays
	  • storage room or depot.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, such as:

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	• anti-discrimination and diversity • chemical controls • chemical registers or manifests • consumer protection legislation • dangerous goods Acts and regulations • declared pest (plant and animal) reporting • environmental protection issues • equal employment opportunity • freedom of information • industrial relations • motor and commercial vehicle transportation • motor licence and endorsement regulations • OHS Acts and regulations • privacy • public health • trade practices • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may include:	• allergic reactions, such as contact dermatitis
	• animal management and control procedures
	• communication arrangements and devices for isolated or remote locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for contact with toxic substances, such as:
	  • splashes in eye or on skin
	  • inhalation
	  • ingestion
	• hazard identification and risk assessment mechanisms
	• hierarchy of hazard control procedures
	• industry advisory standards
	• information provided by national registration authority for chemical approval and state government authorities, such as:
	  • agriculture
	  • environment protection
	  • health
	  • primary industry
	• injury and dangerous occurrence reporting
	• national and industry codes of practice
	• OHS control procedures, such as:

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	• health and safety plans • job plans • job safety analyses • risk assessments • safe operating practices and procedures • safe work instructions • safe work method statements • health surveillance and monitoring, such as regular blood testing • routes of entry and potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including: • interpretation of MSDS and hazardous substance information, such as long latency periods • separation of chemical storage • safety, induction and refresher training • selection and use of PPE and clothing appropriate to hazard • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals • withholding periods and spray drift.
Company requirements may include:	• access and equity policy, principles and practice • business and performance plans • client communication procedures • client confidentiality procedures • client service standards • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures • defined resource parameters • dress and presentation requirements • duty of care, code of conduct and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • establishing operator identity with client • internal communication channels and reporting procedures • maintenance procedures for equipment and PPE • OHS policies and procedures • personnel practices and guidelines • policies and procedures relating to own role, responsibility and

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	delegation • quality and continuous improvement processes and standards • records and information systems and processes • training (induction and refresher) materials • work site access security clearance procedures.

Environmental requirements may include:	• clean up, containment or isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• hazardous materials handling
	• regulations, by-laws and guidelines of environmental protection agencies and government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife.

Hazards may include:	• allergic reactions to chemicals, pests or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials and equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• extremes of heat and temperature
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • scabies
	  • Q fever
	• leaks, spills, splashes and sprays
	• manual-handling techniques, including awkward and repetitive postures

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	• mobile or vehicle hazards around plant and vehicles, such as moving or unguarded parts • noise, for example from portable and stationary equipment • occupational violence and bullying • poor personal hygiene practices • release of substances with negative environmental impact • unsafe underfoot conditions, such as slippery, uneven and rough surfaces • work in unfamiliar isolated and remote environments.
Equipment may include:	• batteries • bulk liquid tanks, pumps, hoses and fixtures • cages • cameras • computers • contaminated clothing bags • cradles • dishes • drills • dusters • electronic inspection or recording devices • elevated work platforms • extension cords • eyewashes and showers • firearms • first aid kits appropriate to tasks and locations • flexible lights • flushing agents • generators • GPS • hoses • injectors • knives • ladders • ladder racks • lockable chemical and equipment storage areas • magnifying glasses • measuring jugs • mirrors • mobile phones • nets • personal protective clothing and equipment • prodding and probing sticks and rods

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	• sand and other absorbers • screwdrivers • sharps containers • sound, moisture and movement detectors • sounding instruments • specimen bottles • spray equipment • tongs • torches • trays • waste disposal containers • water supply access facilities fitted with suitable backflow prevention devices.
Vehicle may be either two or four-wheel drive and include:	• all terrain vehicles (ATV) • equipment trailers • light trucks and vans • panel vans • tray utilities.
Emergency response procedures may include:	• clean up • containment • decontamination • first aid • isolation • notification of authorities • use of firefighting appliances • use of PPE • work site or workplace evacuation.
Safety warnings may include:	• charts and posters • instructions • labels • signs and placards • symbols.
Safety information may include:	• chemical co-location, separation and segregation requirements • chemical manifests • chemical registers • colour codes • company policies and procedures • container and package storage arrangements • emergency management plans • manufacturer instructions • manufacturer specifications

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	• MSDS • OHS information • operation manuals • safety data check sheets • statutory storage limits • waste disposal information.

Manufacturer specifications may include:	• emergency response resources
	• equipment operating manuals
	• government publications
	• instructional guides
	• MSDS
	• other resources supplied by manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Chemicals may include:	• cleaning agents • flammable products • pesticides • registered agricultural and veterinary (AGVET) products.

Personal protective equipment may include:	• air-line and self-contained respirators
	• breathing respirators:
	  • full-face
	  • half-face
	• chemical-impervious gloves
	• chemical-resistant aprons
	• communication equipment
	• drinking fluids
	• dust masks
	• eye protection, such as:
	  • safety glasses
	  • eyewashes and showers
	  • goggles
	• face shields (splash-proof)
	• hair nets
	• hard hats
	• hearing protection
	• high-visibility vests or clothing
	• long pants
	• noise protection

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	• non-slip safety shoes or boots • overalls, coveralls or other chemical protective clothing • safety harnesses • soap and towels • sunscreen • washable sun hats • wet-work protective clothing.
Waste may include:	• absorbent material, rags or other contaminated cleaning materials • used containers • used or contaminated PPE • used or unused chemicals • vehicle wash run-off • chemicals past the expiry date • materials used in cleaning up spillages • packaging materials.
Authorised personnel may include:	• company staff • licensed pest management technicians • suitably licensed drivers.
Regulatory and company documentation may include:	• accident and incident reports • certificates and notices • customer files and databases • invoices • job sheets • logbooks • OHS control procedures and forms • receipts • risk assessments • work diaries.

Unit Sector(s)

Pest management

Custom Content Section

Not applicable.

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CPPPMT3019A Organise and monitor pest management operations

Modification History

Revised unit

Unit updated and equivalent to PRMPM19B Organise and monitor pest management operations

Unit Descriptor

This unit of competency specifies the outcomes required to organise and monitor major pest management contracts, including allocating work to personnel, and conducting training needs analyses and resultant professional development. A comprehensive understanding of pest management services and treatments offered is required to perform this task efficiently.

Application of the Unit

This unit of competency is applicable where supervision of a small work team is required. It supports pest management technicians responsible for:

- assessing work requirements
- allocating and monitoring work
- providing appropriate equipment and materials to perform pest management operations
- identifying opportunities for the use of training and assessment to build and recognise staff skills.

Licensing/Regulatory Information

This unit may be an essential requirement for a pest management licence. The full requirements for different licences may vary in different states and territories.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify work requirements.	1.1	***Work orders*** are reviewed to identify requirements, including site characteristics and specific requests, according to ***company requirements***.
		1.2	***Client*** needs and expectations are identified accurately according to work order and company requirements.
		1.3	***Hazards*** are identified and risks controlled at the work site. according to company, ***legislative, environmental*** and ***occupatio*****nal h*****ealth and safety (OHS) requirements***.
2	Organise equipment and materials.	2.1	***Equipment, personal protective equipment*** (PPE) and ***material*** requirements are estimated in line with past use and current work order(s) according to company requirements.
		2.2	Required equipment, materials and suitable PPE are accessed according to company requirements.
		2.3	Operational effectiveness of application equipment is checked according to ***manufacturer specifications*** and company requirements.
		2.4	Suitable PPE is selected and used according to manufacturer specifications and OHS and company requirements.
3	Allocate work orders.	3.1	***Schedule*** of work orders, to be completed within specified time and budget, is developed according to client, legislative, OHS and company requirements.

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		3.2	Work orders are ***allocated*** according to legislative and company requirements.
		3.3	Schedule, work orders and associated instructions are communicated to staff according to company requirements.
		3.4	Receipt and understanding of schedule and work order instructions by relevant staff are confirmed according to company requirements.
4	Provide training and assessment opportunities.	4.1	Skill gaps of staff are identified according to company requirements.
		4.2	Staff members are encouraged to seek clarification and feedback on work performance and ***training*** needs and opportunities according to company requirements.
		4.3	Relevant training opportunities are provided according to company requirements to meet identified skills gaps and provide for continuous improvement.
		4.4	Assessment opportunities are arranged to enable staff to gain formal recognition of skills according to company requirements.
5	Monitor performance.	5.1	Performance of work orders is monitored systematically to ensure client expectations and environmental, legislative and company requirements are met.
		5.2	Performance issues are identified and followed up promptly according to company requirements.
		5.3	Work is reallocated as required to meet client and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

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- language, literacy and numeracy skills for:
  - communicating clearly and concisely verbally and in writing
  - performing mathematical calculations required to:
    - allocate work orders evenly among staff
    - estimate time to complete work orders
  - reading and comprehending work orders
  - documenting allocation of work orders
  - requesting advice or further information
  - seeking and receiving feedback
  - sourcing, organising and recording information
- teamwork skills to lead a small team
- problem-solving skills to manage contingencies
- planning and organising work, including:
  - monitoring work orders and outcomes
  - prioritising work
  - scheduling efficiently
  - time management
- interpersonal skills to:
  - negotiate required professional development
  - relate to people from diverse backgrounds
- self-management skills to work alone and in a team
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - perceive and respond to clients' attitudes to pest problems

Required knowledge

- legislation, regulations, codes of practice and industry advisory standards that apply to organising and monitoring pest management operations, including OHS legislation
- company management structure and procedures, including:
  - emergency response procedures
  - injury, dangerous occurrence and incident reporting requirements
  - OHS procedures
  - performance reviews
  - reporting procedures
- mathematical methods for budgeting and estimating workloads
- product knowledge, including manufacturer specifications for products being used
- safe pesticide application techniques
- work order specifications

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration of a service that involves the allocation of labour and materials under normal industry operating conditions, or if this is not practicable, in a simulated work environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.
	In particular the person should demonstrate the ability to:
	• allocate work and staff
	• clearly communicate work requirements
	• comply with company, legislative or regulatory requirements
	• identify work requirements and hazards and risks associated with pest management
	• provide:
	  • equipment and material supplies
	  • suitable training, development and assessment opportunities.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue • suitable equipment and pesticides • PPE • equipment operating manuals and MSDS • plain English version of relevant statutes and procedures • work order instructions, work plans and schedules, and policy documents • relevant databases and information • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning

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	knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPPMT3007A Implement pest management plans • CPPPMT3029A Plan and schedule pest management operations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work orders may include information regarding:	• access to work site, including:
	  • timing of access
	  • access and egress points
	• budget allocations
	• completion times or dates
	• dress and presentation requirements
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements – equipment and materials
	• specific client requirements, such as:
	  • noise control
	  • relationships with other customer activities
	  • sensitivity of occupants to pests and pest management
	• use of signage and barriers

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	• work schedules • work site contact persons.
Company requirements may include:	• access and equity policy, principles and practice • business and performance plans • client communication procedures • client confidentiality procedures • client service standards • company goals, objectives, plans, systems and processes • company issued identification badge or card or pass • company policies and procedures • defined resource parameters • dress and presentation requirements • duty of care, code of conduct and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • establishing operator identity with client • internal communication channels and reporting procedures • maintenance procedures for equipment and PPE • OHS procedures • personnel practices and guidelines • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • records and information systems and processes • training (induction and refresher) materials • work site access security clearance procedures.
Clients may include:	• bodies corporate • building supervisors • companies or organisations • environmental health officers • executive housekeepers • maintenance managers • owners • persons in control of work processes • property agents or managers • tenants.
Hazards may include:	• allergic reactions to chemicals, pests or equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined or restricted spaces

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	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • scabies
	  • Q fever
	• manual-handling techniques, including awkward and repetitive postures
	• mobile or vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• release of substances with negative environmental impact
	• spills, splashes and sprays
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work environment temperature extremes
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth and state or territory legislation and local government regulations that affect company operation, such as:
	  • anti-discrimination and diversity
	  • chemical controls

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	• chemical registers or manifests • consumer protection legislation • dangerous goods Acts and regulations • declared pest (plant and animal) reporting • environmental protection issues • equal employment opportunity • freedom of information • industrial relations • motor and commercial vehicle transportation • motor licence and endorsement regulations • OHS Acts and regulations • privacy • public health • trade practices • workplace consultative arrangements.

Environmental requirements may include:	• clean up, containment or isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• hazardous materials handling
	• regulations, by-laws and guidelines of environmental protection agencies and government departments, such as:
	  • agriculture
	  • emergency services
	  • national parks and wildlife.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• animal management or control procedures
	• communication devices for remote and isolated locations, such as:
	• mobile phone
	• two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for contact with toxic substances, such as:
	  • splashes in eye or on skin
	  • inhalation
	  • ingestion
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• industry advisory standards
	• information provided by national registration authority for chemical approval and state government authorities, such as:

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	• agriculture • environment protection • health • primary industry • injury and dangerous occurrence reporting • national and industry codes of practice • OHS control procedures, such as: • health and safety plans • job plans • job safety analyses • risk assessments • safe operating practices or procedures • safe work instructions • safe work method statements • routes of entry and potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of: • MSDS • hazardous substance information, such as long latency periods • safety, induction and refresher training • selection and use of PPE and clothing appropriate to hazard • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals • withholding periods and spray drift.
Equipment may include:	• brooms • bunding materials • cameras • dishes or bowls • drills • dusters • electrical extension leads • elevated work platforms • equipment decontamination materials • flexible lights • flushing agents • generators • hoses

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	• injectors • knives • ladders • magnifying glasses • measuring jugs • mirrors • probes • safety harnesses • sand and other absorbent materials • screwdrivers • sharps containers • shovels and rakes • sound, moisture and movement detectors • sounding instruments • specimen bottles • spray equipment • torches • trays • waste disposal containers.

Personal protective equipment may include:	• air-line and self-contained respirators
	• breathing respirators:
	  • full-face
	  • half-face
	• chemical-impervious gloves
	• chemical-resistant aprons
	• communication equipment
	• contaminated clothing bags
	• cradles
	• drinking fluids
	• dust masks
	• eye protection, such as:
	  • safety glasses
	  • goggles
	  • eyewashes and showers
	• face shields (splash-proof)
	• first aid kits appropriate to tasks and locations
	• hair nets
	• hard hats
	• high-visibility vests or clothing
	• long pants
	• noise protection

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	• non-slip safety shoes or boots • overalls, coveralls or other chemical protective clothing • prodding or probing sticks and rods • safety harnesses • soap and towels • sunscreen • tongs • torches • washable sun hats • wet-work protective clothing.
Materials may include:	• building components • chemicals • cleaning products • flammable products • pesticides • registered agricultural and veterinary (AGVET) products • physical barriers • sealing components.

Manufacturer specifications may include:	• emergency response resources
	• equipment operating manuals
	• government publications
	• instructional guides
	• MSDS
	• other resources supplied by manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Schedule may include:	• charts and wall-mounted planning boards • electronic or paper-based • to-do lists • work diary.
Allocated takes into account available staff:	• capabilities • licences • preferences • skills.
Training may include:	• attendance at formal training sessions • demonstrations • on-the-job instructions • self-paced learning packages

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	• structured feedback.

Unit Sector(s)

Pest management

Custom Content Section

Not applicable.

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CPPPMT3026A Select and obtain pest management vehicles, equipment and materials

Modification History

Revised unit

Element structure and performance criteria changed to incorporate elements from the deleted unit PRMPM28B Organise and operate a pest management vehicle

Skills and knowledge requirements and the range statement updated

Unit based on PRMPM26B Select and obtain pest management equipment and materials

Unit Descriptor

This unit of competency specifies the outcomes required to select and obtain pest management vehicles, equipment and materials to deliver pest management services to clients. It involves an understanding of the services to be delivered and the specifications of equipment and materials that can support these services and which comply with legislative and public health and safety requirements. The selection of vehicles, equipment and materials requires the ability to assess equipment and chemical requirements, review product specifications and marketing materials, and select suitable acquisition arrangements.

Application of the Unit

This unit of competency supports pest management technicians responsible for selecting and obtaining a suitable vehicle and appropriate equipment and materials for the provision of pest management services.

Licensing/Regulatory Information

This unit may be an essential requirement for a pest management licence. The full requirements for different licences may vary in different states and territories.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify services to be provided.	1.1	Services are identified from business plan and company marketing strategy according to ***company requirements***.
		1.2	Types of ***pests*** to be treated and target ***client*** groups are reviewed and ***equipment*** and ***material*** requirements are assessed according to ***manufacturer specifications*** and company, ***legislative*** and environmental and ***occupational*** **health and safety (OHS) requirements**.
2	Select a pest management vehicle.	2.1	Suitability of ***vehicle*** for performing pest management activities is determined according to manufacturer specifications and legislative, occupational health and safety (OHS) and company requirements.
		2.2	Vehicle's compliance with roadworthiness and registration rules is confirmed in accordance with legislative, OHS and company requirements.
3	Determine performance characteristics and select equipment and materials.	3.1	Equipment, materials and ***personal protective equipment*** (PPE) performance requirements are specified in relation to types of services provided, according to company requirements.
		3.2	Equipment performance requirements are reviewed against relevant legislation and applicable industry standards according to manufacturer specifications and OHS and company requirements.
		3.3	***Suitability*** of equipment, materials and PPE for purposes required is determined according to manufacturer specifications and legislative, OHS and company requirements.

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		3.4	Maintenance, repair costs, downtime and life expectancy are ***estimated*** according to company requirements.
		3.5	Weather resistant equipment is selected for external use according to manufacturer specifications and legislative, OHS and company requirements.
		3.6	Equipment manufactured from non-absorbent substances is selected to minimise ***chemical*** build-up and other contamination according to manufacturer specifications and legislative, OHS and company requirements.
		3.7	Pumps, hoses, fittings and tanks are selected to meet anticipated volume or pressure delivery according to manufacturer specifications and legislative, OHS and company requirements.
4	Ensure access to supplies of equipment and materials.	4.1	Ownership, hiring and leasing options for equipment are examined and selected to suit budget and usage patterns according to company requirements.
		4.2	Relationship with ***suppliers*** is built and maintained on suitable trading terms according to company requirements.
5	Maintain up-to-date information on equipment and materials.	5.1	Business network is maintained according to company requirements in order to access regular and current information on new and improved equipment and materials.
		5.2	Latest information and publications are accessed from regulatory authorities, industry sources and suppliers according to company requirements
		5.3	Offers by suppliers to test new products are utilised where relevant to services provided and according to company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- interpersonal skills to:
  - build and maintain relationships with suppliers
  - maintain business networks
- problem-solving skills to assess vehicles, equipment and materials against requirements
- language, literacy and numeracy skills for:
  - communicating equipment, chemical, purchase and financial requirements clearly and concisely
  - reading and interpreting manufacturer specifications, marketing materials, purchase documents and financing contracts
  - requesting advice or further information
  - costing and budgeting
- self-management skills to prioritise and engage in activities to build information and relationships that benefit the business

Required knowledge

- legislation, regulations, codes of practice and industry advisory standards that apply to providing pest management services, including environmental and OHS legislation
- company management structure and procedures, including:
  - documentation requirements
  - emergency response procedures
  - enterprise maintenance and servicing procedures
  - environment protection procedures
  - injury, dangerous occurrence and incident reporting requirements
  - OHS procedures
  - purchasing, hiring and leasing procedures
  - reporting procedures
- equipment and chemical types and functions
- financing options
- hazards and risks associated with different types of equipment and materials
- product knowledge, including manufacturer specifications for equipment and products being used
- sources of industry and product information.
- types of pests relevant to the area and their life cycles, habits and harbourages

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by an activity involving the preparation of a plan and costing for the acquisition of a pest management vehicle and relevant equipment and materials to suit a particular pest management business.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.
	In particular the person should demonstrate the ability to:
	• assess performance characteristics of equipment and materials
	• comply with company, legislative and regulatory requirements
	• identify:
	  • hazards and risks associated with pest management
	  • vehicle capacities against intended use
	  • services to be provided from the business plan
	• knowledge of hierarchy of hazard control
	• select equipment and materials in relation to the vehicle and services to be delivered.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • databases and information sources, including product information • company policies, procedures and records • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to

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	modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPPMT3017A Repair and maintain service equipment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Company requirements **may include:**	• access and equity policy, principles and practice • business and performance plans • client communication procedures • client confidentiality procedures • client service standards • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures • defined resource parameters • dress and presentation requirements • duty of care, code of conduct and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • establishing operator identity with client • internal communication channels and reporting procedures • maintenance procedures for equipment and PPE • OHS policies and procedures • personnel practices and guidelines • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • records and information systems and processes • training (induction and refresher) materials • work site access security clearance procedures.

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Pests may include:	• any pest of commercial significance in an urban environment.
Clients may include:	• bodies corporate • building supervisors • companies or organisations • environmental health officers • executive housekeepers • maintenance managers • owners • persons in control of work processes • property agents or managers • tenants.
Equipment may include:	• brooms • bulk liquid tanks, pumps, hoses and fixtures • bunding materials • cameras • dishes or bowls • drills • dusters • electrical extension leads • elevated work platforms • equipment decontamination materials • first aid kits • flexible lights • flushing agents • generators • hoses • injectors • knives • ladders • ladder racks • lockable chemical and equipment storage • magnifying glasses • measuring jugs • mirrors • personal protective clothing and equipment • probes • safety harnesses • sand and other absorbent materials • screwdrivers • sharps containers • shovels and rakes

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	• sound, moisture and movement detectors • sounding instruments • specimen bottles • spray equipment • torches • trays • waste disposal containers • water supply access facilities fitted with suitable backflow prevention devices.

Materials may include:	• building components
	• chemicals, including:
	  • cleaning products
	  • flammable products
	  • pesticides
	  • registered agricultural and veterinary (AGVET) products
	• physical barriers
	• sealing components.

Manufacturer specifications may include:	• emergency response resources
	• equipment operating manuals
	• government publications
	• instructional guides
	• material safety data sheets (MSDS)
	• other resources supplied by manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, such as:
	  • anti-discrimination and diversity
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection legislation
	  • dangerous goods Acts and regulations

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	• declared pest (plant and animal) reporting • environmental protection issues • equal employment opportunity • freedom of information • industrial relations • motor and commercial vehicle transportation • motor licence and endorsement regulations • OHS Acts and regulations • privacy • public health • trade practices • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• animal management or control procedures
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for contact with toxic substances, such as:
	  • splashes in eye or on skin
	  • inhalation
	  • ingestion
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• industry advisory standards
	• information provided by national registration authority for chemical approval and state government authorities, such as:
	  • agriculture
	  • environment protection
	  • health
	  • primary industry
	• injury and dangerous occurrence reporting
	• national and industry codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses

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	• risk assessments • safe operating practices and procedures • safe work instructions • safe work method statements • routes of entry and potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of MSDS and hazardous substance information, such as long latency periods • safety, induction and refresher training • selection and use of PPE and clothing appropriate to hazard • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals • withholding periods and spray drift.
Vehicles may be either two or four-wheel drive and include:	• all terrain vehicles (ATV) • equipment trailers • light trucks and vans • panel vans • tray utilities.
Personal protective equipment may include:	• air-line and self-contained respirators • breathing respirators: • full-face • half-face • chemical-impervious gloves • chemical-resistant aprons • communication equipment • contaminated clothing bags • cradles • drinking fluids • dust masks • eye protection, such as: • safety glasses • goggles • eyewashes and showers • face shields (splash-proof) • first aid kits appropriate to tasks and locations • hair nets • hard hats • high-visibility vests or clothing

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	• long pants • noise protection • non-slip safety shoes or boots • overalls, coveralls or other chemical protective clothing • prodding or probing sticks and rods • safety harnesses • soap and towel • sunscreen • tongs • torches • washable sun hats • wet-work protective clothing.
Suitability criteria may include:	• compliance with regulatory or legislative requirements • containment of chemicals • durability in normal working conditions • ease of cleaning • ease of use • maintenance costs • repair costs • safety • spray equipment application rates.
Estimation may be based on:	• maintenance records • manufacturer specifications • previous experience • usage patterns.
Chemicals may include:	• cleaning products • flammable products • pesticides • registered AGVET products.
Suppliers may include:	• distributors • manufacturers • retail outlets.

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Unit Sector(s)

Pest management

Custom Content Section

Not applicable.

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CPPPMT3029A Plan and schedule pest management operations

Modification History

Revised unit

Unit updated and equivalent to PRMPM29B Plan and schedule pest management operations

Unit Descriptor

This unit of competency specifies the outcomes required to plan and schedule all types of pest management operations, including rescheduling when circumstances change. The unit requires the ability to assess the workload implications of current work orders, including amount and type of work required; and then, using this knowledge, to schedule work in a logical and organised manner. A comprehensive understanding of the pest management services and treatments being offered is required.

Application of the Unit

This unit of competency supports pest management technicians responsible for creating the physical conditions necessary to manage the pest environment. The unit applies to the presence or activities of non-timber pests that impact on the health, safety or amenity of persons or environments and can be applied to domestic, commercial or industrial premises.

Licensing/Regulatory Information

This unit may be an essential requirement for a pest management licence. The full requirements for different licences may vary in different states and territories.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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unit of competency.	and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess requirements of current work orders.	1.1	***Work orders*** are identified for specified ***schedule period*** according to ***company requirements***.
		1.2	Geographic locations of work orders are identified according to company requirements.
		1.3	Work orders are reviewed to assess types of pest management services delivered according to company requirements.
		1.4	Time requirements are estimated for each work order by comparison with records of similar work orders and according to company requirements.
2	Prepare work schedule.	2.1	***Schedule*** of work orders is prepared to maximise company productivity, achieve business targets, and meet ***client*** expectations according to company, ***legislative*** and ***occupational health and safety (OHS) requirements***.
		2.2	Schedule is prepared to minimise travel and staff downtime according to OHS and company requirements.
		2.3	Treatment time is planned to minimise disruption and discomfort to clients and ***personnel*** at ***work site*** according to legislative, OHS and company requirements.
		2.4	Provision is made in schedule for weather and other variables when planning treatments.
		2.5	Work orders are scheduled with reference to staff skills, preferences and licences and according to legislative and company requirements.
		2.6	Emergency and priority work orders are scheduled according to company requirements.

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3	Monitor and adjust work schedule.	3.1	Clients are advised promptly, according to company requirements, when adjustments to the schedule affect timing of work order.
		3.2	Reasons for changes to schedules are recorded according to company requirements to assist future planning.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills for:
  - keeping clients informed of scheduling
  - negotiating scheduling changes
- language, literacy and numeracy skills for:
  - communicating clearly and concisely verbally and in writing
  - estimating time to complete work orders and to travel between locations
  - calculating work order times and travel times
  - requesting advice or further information
  - seeking and receiving feedback
  - sourcing, organising and recording information
- planning and organising work, including:

accurately estimating timeframes

  - scheduling efficiently
  - time management
- problem-solving and contingency management skills to reschedule work
- self-management skills to work alone and in a team

Required knowledge

- company management structure and reporting procedures, including:
  - OHS procedures
  - reporting procedures
- contingency factors that may affect pest management operation schedules
- legislation, regulations, codes of practice and industry advisory standards that apply to pest management operations, including OHS legislation
- local conditions and travel routes
- relevant software programs
- scheduling methods

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- time requirements to perform each of the pest management services
- types of pest management services offered
- work order specifications

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by reviewing an actual work schedule prepared under normal industry operating conditions, or if this is not practicable, in a realistic simulated work environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • assess and prioritise work order requirements • allocate work to appropriately trained staff • negotiate rescheduling in the case of contingencies • schedule work orders efficiently • comply with company, legislative and regulatory requirements for pest management operations.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • relevant databases and information sources, including industry and company time allocations • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning

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	knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPPMT3019A Organise and monitor pest management operations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work orders may include:	• access to work site, including:
	  • timing of access
	  • access and egress points
	• budget allocations
	• completion times and dates
	• dress and presentation requirements
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements – equipment and materials
	• specific client requirements, such as:
	  • noise control
	  • relationships with other customer activities
	  • sensitivity of occupants to pests or management
	• use of signage and barriers

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	• work schedules • work site contact persons.
Schedule period may include:	• annual • daily • monthly • weekly.
Company requirements may include:	• access and equity policy, principles and practice • business and performance plans • client communication procedures • client confidentiality procedures • client service standards • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures • defined resource parameters • dress and presentation requirements • duty of care, code of conduct and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • establishing operator identity with client • internal communication channels and reporting procedures • maintenance procedures for equipment and PPE • OHS policies and procedures • personnel practices and guidelines • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • records and information systems and processes • training (induction and refresher) materials • work site access security clearance procedures.
Schedule may include:	• charts and wall-mounted planning boards • electronic or paper-based • to-do lists • work diaries.
Client may include:	• bodies corporate • building supervisors • companies or organisations • environmental health officers • executive housekeepers • maintenance managers • owners

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	• persons in control of work processes • property agents or managers • tenants.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	  • industry advisory standards and codes, such as:
	  • building codes
	• dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations that affect company operation, such as:
	  • anti-discrimination and diversity
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection legislation
	  • dangerous goods Acts and regulations
	  • declared pest (plant and animal) reporting
	  • environmental protection issues
	  • equal employment opportunity
	  • freedom of information
	  • industrial relations
	  • motor and commercial vehicle transportation
	  • motor licence and endorsement regulations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may include:	• allergic reactions, such as contact dermatitis
	• animal management or control procedures
	• communication devices for isolated or remote locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for contact with toxic substances, such as:
	  • splashes in eye or on skin
	  • inhalation

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	• ingestion • hazard identification and risk assessment mechanisms • health surveillance and monitoring, such as regular blood testing • hierarchy of hazard control procedures • industry advisory standards • information provided by national registration authority for chemical approval and state government authorities, such as: • agriculture • environmental protection • health and primary industry • injury and dangerous occurrence reporting • national and industry codes of practice • OHS control procedures, such as: • health and safety plans • job plans • job safety analyses • risk assessments • safe operating practices or procedures • safe work instructions • safe work method statements • routes of entry and potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of material safety data sheets (MSDS) and hazardous substance information, such as long latency periods • safety, induction and refresher training • selection and use of PPE and clothing appropriate to hazard • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals • withholding periods and spray drift.
Personnel may include:	• clients' staff • colleagues • site visitors, including bystanders • venue, facility, building or shopping centre staff or management.

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Work site may include:	• building surroundings • buildings • domestic, commercial or industrial premises.

Unit Sector(s)

Pest management

Custom Content Section

Not applicable.

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CPPPMT3042A Install physical termite barriers

Modification History

Revised unit

Unit updated and equivalent to PRMPM42A Install physical termite barriers

Unit Descriptor

This unit of competency specifies the outcomes required to install physical termite barriers, including barriers that combine physical and chemical characteristics. The unit requires the ability to assess techniques and methods of construction, as well as techniques required to prevent termites gaining concealed access to a completed construction. It requires a thorough understanding of client requirements, and the application of company information in order to perform the task. The selection of appropriate equipment, materials and methods is essential for performing the task safely and efficiently. These work functions would be carried out according to company guidelines and statutory requirements.

Application of the Unit

This unit of competency supports pest management technicians responsible for the application of physical termite barriers in both pre- and post-construction stages, in domestic, commercial and industrial buildings.

Licensing/Regulatory Information

This unit may be an essential requirement for a timber pest work licence. The full requirements for different licences may vary in different states and territories.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Plan for construction process.	1.1	***Installation*** requirements for termite barrier are identified from ***work order***, drawings and supervisor's instructions.
		1.2	Work site plan is reviewed and installation specification is selected to prevent concealed termite access according to work order and ***legislative, occupational health and safety (OHS)*** and ***company requirements***.
		1.3	***Client*** is advised of installation procedure according to work order and company requirements.
		1.4	Quality assurance requirements are recognised and adhered to according to company requirements.
		1.5	***Materials*** are selected and located in readiness for installation according to ***manufacturer specifications*** and OHS and company requirements.
		1.6	***Equipment and tools*** consistent with installation requirements are selected, serviceability is checked, and faults are reported to ***appropriate persons*** according to manufacturer specifications and OHS and company requirements.
2	Access and assess site.	2.1	***Work site*** is accessed according to client and company requirements.
		2.2	Installation method is reviewed according to work order and company requirements, and issues are clarified with appropriate persons.
		2.3	***Previous trades work*** is checked for possible effect on proposed installation of ***termite barrier*** according to company requirements.
		2.4	Work site is assessed for access and safety issues according to legislative, OHS and company

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			requirements.
3	Prepare site for installation.	3.1	***Hazards*** are identified and risks controlled at the work site according to company, legislative, OHS and ***public health and safety*** requirements.
		3.2	Usage pattern of work site is determined to ensure safety of ***personnel*** and efficient use of equipment and tools.
		3.3	Factors affecting completion of work order are identified and appropriate persons promptly advised.
4	Prepare equipment.	4.1	Suitable ***personal protective equipment*** (PPE) is selected and used according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Equipment and tools are selected and operational effectiveness is checked according to manufacturer specifications and legislative, OHS and company requirements.
		4.3	Equipment and tools are set up according to manufacturer specifications and legislative, OHS and company requirements.
		4.4	Equipment and tools are adjusted according to manufacturer specifications to suit operator's requirements.
5	Install physical barrier.	5.1	Termite barrier is installed to concealed ***termite access points*** according to work order, manufacturer specifications and company requirements.
		5.2	Installation of termite barrier is checked according to company requirements.
		5.3	Work is conducted using safe operating practices according to manufacturer specifications and environmental, legislative, OHS and company requirements.

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6	Restore work site and complete documentation.	6.1	Equipment, tools and ***waste*** are collected and removed according to work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		6.2	Work site is restored according to work order, client requests and company requirements.
		6.3	Equipment, tools and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.4	Equipment, tools and PPE are safety checked and required maintenance is recorded according to manufacturer specifications and OHS and company requirements.
		6.5	Cleaned equipment, tools and PPE are stored according to company requirements.
		6.6	Collected waste is disposed of according to work order, manufacturer specifications and environmental, legislative, OHS and company requirements.
		6.7	***Client records*** are updated and ***regulatory and company documentation*** is completed and distributed according to legislative and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- skills to work safely when:
  - identifying hazards and controlling risks
  - manual handling

customer service skills to:

establish rapport with clients

gain clients' trust

perceive and respond to clients' attitudes to pest problems

- language, literacy and numeracy skills for:

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communicating clearly and concisely verbally and in writing

- performing mathematical calculations required to measure length, area and volume
- reading and interpreting directions and safety instructions, including:
  - equipment manuals
  - material safety data sheets (MSDS)
  - labels
- requesting advice or further information
- seeking and receiving feedback
- sourcing, organising and recording information
- planning and organising work, including:

accurately estimating timeframes

- attending to detail in observing work site conditions
- scheduling efficiently
- self-management skills to work alone and in a team

Required knowledge

- legislation, regulations, codes of practice and industry advisory standards that apply to the installation of physical termite barriers, including:
  - OHS legislation
  - relevant Australian standards
  - relevant licence requirements
- company management structure and procedures, including:
  - emergency response procedures
  - manual-handling techniques
  - OHS procedures
  - reporting channels
- construction methods and materials, such as:
  - concrete slabs
  - footings
  - wall frame materials
- hazardous substances in the workplace
- installation equipment
- product knowledge, including manufacturer specifications for equipment and products being used
- subterranean termite ecology as related to termite barrier installation
- work order specifications

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration in the field and by reviewing the outcome of at least two complete termite barrier installations under normal industry operating conditions, or if this is not practicable, in a simulated work environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.
	In particular the person should demonstrate the ability to:
	• carry out correct procedures prior to and during installation of physical termite barrier
	• communicate to support team and ensure safe and effective workplace operations
	• comply with:
	  • company policies and procedures, including quality assurance
	  • legislative and regulatory requirements
	  • product installation specifications
	• identify hazards and risks associated with the installation
	• safely and effectively use hand and power tools, plant and equipment
	• achieve outcomes in relation to work order.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue • suitable equipment and materials • PPE • equipment operating manuals and MSDS • company procedures and manufacturer specifications and MSDS • plain English version of relevant statutes and procedures • relevant databases and information • assessment instruments, including personal planner and assessment record book.

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Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPPMT3002A Assess pest management options • CPPPMT3005A Modify environment to manage pests • CPPPMT3007A Implement pest management plans • CPPPMT3043A Prepare and present pest management proposals.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Installation may include:	• identifiable areas that require protection • method of combining specifications and work order requirements • procedures from company training and reference manuals • specifications from company manuals • techniques conveyed during training courses.
Work order information	• access to work site, including:

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may include:	• timing of access • access and egress points • budget allocations • completion times and dates • dress and presentation requirements • job requirements and tasks • legislative and local government requirements • OHS requirements and emergency response procedures • requirements for working in isolated and remote locations • resource requirements – equipment and materials • specific client requirements of technician, such as: • noise control • relationships with other customer activities • sensitivity of occupants to pests or pest management • use of signage and barriers • work schedules • work site contact persons.
Legislative requirements may include:	• Australian standards, quality assurance and certification requirements • award and enterprise agreements • industry advisory standards and codes, such as: • building codes • dangerous goods codes • relevant commonwealth, state and territory legislation and local government regulations that affect company operation, such as: • anti-discrimination and diversity • chemical controls • consumer protection legislation • environmental protection issues • equal employment opportunity • freedom of information • industrial relations • installers' licence requirements • motor and commercial vehicle transportation • motor licence and endorsement regulations • OHS Acts and regulations • privacy • public health • trade practices • workplace consultative arrangements.

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Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• emergency procedures for contact with toxic substances, such as:
	  • splashes in eye or on skin
	  • inhalation
	  • ingestion
	• hazard identification and risk assessment mechanisms
	• hierarchy of hazard control procedures
	• industry advisory standards
	• information provided by national registration authority and state government authorities, such as:
	  • agriculture
	  • environment protection
	  • health
	  • primary industry
	• injury and dangerous occurrence reporting
	• national and industry codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe work instructions
	  • safe work method statements
	• safety, induction and refresher training
	• selection and use of PPE and clothing appropriate to hazard
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of epoxies or other bonding agents according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Company requirements may include:	• access and equity policy, principles and practice • business and performance plans • client communication procedures • client confidentiality procedures

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	• client service standards • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures • defined resource parameters • dress and presentation requirements • duty of care, code of conduct and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • establishing operator identity with client • internal communication channels and reporting procedures • maintenance procedures for equipment and PPE • OHS policies and procedures • personnel practices and guidelines • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • records and information systems and processes • training (induction and refresher) materials • work site access security clearance procedures.
Clients may include:	• architects • bodies corporate • builders • building supervisors • companies or organisations • developers • maintenance managers • owners • persons in control of work processes • property agents or managers • tenants.
Materials may include:	• adhesives • termite barrier components.

Manufacturer specifications may include:	• emergency response resources
	• equipment operating manuals
	• government publications
	• instructional guides
	• MSDS
	• other resources supplied by manufacturer, such as:
	  • laminated cards
	  • notices

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	• wall posters • product labels • safety instructions pre-printed on equipment.

Equipment and tools may include:	• adhesive applicators
	• angle grinders
	• bolsters
	• brushes and brooms
	• drills:
	  • power
	  • rechargeable
	• generators
	• hammers
	• hoses
	• knives
	• measuring tapes or rules
	• power leads
	• rollers
	• safety switch equipment
	• screwdrivers
	• sheet metal or utility cutters or snips
	• shovels.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work site • supervisors.
Work sites may include:	• buildings • commercial construction areas • domestic construction areas • industrial construction areas • vacant land prepared for construction.
Previous trades work may include:	• blocklaying • bricklaying • carpentry • concreting • electrical • plumbing.
Termite barrier may include:	• bonding materials that adhere proprietary products to substrate • proprietary products that provide a barrier at termite access point(s) • proprietary products used in combination that provide a

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	comprehensive barrier in line with regulatory requirements • visual barriers formed as a result of construction techniques, such as exposed concrete slab edges.

Hazards may include:	• allergic reactions to chemicals, pests or equipment, including latex allergies
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials and equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• mobile or vehicle hazards around plant and vehicles
	• moving and unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• release of substances with negative environmental impact
	• spills, splashes and sprays
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work environment temperature extremes
	• work in unfamiliar isolated or remote environments.

Public health and safety may affect:	• animals • clients' staff • company staff • customers • distributors • facility users • general public, including neighbours and bystanders • inspectors

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	• retailers • suppliers • trade and service providers.
Personnel may include:	• clients' staff • colleagues • site visitors, including bystanders • venue, facility, building or shopping centre staff and management.

Personal protective equipment may include:	• communication equipment
	• drinking fluids
	• dust masks
	• eye protection, such as:
	  • eyewashes and showers
	  • safety glasses
	• face shields
	• first aid kits appropriate to tasks and locations
	• gloves
	• hair nets
	• hard hats
	• long pants
	• noise protection
	• overalls, coveralls or other protective clothing
	• safety shoes or boots
	• safety harnesses
	• soap and towels
	• sunscreen
	• washable sun hats.

Termite access points may include:	• concrete shrinkage joints around slab penetrations • construction joints • perimeter cavities • piers and sub-floor walls in suspended floor construction • retainer walls.
Waste may be solid or liquid and include:	• contaminated or hazardous biological waste • used containers • used or contaminated PPE.
Environmental requirements may include:	• clean up, containment or isolation • company policies and guidelines • hazardous materials handling • regulations, by-laws and guidelines of environmental protection agencies and government departments, such as: • agriculture

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	• emergency services • national parks and wildlife.

Client records may be a computer or manual file and include:	• contact details
	• customer files and databases
	• details of previous:
	  • installations
	  • quotations
	• government orders
	• specific details about:
	  • site
	  • termite barrier installation.

Regulatory and company documentation may include:	• accident and incident reports • certificates and notices • customer files and databases • invoices and receipts • job sheets • logbooks • OHS control procedures and forms • risk assessments • work diaries.

Unit Sector(s)

Pest management

Custom Content Section

Not applicable.

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CPPPMT3043A Prepare and present pest management proposals

Modification History

Revised unit

Unit updated and equivalent to PRMPM43A Prepare and present a pest management submission including quotation

Unit Descriptor

This unit of competency specifies the outcomes required to prepare and present a pest management proposal to a client, detailing the pest management plan and an estimate for the cost of the proposed services. The unit requires the ability to work with the results of a pest management assessment, confirm the client's requirements, analyse the requirements of the pest management plan, calculate the costs of the service options, and provide the client with a submission detailing proposed service and benefits, costs and conditions. A comprehensive knowledge of the company's policies and procedures for developing submissions for pest management plans and costing services is essential.

Application of the Unit

This unit of competency supports pest management technicians responsible for preparing proposals, including costings, for management of pests and pest activity that impact on the health, safety or amenity of persons or environments in domestic, commercial or industrial premises.

Licensing/Regulatory Information

This unit may be an essential requirement for a pest management licence. The full requirements for different licences may vary in different states and territories.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Review client information.	1.1	***Work order*** is reviewed to determine ***client*** requirements according to ***company requirements***.
		1.2	**Client records are accessed for references to assessment documentation of pest management options and proposed pest management plan according to company requirements.**
		1.3	Pest management plan is confirmed to meet current client requirements according to company requirements.
2	Prepare pest management plan budget.	2.1	Product and costing information necessary for pest management plan is sourced, selected and interpreted according to company requirements.
		2.2	Costs of ***equipment*** and ***materials*** necessary for implementation of pest management plan are calculated according to company requirements.
		2.3	Relevant ***labour rates and conditions*** are accessed and used to prepare labour costs according to company and ***legislative requirements***.
		2.4	Budget for pest management plan is developed using equipment, materials and labour costings and includes taxes and profit margin according to company requirements.
		2.5	Calculations are checked and legible records of methods of calculations are kept according to company requirements.
		2.6	Principles of integrated pest management are incorporated into pest management plan according to

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			company requirements.
		2.7	Pest management plan that meets company, legislative, ***environmental*** and ***OHS requirements*** is finalised.
3	Prepare client proposal.	3.1	***Proposal*** is prepared in company format according to legislative and company requirements.
		3.2	***Cost estimate*** based on pest management plan budget is provided as part of proposal according to company requirements.
		3.3	Relevant ***supporting information*** is included in proposal according to company requirements.
4	Present proposal to client and initiate follow-up actions.	4.1	Client direction on preferred ***presentation method*** for receiving proposal is obtained according to company requirements.
		4.2	Proposal is presented to client in client-preferred format, using ***interpersonal skills and communication techniques*** and according to company requirements.
		4.3	Sufficient time is made available for client to review proposal and opportunities are provided for client to seek further information.
		4.4	Issues concerning proposal are negotiated with client according to company requirements.
		4.5	Proposal is revised after client negotiations according to company requirements.
		4.6	Acceptance by client of proposal is confirmed according to company requirements.
		4.7	Client records are updated with copy of proposal submission according to company guidelines.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- customer service skills to:

establish rapport with clients

gain clients' trust

perceive and respond to clients' attitudes to pest problems

- language, literacy and numeracy skills for:

communicating clearly and concisely verbally and in writing

  - estimating costs of materials
  - performing mathematical calculations required to:
    - determine costs
    - measure area and volume
  - preparing business correspondence
  - presenting information
- reading and interpreting directions and safety instructions, including:
    - equipment manuals
    - chemical labels
    - material safety data sheets (MSDS)
  - requesting advice or further information
  - seeking and receiving feedback
  - sourcing, organising and recording information
- negotiating skills to finalise pest management options with clients
- planning and organising work, including:

accurately estimating timeframes

  - scheduling efficiently
- interpersonal skills to relate to people from diverse backgrounds
- self-management skills to work alone and in a team

Required knowledge

- legislation, regulations, codes of practice and industry advisory standards that apply to pest management operations
- company management structure and procedures, including:
  - costing and pricing procedures
  - emergency response procedures
  - environment protection procedures
  - OHS procedures
  - procedures for preparing and documenting pest management proposals, including plans and quotations
- consumer and contract law
- product knowledge, including manufacturer specifications for equipment and products

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being used
- types of pests relevant to the area and their life cycles, habits and harbourages

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by reviewing the outcome of the preparation and presentation of at least one complete pest management proposal under normal industry operating conditions, or if this is not practicable, in a simulated work environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • analyse resource requirements of a pest management plan • calculate costs of service provision • demonstrate compliance with company, legislative and regulatory requirements when preparing pest management proposals • identify hazards and risks associated with pest management • prepare and present a pest management proposal • prepare an accurate quotation.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable venue • plain English version of relevant statutes and procedures • company policy documents and procedures for preparing and documenting quotations • relevant databases and information • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work

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	conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPPMT3002A Assess pest management options • CPPPMT3005A Modify environment to manage pests • CPPPMT3006A Apply pesticides to manage pests • CPPPMT3007A Implement pest management plans • CPPPMT3009A Advise clients on pest management options • CPPPMT3011A Conduct fumigation.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • timing of access
	  • access and egress points
	• budget allocations
	• completion times and dates
	• dress and presentation requirements
	• environment protection requirements
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures

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	• requirements for working in isolated and remote locations
	• resource requirements – equipment and materials
	• specific client requirements, such as:
	  • noise control
	  • relationships with other customer activities
	  • sensitivity of occupants to pests or pest management
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Clients may include:	• bodies corporate • building supervisors • companies or organisations • environmental health officers • executive housekeepers • maintenance managers • owners • persons in control of work processes • property agents or managers • tenants.
Company requirements may include:	• access and equity policy, principles and practice • business and performance plans • client communication procedures • client confidentiality procedures • client service standards • company goals, objectives, plans, systems and processes • company issued identification badge, card or pass • company policies and procedures • defined resource parameters • dress and presentation requirements • duty of care, code of conduct and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environment protection policies and procedures • establishing operator identity with client • internal communication channels and reporting procedures • OHS policies and procedures • personnel practices and guidelines • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • records and information systems and processes.

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Client records may be a computer or manual file and include:	• contact details
	• customer files and databases
	• details of previous:
	  • assessments
	  • quotations
	  • service provision
	• logbooks
	• pest management plans
	• reports
	• specific details about:
	  • work site
	  • nature of pest problem
	• use of contractors.

Assessment documentation may include:	• company activity records • detailed submissions or quotations • photographs • written reports.
Pest management options may include:	• biological controls • chemical and physical barrier treatments • cultural controls • environmental controls • management controls.
Pest management plan may include:	• advice on health, safety, environmental and other legislative matters • advice on pest prevention strategies • chemical application methods • details of pest and pest activity • follow-up pest management advice, monitoring and call-back schedule • pest management method options • types and quantities of chemicals to be used.
Equipment may include:	• brooms • bunding materials • cameras • dishes or bowls • drills • dusters • electrical extension leads • elevated work platforms • equipment decontamination materials • flexible lights

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	• flushing agents • generators • hoses • injectors • knives • ladders • magnifying glasses • measuring jugs • mirrors • probes • safety harnesses • sand and other absorbent materials • screwdrivers • shovels and rakes • sound, moisture and movement detectors • sounding instruments • specimen bottles • spray equipment • torches • trays • waste disposal containers.

Materials may include:	• building components
	• chemicals, including:
	  • cleaning products
	  • flammable products
	  • pesticides
	  • registered agricultural and veterinary (AGVET) products
	• physical barriers
	• sealing components.

Labour rates and conditions:	• are established under the provisions of industrial relations legislation
	• may be found in:
	  • enterprise agreements
	  • industry awards and agreements.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local

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	government regulations that affect company operation, such as: • anti-discrimination and diversity • chemical controls • chemical registers and manifests • consumer protection legislation • dangerous goods Acts and regulations • declared pest (plant and animal) reporting • environmental protection issues • equal employment opportunity • freedom of information • industrial relations • motor and commercial vehicle transportation • motor licence and endorsement regulations • OHS Acts and regulations • privacy • public health • trade practices • workplace consultative arrangements.
Environmental requirements may include:	• clean up, containment or isolation • company policies and guidelines • emergency chemical spill control measures • hazardous materials handling • regulations, by-laws and guidelines of environmental protection agencies and government departments, such as: • agriculture • emergency services • national parks and wildlife.
Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis • animal management and control procedures • communication devices for remote and isolated locations, such as: • mobile phone • two-way radio • dermatoxicological control and prevention measures • emergency procedures for contact with toxic substances, such as: • splashes in eye or on skin • inhalation • ingestion • hazard identification and risk assessment mechanisms

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	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• industry advisory standards
	• information provided by national registration authority for chemical approval and state government authorities, such as:
	  • agriculture
	  • environment protection
	  • health
	  • primary industry
	• injury and dangerous occurrence reporting
	• national and industry codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe work instructions
	  • safe work method statements
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety, induction and refresher training
	• selection and use of PPE and clothing appropriate to hazard
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals
	• withholding periods and spray drift.

Proposal may be prepared by a consultant, manager, small business owner or supervisor and include:	• benefits and rationale of selected methods • conditions and limitations • description of client requirements • evidence of pest activity and location • maintenance programs • pest management methods • pest management plan

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	• quotation on cost of services • response to tenders • warranties or guarantees.
Cost estimates are written and may include:	• acceptance of offer provisions • company identification information • costs • description of pest problem • liability terms and conditions • limitations of treatment • proposed management method • results of inspection • terms of trade • warranty or guarantee.
Supporting information may include:	• accounting procedures • auditing procedures • formal assessment documents • impact statements • inspection reports • insurances • licences held by staff and company • pest management methods proposed • product or chemical data sheets • professional indemnity insurance • public liability insurance • quality assurance certification • reference sites • reporting systems • training systems • vehicle details • workers compensation.
Presentation methods may include:	• formal meeting involving a structured presentation of proposal to individual or group • formal meeting to discuss proposal • informal meeting to deliver proposal with a limited likelihood of detailed discussion on proposal content • posting, faxing or emailing proposal to client.

Interpersonal skills and communication techniques may include:	• active listening
	• language:
	  • accurate, articulate and concise
	  • verbal or non-verbal
	• presenting options and consequences in a sensitive manner

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	• providing an opportunity for clients to confirm their request
	• questioning to clarify and confirm client's understanding
	• seeking feedback from client to confirm understanding of needs
	• summarising and paraphrasing to check understanding of client's message
	• using effective presentation aids, such as:
	  • audiovisual technologies
	  • diagrams
	  • photos
	• using appropriate body language.

Unit Sector(s)

Pest management

Custom Content Section

Not applicable.

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CPPSEC1001A Identify and report security risk situations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to be aware of and report situations in the work environment which may pose a security risk. It requires knowledge and understanding of the types of potential security risks related to the work environment, methods for reporting such risks and a basic understanding of legislation which may relate to the identified risk situations.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of work roles in the security industry or in a security environment (such as an airport). Competency requires the attainment of knowledge and understanding of potential security risk situations under supervision.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify legislative and organisational requirements.	1.1 Basic ***legislative*** and ***organisational requirements*** relevant to security in own work environment are identified and explained. 1.2 ***Duty of care requirements*** are identified and explained. 1.3 Own level of authority, role and responsibilities are identified and explained. 1.4 Role of ***designated personnel*** for security response is identified and explained. 1.5 ***Occupational Health and Safety*** (***OHS***) ***requirements*** are identified and explained.
2 Identify security risks.	2.1 Potential ***security risks*** relevant to own work environment are identified and explained. 2.2 ***General procedures for monitoring*** security of the work environment are identified and explained. 2.3 Emergency and evacuation procedures are identified and explained. 2.4 Procedures for first aid response are identified and explained.
3 Identify security risk reporting processes.	3.1 Organisational ***procedures for reporting*** security risks are identified and explained. 3.2 Chain of command of designated personnel is identified and explained. 3.3 ***Communication channels*** and ***modes*** are identified and explained. 3.4 ***Communication equipment*** appropriate to the purpose is identified and explained.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- comprehension skills to:
  - explain the basic security legislative requirements which will be applicable to own work environment and role
  - explain the range of potential security risks relevant to own work environment
  - explain general procedures for monitoring security in the work environment
  - explain the general methods for observing potential risks and incidents
  - explain the chain of command and communication channels
  - explain procedures for reporting identified security risks and incidents.
- communication and interpersonal skills to:
  - ask effective questions
  - clarify security procedures
  - give accurate verbal or written descriptions of risks or incidents
  - interpret selected pictorial, graphical and written signs and instructions
  - relay information to others.

Required knowledge

- applicable commonwealth, state or territory legislation relevant to own work environment and role
- applicable OHS requirements
- communication chain of command
- communication modes and equipment relevant to the workplace
- duty of care requirements of self and others
- general methods for observing incidents and monitoring risks within the work environment
- general procedures for emergency, evacuation and first aid response
- general procedures for reporting identified security risks
- guidelines for use of force
- information contained in, and types of personal identification (ID) cards
- own responsibilities to comply with safe working practices
- potential security risk situations relevant to own work environment
- role of designated personnel for security response
- signs or indications that items (eg cargo, goods, packages, baggage) have been left

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REQUIRED SKILLS AND KNOWLEDGE

unattended or tampered with.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of understanding and knowledge of the following:

- applicable legislative, organisational and OHS requirements relevant to security of the work environment including duty of care requirements, and own role, responsibilities and level of authority
- the range of potential security risks relating to the work environment and general procedures for monitoring the environment
- general procedures for emergency, evacuation and first aid response
- procedures for reporting identified security risks to designated personnel including appropriate communication equipment and modes.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- work schedules, organisational policies and duty statements
- assessment instruments including personal planner and assessment record book
- access to a registered provider of assessment services.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the

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provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- applicable Crimes Acts and Codes
- Australian standards, quality assurance and certification requirements
- Aviation and Maritime Transport Acts and Regulations
- award and enterprise agreements
- general 'duty of care' responsibilities
- powers and procedures for effecting an arrest
- privacy
- relevant commonwealth, state and territory legislation which affect organisational operation:
  - anti-discrimination and diversity
  - equal employment opportunity
  - industrial relations

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	• OHS • relevant industry codes of practice • security licensing or certification • use of force.
Organisational requirements may relate to:	• access and equity policy, principles and practice • client service standards • code of conduct • code of ethics • communication channels and reporting procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs • organisational goals, objectives, plans, systems and processes • policies and procedures relating to own role, responsibility and delegation • reporting systems, procedures and processes • security licensing.
Duty of care requirements:	• may relate to own responsibilities to comply with safe working practices including activities which require licences or certificates of competency • relate to the legal responsibility under "duty of care" to do everything reasonably practicable to protect others from harm.
***Designated personnel* may include**:	• emergency services (eg police, ambulance, fire brigade, emergency rescue) • first aid officer • OHS representatives • security personnel • supervisor.
Occupational Health and Safety* (*OHS*) *requirements may relate to:	• controlling and minimising risks • correct manual handling including shifting, lifting and carrying • first aid • identifying and reporting hazards and risks • knowledge of emergency and evacuation procedures • transporting and storing cash, people, property and dangerous goods • using and maintaining equipment • using and maintaining personal protection equipment • using and storing hazardous materials and substances.
***Security risks* may**	• biological hazards

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include:	• chemical spills • electrical faults • explosives • injury to personnel • noise, light, heat, smoke • packages, goods, baggage or cargo left unattended or tampered with • persons carrying weapons • persons causing a public nuisance • persons demonstrating suspicious behaviour • persons suffering from emotional or physical distress • persons under the influence of intoxicating substances • persons with criminal intent • persons, vehicles and equipment in unsuitable locations • suspicious packages or substances • terrorism • unattended vehicles in areas not designated for parking • violence or physical threats.
***General procedures for monitoring* may include**:	• following designated organisational procedures • maintaining vigilance and awareness of security while at work to promptly recognise risks or incidents • observing individual, group and crowd behaviour • recording details of observed risk situations.
***Procedures for reporting* security risks may include**:	• completing documentation such as logs, journals and activity reports • completing police reports • completing written and computer reports • contacting designated personnel • recording security risk and incident details • requesting security assistance.
***Communication channels* may include**:	• direct line supervision paths • formal communication pathways • lateral supervision paths • organisational networks.
***Communication modes* may include**:	• alarms • call codes and signs • electronic communication • hand signals • verbal communication • written communication.
***Communication equipment* may**	• megaphone • mobile telephone

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include:

- public address system
- telephone
- two-way radio.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC1002A Apply retail security procedures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to be aware of and report potential security risk situations in a retail environment. It requires knowledge and understanding of the range of potential security risks relevant to a retail environment, the types of suspicious customer behaviour, methods for reporting such risks and a basic understanding of legislation which may relate to the identified risk situations.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of work roles in the security industry (such as a department store). Competency requires the attainment of knowledge and understanding of potential security risk situations under supervision.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify legislative and organisational requirements.	1.1 Basic ***legislative*** and ***organisational requirements*** relevant to security in a retail environment are identified and explained. 1.2 Organisational ***security procedures*** are identified and explained. 1.3 ***Duty of care requirements*** are identified and explained. 1.4 Own level of authority, role and responsibilities are identified and explained. 1.5 Role of ***designated personnel*** for security response is identified and explained 1.6 ***Occupational Health and Safety*** (***OHS***) ***requirements*** are identified and explained.
2 Identify security risks in a retail environment.	2.1 Potential ***security risks*** relevant to a retail environment are identified and explained. 2.2 ***General procedures for monitoring*** security of a retail environment are identified and explained. 2.3 Factors which increase security risk are identified and explained. 2.4 Types and purpose of ***security equipment*** are identified and explained. 2.5 Emergency and evacuation procedures are identified and explained. 2.6 Procedures for first aid response are identified and explained.
3 Identify retail security risk	3.1 Organisational ***procedures for reporting*** security risks in a retail environment are identified and explained.

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ELEMENT	PERFORMANCE CRITERIA
reporting processes.	3.2 Chain of command of designated personnel is identified and explained. 3.3 ***Communication channels*** and ***modes*** are identified and explained. 3.4 ***Communication equipment*** appropriate to the purpose is identified and explained.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- comprehension skills to:
  - explain the basic security legislative requirements which will be applicable to own work environment and role
  - explain the range of potential security risks or incidents relevant to a retail environment
  - explain general procedures for monitoring security in a retail environment
  - explain the general methods for observing potential security risks or suspicious customer behaviour
  - explain the chain of command and communication channels
  - explain security equipment, systems and procedures in accordance with organisational policy
  - explain organisational detection and apprehension procedures
  - explain the types of suspect customer behaviour
  - explain procedures for reporting identified security risks or incidents in a retail environment
- communication and interpersonal skills to:
  - ask effective questions
  - clarify security procedures
  - give accurate verbal or written descriptions of security risks or incidents
  - interpret selected pictorial, graphical and written signs and instructions
  - relay information to others.

Required knowledge

- applicable commonwealth, state or territory legislation relevant to own work environment and role

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REQUIRED SKILLS AND KNOWLEDGE

- applicable OHS requirements
- communication chain of command
- communication modes and security equipment and systems relevant to own work environment
- duty of care requirements of self and others
- general methods for observing incidents and monitoring risks within a retail environment
- general procedures for emergency, evacuation and first aid response
- general procedures for reporting identified security risks or suspicious customer behaviour
- guidelines for use of force
- organisational procedures for responding to security alarms
- own responsibilities to comply with safe working practices
- potential security risk situations relevant to a retail environment
- role of designated personnel for security response
- signs or indications that items (eg cargo, goods, packages, baggage) have been left unattended or tampered with
- surveillance techniques.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of understanding and knowledge of the following:

- applicable legislative, organisational and OHS requirements relevant to security of a retail environment including duty of care requirements, and own role, responsibilities and level of authority
- applicable organisational policies and procedures and industry codes of practice relevant to security and theft prevention in a range of contexts and situations
- general procedures for emergency, evacuation and first aid response
- general procedures for monitoring a retail environment
- general procedures for reporting identified retail security risks

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or suspicious customer behaviour to designated personnel including appropriate communication equipment and modes
- the range of potential security risks relating to a retail environment.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- work schedules, organisational policies and duty statements
- assessment instruments including personal planner and assessment record book
- access to a registered provider of assessment services.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- applicable Crimes Acts and Codes
- Australian standards, quality assurance and certification requirements
- Aviation and Maritime Transport Acts and Regulations
- award and enterprise agreements
- consumer law
- general 'duty of care' responsibilities
- privacy and confidentiality
- relevant commonwealth, state and territory legislation which affect organisational operation:
  - anti-discrimination and diversity
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- security licensing or certification
- Trade Practices and Fair Trading Acts.

Organisational requirements may relate to:

- access and equity policy, principles and practice
- client service standards
- code of conduct
- code of ethics
- communication channels and reporting procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- security licensing
- OHS policies, procedures and programs
- organisational goals, objectives, plans, systems and processes
- policies and procedures relating to own role, responsibility and delegation
- reporting systems, procedures and processes.

Security procedures may relate to:

- armed hold-up
- cash and credit cards
- customers eg bag checking
- equipment eg alarms
- keys

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- premises
- records
- staff
- stock
- sales representatives, contractors or vendors
- surveillance.

Duty of care requirements:

- relate to the legal responsibility under "duty of care" to do everything reasonably practicable to protect others from harm
- may relate to own responsibilities to comply with safe working practices including activities which require licences or certificates of competency.

***Designated personnel* may include**:

- emergency services (eg police, ambulance, fire brigade, emergency rescue)
- first aid officer
- OHS representatives
- security personnel
- supervisor.

Occupational Health and Safety* (*OHS*) *requirements may relate to:

- controlling and minimising risks
- correct manual handling including shifting, lifting and carrying
- first aid
- identifying and reporting hazards and risks
- knowledge of emergency and evacuation procedures
- transporting and storing cash, people, property and dangerous goods
- using and maintaining equipment
- using and maintaining personal protection equipment
- using and storing hazardous materials and substances.

***Security risks* may include**:

- spills eg liquid, chemical
- injury to persons eg customers, sales representatives, contractors or vendors
- persons carrying weapons
- persons causing a public nuisance
- persons demonstrating suspicious behaviour
- persons under the influence of intoxicating substances
- persons with criminal intent
- terrorism
- theft
- unattended packages, goods, baggage or cargo
- unattended vehicles in areas not designated for parking
- vandalism
- violence or physical threats.

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***General procedures for monitoring* may include**:	• following designated organisational procedures • maintaining vigilance and awareness of security while at work to promptly recognise risks or incidents • observing individual or group behaviour • recording details of observed risk situations.
***Security equipment* may include**:	• alarms • dye tags • locked and secure areas • mirrors • surveillance equipment eg cameras, CCTV (Closed Circuit Television).
***Procedures for reporting* security risks may include**:	• completing documentation such as logs, journals and activity reports • completing police reports • completing written and computer reports • contacting designated personnel • recording security risk and incident details • requesting security assistance.
***Communication channels* may include**:	• direct line supervision paths • formal communication pathways • lateral supervision paths • organisational networks.
***Communication modes* may include**:	• alarms • call codes and signs • electronic communication • hand signals • verbal communication • written communication.
***Communication equipment* may include**:	• megaphone • mobile telephone • public address system • telephone • two-way radio.

Unit Sector(s)

Unit sector	Security

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Competency field

Competency field Operations

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CPPSEC1003A Apply security procedures for the responsible service of alcohol

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to apply appropriate security procedures for the responsible service of alcohol within a licensed environment. It requires the ability to identify and report potential breaches of the basic legal requirements relevant to the service of alcohol, in particular the licensing laws. Competency also requires a knowledge and understanding of the signs and effects of intoxication.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in a range of security work roles in a licensed venue. Competency requires the attainment of knowledge and understanding of procedures for applying security at a licensed venue.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify legislative and organisational requirements.	1.1 Basic ***legislative*** and ***organisational requirements*** relevant to the service of alcohol within a ***licensed venue*** are identified and explained. 1.2 ***Duty of care requirements*** are identified and explained. 1.3 Own level of authority, role and responsibilities are identified and explained. 1.4 Role of ***designated personnel*** is identified and explained. 1.5 ***Occupational Health and Safety*** (***OHS***) ***requirements*** are identified and explained.
2 Identify potential security risks at licensed venues.	2.1 Potential ***security risks*** relating to a licensed environment are identified and explained. 2.2 ***Procedures for monitoring security*** of licensed environment are identified and explained. 2.3 ***Signs and effects of intoxication*** are identified and explained. 2.4 ***Techniques*** to deal with ***adverse behaviour*** are identified and explained. 2.5 ***Appropriate actions for maintaining security*** and safety of self, others and licensed environment are identified and explained.
3 Identify reporting processes.	3.1 Organisational ***procedures for reporting*** security risks and ***incidents*** are identified and explained. 3.2 Chain of command of designated personnel is identified

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ELEMENT	PERFORMANCE CRITERIA
	and explained. 3.3 ***Communication channels*** and ***modes*** are identified and explained. 3.4 ***Communication equipment*** appropriate to the purpose is identified and explained.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- comprehension skills to:
  - explain the basic security legislative requirements which will be applicable to own work environment and role
  - explain the range of potential security risks relevant to a licensed venue
  - explain general procedures for controlling entry to a licensed venue
  - explain the general methods for observing potential risks and indications of adverse behaviour
  - explain the chain of command and communication channels
  - explain procedures for reporting identified security risks and incidents.
- communication and interpersonal skills to:
  - ask effective questions
  - clarify security procedures
  - give accurate verbal or written descriptions of risks or incidents
  - interpret selected pictorial, graphical and written signs and instructions
  - relay information to others.

Required knowledge

- applicable commonwealth, state or territory legislation relevant to providing security at licensed venues
- applicable legislation and codes of practice covering the responsible service of alcohol including provisions related to:
  - underage drinking
  - minors
  - undue intoxication
  - disorderly behaviour

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REQUIRED SKILLS AND KNOWLEDGE

- liquor license and responsibilities of the licensee
- refusing entry to premises
- removal of persons from premises.
- acceptable proof of age
- communication chain of command
- communication modes and equipment relevant to the workplace
- definition of a minor
- duty of care requirements of self and others
- effects of alcohol on emotional state, health and physical alertness of persons
- general procedures for emergency, evacuation and first aid response
- guidelines for use of force
- how alcohol can be sold (eg licence types).
- how to recognise illegal substances and dangerous items
- methods for assessing undue intoxication of persons
- procedures for maintaining an incident register
- procedures for removal of persons from premises and providing transportation options
- professional standards required for dealing with unduly intoxicated persons and adverse behaviour
- signs of intoxication
- time taken for effects of alcohol to be registered and factors which can influence this (eg gender, size, fitness, health, state of mind, rate of drinking, food and medication)
- types, strengths, alcohol percentages and standard size for alcoholic beverages
- when alcohol can be consumed (eg trading hours on licenses)
- who can consume alcohol (eg not minors).

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of understanding and knowledge of the following: • applicable legislation covering security in a licensed venue including requirements for the responsible service of alcohol, underage drinking and minors, responsibilities of the licensee,

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and requirements for refusing entry to and removal of persons from premises
- the range of potential security risks relating to a licensed venue and requirements for emergency, evacuation and first aid response
- signs of undue intoxication and disorderly behaviour, and appropriate responses
- procedures for reporting identified security risks and incidents including use of communication equipment and maintaining and incident register.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- work schedules, organisational policies and duty statements
- assessment instruments including personal planner and assessment record book
- access to a registered provider of assessment services.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- admittance to and removal of people from licensed premises
- applicable Crimes Acts or Codes
- Australian standards, quality assurance and certification requirements
- award and enterprise agreements
- general 'duty of care' responsibilities
- liquor act
- noise
- number of people in a licensed venue
- powers and procedures for effecting an arrest
- relevant Commonwealth, state and territory legislation which affect organisational operation:
  - anti-discrimination and diversity
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- security licensing or certification
- service of alcohol to underage people
- use of force.

Organisational requirements may relate to:

- access and equity policy, principles and practice
- client service standards
- code of conduct
- code of ethics
- communication channels and reporting procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- organisational goals, objectives, plans, systems and processes

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	• policies and procedures relating to own role, responsibility and delegation • reporting systems, procedures and processes • security licensing.
Licensed venue may be:	• public • private.
Duty of care requirements:	• relate to the legal responsibility under "duty of care" to do everything reasonably practicable to protect others from harm • may relate to own responsibilities to comply with safe working practices including activities which require licences or certificates of competency.
***Designated personnel* may include**:	• colleagues • emergency services (eg police, ambulance, fire brigade, emergency rescue) • first aid officer • security personnel • staff of the licensed premises • supervisor.
OHS requirements may include:	• controlling and minimising risks • correct manual handling including shifting, lifting and carrying • first aid • identifying and reporting hazards and risks • knowledge of emergency and evacuation procedures • transporting and storing dangerous goods • using and maintaining equipment • using and maintaining personal protection equipment • using and storing hazardous materials and substances.
***Security risks* may include**:	• dangerous items • noise, light, heat, smoke • persons carrying weapons • persons causing a public nuisance • persons demonstrating suspicious or adverse behaviour • persons suffering from emotional or physical distress • persons under the influence of intoxicating substances • persons with criminal intent • persons, vehicles and equipment in unsuitable locations • suspicious packages or substances • terrorism • violence or physical threats.
Procedures for	• early recognition of warning signs and intervention before

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	person is intoxicated
***monitoring security* may include**:	• following designated procedures for the organisation and licensed premises • maintaining awareness of noise levels and drink orders • maintaining constant observation to detect illegal substances or dangerous items • maintaining vigilance and awareness of security while at work • observing individual, group and crowd behaviour to promptly recognise signs of intoxication and adverse behaviour • providing a visible presence in licensed venues • recording details of observed risk situations • refusing entry to anyone who does not comply with entry requirements, proof of age and other authorisations.
***Signs and effects of intoxication* may relate to**:	• erratic drinking patterns (mixing drink types, drinking quickly, ordering more than one drink for the same person, ordering triple shots etc) • gender, size and weight of person • noise level • physical and emotional state of person • rapid or excessive consumption of alcohol • rate and method of alcohol consumption (eg shooters, jugs of spirits, laybacks etc).
***Techniques* may include**:	• avoiding aggressive, abusive or offensive actions • remaining firm and professional • use of professional judgement to discourage adverse behaviour before it escalates.
***Adverse behaviour* may be**:	• aggressive • anti-social • contrary to the venue licence • criminal • intoxication • noisy.
***Appropriate actions for maintaining security* may include**:	• apprehension of the person involved (with reasonable force if necessary) • assisting intoxicated persons to safely leave the premises • lawful removal from the venue (with reasonable force if necessary) • refusal of entry because of intoxication, dress code, known troublemakers, banned, under age, inability to pay entry fee • verbal warning.

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***Procedures for reporting* security risks may include**:	• completing documentation such as logs, journals and activity reports • completing police reports • completing written and computer reports • contacting designated personnel • maintaining an incident register • recording security risk and incident details • requesting security assistance.
***Incidents* may include**:	• accidents • emergencies • refused entry • use of aggression or violence • use of force • visits by authorities.
***Communication channels* may include**:	• direct line supervision paths • formal communication pathways • lateral supervision paths • organisational networks.
***Communication modes* may include**:	• alarms • call codes and signs • electronic communication • hand signals • verbal communication • written communication.
***Communication equipment* may include**:	• megaphone • mobile telephone • public address system • telephone • two-way radio.

Unit Sector(s)

Unit sector	Security

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Competency field

Competency field Operations

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CPPSEC1004A Apply health care security procedures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to apply appropriate security procedures in a health care environment. It requires the ability to identify and report potential risks to the security, health and welfare of self and others. Competency also requires a knowledge and understanding of the signs and behavioural effects of health issues.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in a range of security work roles in a health care environment. Competency requires the attainment of knowledge and understanding of procedures for applying security in a health care context.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify legislative and organisational requirements.	1.1 Basic ***legislative*** and ***organisational requirements*** relevant to maintaining security in a ***health care environment*** are identified and explained. 1.2 ***Duty of care requirements*** are identified and explained. 1.3 Own level of authority, role and responsibilities are identified and explained. 1.4 Role of ***designated personnel*** is identified and explained. 1.5 ***Occupational Health and Safety*** (***OHS***) ***requirements*** are identified and explained.
2 Identify potential health security risks.	2.1 Potential ***security risks*** relating to a health care environment are identified and explained. 2.2 ***Procedures for monitoring security*** of a health care environment are identified and explained. 2.3 ***Techniques*** to deal with ***behavioural problems*** are identified and explained. 2.4 Emergency and evacuation procedures are identified and explained. 2.5 ***Appropriate actions for maintaining security and safety*** of self, others and the health care environment are identified and explained.
3 Identify reporting processes.	3.1 Organisational ***procedures for reporting*** security risks and ***incidents*** are identified and explained. 3.2 Chain of command of designated personnel is identified and explained. 3.3 ***Communication channels*** and ***modes*** are identified and explained.

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ELEMENT	PERFORMANCE CRITERIA
	3.4 ***Communication equipment*** appropriate to the purpose is identified and explained.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- comprehension skills to:
  - explain the basic security legislative requirements which will be applicable to own work environment and role
  - explain the range of potential security risks relevant to a health care environment
  - explain the general differences between changed behaviour and potential security risks
  - explain the chain of command and communication channels
  - explain procedures for reporting identified security risks and incidents.
- communication and interpersonal skills to:
  - ask effective questions
  - clarify security procedures
  - give accurate verbal or written descriptions of risks or incidents
  - interpret selected pictorial, graphical and written signs and instructions
  - relay information to others.

Required knowledge

- applicable commonwealth, state or territory legislation relevant to own role and responsibilities
- applicable law, regulations and codes of practice relating to providing security in a health care environment
- applicable OHS requirements
- communication chain of command
- communication modes and equipment relevant to the workplace
- duty of care requirements of self and others
- common effects of security presence on behaviour of people with mental health issues
- general methods for observing incidents and monitoring risks within a heath care environment

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REQUIRED SKILLS AND KNOWLEDGE

- general procedures for emergency, evacuation and first aid response
- general procedures for reporting identified security risks
- guidelines for use of force
- how to identify changes in behaviour related to health issues such as mental illness, drug and alcohol abuse
- how to recognise dangerous items and substances
- nature of common health environment hazards such as disturbed persons, chemicals, bodily fluids and sharps
- own legal role and responsibilities with regard to applicable provisions of mental health legislation
- own responsibilities to comply with safe working practices
- role of designated personnel for security response
- techniques for maintaining goodwill and remaining professional when dealing with behavioural problems related to health issues such as mental illness, drug and alcohol abuse.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of understanding and knowledge of the following:

- applicable legislative, organisational and OHS requirements relevant to applying security in a health care environment including relevant mental health legislation
- own duty of care requirements, role, responsibilities and level of authority
- the range of potential security risks related to a health care environment, and appropriate techniques for responding to behavioural problems arising from persons with mental health issues
- general procedures for monitoring and maintaining security in a health care environment including requirements for emergency, evacuation and first aid response
- procedures for reporting identified security risks and incidents including use of communication equipment.

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Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to a suitable venue and equipment • access to plain English version of relevant statutes and procedures • work schedules, organisational policies and duty statements • assessment instruments including personal planner and assessment record book • access to a registered provider of assessment services. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency should be assessed using questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:	• applicable commonwealth, state or territory legislation which affects work such as Acts covering:
	  • children and young persons
	  • young offenders
	  • OHS
	  • privacy
	  • anti-discrimination
	  • mental health.
	• applicable Crimes Acts or Codes
	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• clients with mental health issues
	• general 'duty of care' responsibilities
	• powers and procedures for effecting an arrest
	• privacy
	• relevant industry codes of practice
	• security licensing or certification
	• use of force.

Organisational requirements may relate to:	• access and equity policy, principles and practice • client service standards • code of conduct • code of ethics • communication channels and reporting procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs • organisational goals, objectives, plans, systems and processes • policies and procedures relating to own role, responsibility and delegation • reporting systems, procedures and processes • security licensing.
Health care environment may be:	• public or private hospital • aged care facility • prison • mental health institution.
Duty of care requirements:	• relate to the legal responsibility under "duty of care" to do everything reasonably practicable to protect others from harm

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	• may relate to own responsibilities to comply with safe working practices including activities which require licences or certificates of competency.
***Designated personnel* may include**:	• colleagues • emergency services (eg police, ambulance, fire brigade, emergency rescue) • first aid officer • medical practitioners • nursing staff • OHS representatives • security personnel • supervisor.
OHS requirements may include:	• controlling and minimising risks • correct manual handling including shifting, lifting and carrying • first aid • identifying and reporting hazards and risks • knowledge of emergency and evacuation procedures • transporting and storing dangerous goods • using and maintaining equipment • using and maintaining personal protection equipment • using and storing hazardous materials and substances.
***Security risks* may include**:	• dangerous items • noise, light, heat, smoke • persons carrying weapons • persons causing a public nuisance • persons demonstrating suspicious or disturbed behaviour • persons suffering from emotional or physical distress • persons under the influence of intoxicating substances • persons with criminal intent • persons, vehicles and equipment in unsuitable locations • suspicious packages or substances • terrorism • violence or physical threats.
***Procedures for monitoring security* may include**:	• ensuring entry and exit to health care environment is only by people with valid authorisations • following designated organisational procedures • maintaining awareness to promptly recognise changes in behaviour and potential risks • maintaining constant observation to detect hazardous substances or dangerous items • maintaining vigilance and awareness of security while at work

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	• observing individual and group behaviour • providing a visible presence • recording details of observed risk situations.
***Techniques* may include**:	• avoiding acting aggressively, abusively or offensively • evasive self defence • remaining firm and professional • requesting assistance • use of communication and interpersonal skills to calm or pacify health clients • use of professional judgement to discourage aggressive or anti-social behaviour before it escalates.
***Behavioural problems* may relate to a person being**:	• aggressive • agitated • anti-social • disturbed • elated • emotional • fearful • hallucinatory • hyperactive • hysterical • impulsive or explosive • nervous or anxious • noisy • over-talkative or talking at a racing speed • paranoid • self-harming • threatening • violent.
***Appropriate actions for maintaining security and safety* may include**:	• apprehension or restraint of the person involved (with reasonable force if necessary) • control of tone of voice and body language • defusing the situation • provision of emergency first aid • seeking assistance or back-up • tactical withdrawal • use of language and concepts appropriate to cultural differences • use of positive, confident and cooperative language.
***Procedures for reporting* security risks may include**:	• completing documentation such as logs, journals and activity reports • completing police reports

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	• completing written and computer reports • contacting designated personnel • recording security risk and incident details • requesting security assistance.
***Incidents* may relate to**:	• accidents • attempted suicides • emergencies • self harm • situations requiring medical assistance • situations requiring use of force or restraint • situations resulting in harm, injury or damage to people or property.
***Communication channels* may include**:	• direct line supervision paths • formal communication pathways • lateral supervision paths • organisational networks.
***Communication modes* may include**:	• alarms • call codes and signs • electronic communication • hand signals • verbal communication • written communication.
***Communication equipment* may include**:	• megaphone • mobile telephone • public address system • telephone • two-way radio.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC1005A Apply critical infrastructure protection procedures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to understand the potential risk and associated risk events relevant to the security of national critical infrastructure and procedures. It requires a knowledge and understanding of reporting procedures and the specific personnel who have responsibility for responding to security threats and emergencies.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in security work roles across a wide range of industry sectors which cover essential services such as power, water, health services, communications systems and banking.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify legislative and organisational requirements.	1.1 Basic ***legislative*** and ***organisational requirements*** relevant to the security of ***critical infrastructure*** are identified and explained. 1.2 ***Duty of care requirements*** are identified and explained. 1.3 Own level of authority, role and responsibilities are identified and explained. 1.4 Role and responsibilities of ***designated personnel*** responsible for responding to security threats and emergencies are identified and explained. 1.5 ***Occupational Health and Safety*** (***OHS***) ***requirements*** are identified and explained.
2 Identify potential threats.	2.1 Range of ***critical infrastructure sectors***, facilities and services are identified and explained. 2.2 Types of ***risk and associated risk events*** are identified and explained. 2.3 ***General procedures for monitoring security*** of the work environment are identified and explained. 2.4 ***Indicators of terrorist activity*** are identified and explained. 2.5 Emergency and evacuation procedures are identified and explained. 2.6 ***Appropriate actions for maintaining security and safety*** of self, others, property and premises are identified and

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ELEMENT	PERFORMANCE CRITERIA
	explained. 2.7 ***Methods for gathering intelligence*** related to suspected threats or terrorist activity are identified and explained. 2.8 Methods for determining the source of potential threat and the target are identified and explained.
3 Identify threat reporting processes.	3.1 Organisational ***procedures for reporting*** suspected threats to critical infrastructure are identified and explained. 3.2 Chain of command of designated personnel is identified and explained. 3.3 Organisational ***communication channels and processes*** are identified and explained. 3.4 Types and purpose of ***communication equipment*** are identified and explained.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- communication and interpersonal skills to:
  - ask effective questions
  - clarify security procedures
  - give accurate verbal or written descriptions of potential security risks and threats and appropriate reporting procedures
  - interpret selected pictorial, graphical and written signs and instructions
  - relay information to others.
- comprehension skills to:
  - explain the basic legislative and organisational requirements which will be applicable to own work environment and role
  - explain the difference between terrorist activities and other security risks
  - explain the general methods for gathering intelligence related to suspicious behaviour or activity
  - explain the general procedures for maintaining security and safety of self and others in the event of suspected security risk or incident
  - explain the range of critical infrastructure sectors, facilities and services provided
  - explain the range of indicators of potential terrorist activities

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REQUIRED SKILLS AND KNOWLEDGE

- explain the procedures for reporting identified security risks
- explain the types of risk and associated risk events relevant to critical infrastructure.

Required knowledge

- applicable commonwealth, state or territory legislation relevant to own work environment and role including use of force guidelines
- applicable OHS requirements
- communication modes and equipment relevant to the workplace
- duty of care requirements
- general methods for observing incidents and monitoring risks within the work environment
- general procedures for emergency, evacuation and first aid response
- general procedures for reporting identified suspicious behaviour and activity
- organisational requirements relevant to own work role and responsibilities
- reporting chain of command
- role of designated personnel responsible for responding to security threats and emergencies
- types of national critical infrastructure and the essential services provided
- types of security risk and associated risk events relevant to national critical infrastructure facilities and services
- unique nature of terrorism as distinct from criminal incidents.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of understanding and knowledge of the following:

- applicable basic legislative, organisational and OHS requirements relevant to security protection including duty of care requirements, and own role and authority
- appropriate actions to maintain security and safety of self, others, property and premises including general procedures for emergency, evacuation and first aid response
- procedures for reporting suspicious behaviour or activity to

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designated personnel including the use of appropriate communication equipment, channels and processes
- the types of national critical infrastructure and potential security risks to the essential services they provide.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- anti-terrorism
- applicable Crimes Acts or Codes
- Australian standards, quality assurance and certification requirements
- award and enterprise agreements
- general 'duty of care' responsibilities
- powers and procedures for effecting an arrest
- privacy
- relevant commonwealth, state and territory legislation which affect organisational operation:
  - anti-discrimination and diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry Codes of Practice
- security licensing or certification
- use of force.

Organisational requirements may relate to:

- access and equity policy, principles and practice
- client service standards
- code of conduct
- code of ethics
- communication channels and reporting procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- licensing
- OHS policies, procedures and programs
- organisational goals, objectives, plans, systems and processes
- policies and procedures relating to own role, responsibility and delegation
- reporting systems, procedures and processes.

Critical infrastructure:

- are physical facilities, supply chains, information technologies and communication networks that if destroyed, degraded or rendered unavailable for an extended period, would significantly impact on the social

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	or economic well-being of the nation or affect Australia's ability to conduct national defence and ensure national security. • provides essential services such as power, water, health services, communications systems and banking.
Duty of care requirements:	• may relate to own responsibilities to comply with safe working practices including activities which require licences or certificates of competency • relate to the legal responsibility under "duty of care" to do everything reasonably practicable to protect others from harm.

***Designated personnel* may include**:	• emergency services
	  • ambulance
	  • Australian Defence Force personnel
	  • fire services
	  • rescue
	  • police
	• first aid officer
	• government representatives
	• security personnel
	• supervisor.

Occupational Health and Safety* (*OHS*) *requirements may include:	• controlling and minimising risks • correct manual handling including shifting, lifting and carrying • first aid • identifying and reporting hazards and risks • knowledge of emergency and evacuation procedures • transporting and storing dangerous goods • using and maintaining equipment • using and maintaining personal protection equipment • using and storing hazardous materials and substances.

Critical infrastructure sectors include:	• communications
	  • electronic mass communications
	  • postal services
	  • telecommunications (phone, fax, Internet, cable, satellites)
	• energy
	  • electricity generation and transmission
	  • gas
	  • petroleum fuels
	• essential manufacturing
	  • chemicals

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- defence industry
- heavy industry

- finance
  - banking
  - insurance
  - trading exchanges
- food supply
  - bulk production
  - storage and distribution
- government services
  - defence and intelligence facilities
  - emergency services (police, fire, ambulance etc)
  - foreign missions
  - houses of parliament
  - key government departments
  - key residences
  - nuclear facilities
- health
  - hospitals
  - public health
  - research and development laboratories
- national icons
  - buildings
  - cultural
  - sport and tourism
- transport
  - air
  - inter-modal (cargo distribution centres)
  - rail
  - road
  - sea
- utilities
  - water
  - waste management
  - waste water.

Risk and associated risk events may include:

- chemical, biological and radiological threats to water and food supplies
- criminal activity
  - assault of people
  - break and enter

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- theft of assets
- e-crime
  - computer hackers
  - viruses
- group interference and damage eg violence prone groups, politically motivated or otherwise
  - major interference to services and transport operations
- insider interference by disgruntled employees, contractors etc
  - interference to services
  - theft or sabotage of critical equipment and infrastructure
- natural disasters
- public interference, disturbances and delays by intoxicated persons, persons in custody, mentally or emotionally disturbed person and irate customers
- terrorism
  - bombings
  - kidnappings
  - sabotage
  - shootings
- vandalism
  - damage to transport conveyances and equipment.

***General procedures for monitoring* may include**:

- following designated organisational procedures
- maintaining vigilance and awareness of security while at work
- observing crowd and individual behaviour
- observing suspicious activity
- observing vehicle movement
- recording details of observed risk situations.

***Terrorist activity* may relate to**:

- bombs or other explosions
- kidnap and abductions
- spill or release of toxic chemicals or biological substances
- suicide bombing
- suspicious items received by mail
- unattended packages or other items.

***Indicators of terrorist activity* may include**:

- false or multiple identities such as licences and passports
- individuals who:
  - do not fit into the surrounding environment because they are wearing improper attire for the location or season
  - draw pictures, take notes or take photographs in an

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area not normally of interest to a tourist
    - order food at a restaurant and leave before the food arrives or who order without eating
    - sit in a parked car for an extended period of time
    - stay at bus or train stops for extended periods while buses and trains come and go
- multiple sightings of the same suspicious person, vehicle or activity, separated by time, distance or direction
- show unusual interest in or photograph security cameras or guard locations
- suspicious accommodation needs
- suspicious activity, especially when connected with a high risk or symbolic target
- suspicious vehicles near significant buildings or in busy public places
- unattended bags and packages
- unusual rentals, purchases, deliveries or thefts, particularly of poisonous or flammable chemicals, fertilisers, explosives, weapons or vehicles eg including planes or boats
- unusual requests for information, particularly about security or procedures for at-risk buildings or activities
- unusual videotaping or photography of official buildings or other critical infrastructure.

Appropriate actions for maintaining security and safety **may relate to**:

- evacuation
- notifying designated personnel
- request for assistance
- tactical withdrawal.

Methods for gathering intelligence **may include**:

- observing and recording details of relevant persons
    - approximate age
    - build eg medium, heavy set, thin etc
    - clothing
    - hair eg colour, length, facial hair etc
    - height
    - method of escape eg direction, vehicle etc
    - peculiarities eg scars, tattoos, missing limbs etc
    - race
    - sex
    - weight
- observing and recording details of vehicles:
    - body type eg two-door, four-door, van, 4 wheel drive etc

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- damage or other feature eg logo
- licence plate
- passengers
- year, make, model and colour

- observing and recording other suspicious activity.

***Procedures for reporting* suspected terrorist activity may include**:

- completing documentation such as logs, journals and activity reports
- completing police reports
- completing written and computer reports
- contacting designated personnel
- recording observed intelligence
- requesting assistance.

***Communication channels and processes* may relate to**:

- direct line supervision paths
- established communication protocols
- formal communication pathways
- lateral supervision paths
- organisational communication networks
- verbal and non-verbal communication procedures
  - call signs
  - coded messages
  - hand signals
  - phonetic alphabet
  - pro-words
  - use of abbreviations.

***Communication* equipment may include**:

- pager
- portable and mounted two-way radio
- public address system
- telephone
- telephone and mobile telephone.

Unit Sector(s)

Unit sector Security

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Competency field

Competency field Operations

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CPPSEC1006A Apply x-ray image interpretation procedures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to apply x-ray image interpretation procedures in a security screening environment. It requires knowledge and understanding of procedures to prepare and operate x-ray equipment, interpret x-ray images, and respond appropriately to the detection of suspected prohibited items. A basic understanding of legislation which may relate to potential security risk situations is also required.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of work roles in the security industry (such as an airport). Competency requires the attainment of knowledge and understanding under supervision of potential security risk situations and appropriate response procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify legislative and organisational requirements.	1.1 Basic ***legislative*** and ***organisational requirements*** relevant to the use of ***x-ray observation equipment*** are identified and explained. 1.2 Organisational ***security procedures*** are identified and explained. 1.3 ***Duty of care requirements*** are identified and explained. 1.4 Own level of authority, role and responsibilities are identified and explained. 1.5 Role of ***designated personnel*** for security response is identified and explained 1.6 ***Occupational Health and Safety*** (***OHS***) ***requirements*** are identified and explained.
2 Identify x-ray screening and interpretation procedures.	2.1 Preparation and testing procedures for x-ray observation equipment are identified and explained. 2.2 Standard operating procedures for x-ray observation equipment are identified and explained. 2.3 Methods and procedures for screening items are identified and explained. 2.4 ***X-ray image interpretation procedures*** are identified and explained. 2.5 Response procedures for the detection of ***prohibited items*** are identified and explained.
3 Identify security	3.1 Potential ***security risks*** relevant to security screening

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ELEMENT	PERFORMANCE CRITERIA
risks.	operations are identified and explained. 3.2 ***General procedures for monitoring*** security of a screening environment are identified and explained. 3.3 Factors which increase security risk are identified and explained. 3.4 Types and purpose of ***security equipment*** are identified and explained. 3.5 Emergency and evacuation procedures are identified and explained. 3.6 Procedures for first aid response are identified and explained.
4 Identify security risk reporting processes.	4.1 Organisational ***procedures for reporting*** security risks in a security screening environment are identified and explained. 4.2 Chain of command of designated personnel is identified and explained. 4.3 ***Communication channels*** and ***modes*** are identified and explained. 4.4 ***Communication equipment*** appropriate to the purpose is identified and explained. 4.5 Organisational documentation requirements are identified and explained.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- comprehension skills to:
  - explain general procedures for monitoring security in a securing screening environment
  - explain methods, techniques and equipment involved when screening items using x-ray observation equipment
  - explain procedures for interpreting colours, shapes and sizes of screened items
  - explain procedures for preparing, testing, calibrating and using x-ray observation equipment
  - explain procedures for reporting identified security risks or incidents in a

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REQUIRED SKILLS AND KNOWLEDGE

security screening environment
- explain security equipment operation, systems and procedures in accordance with organisational policy
- explain the basic security legislative requirements which will be applicable to own work environment and role
- explain the chain of command and communication channels
- explain the general methods for observing potential security risks or suspicious behaviour
- explain the general response procedures for the detection of prohibited items (eg weapons, explosive devices)
- explain the range of potential security risks or incidents relevant to a security screening environment
- explain the range of potential security risks or incidents relevant to using x-ray observation equipment

- communication, interpersonal and literacy skills to:
  - ask effective questions
  - clarify security procedures
  - give accurate verbal or written descriptions of security risks or incidents
  - interpret selected pictorial, graphical and written signs and instructions
  - relay information to others.

Required knowledge

- applicable commonwealth, state or territory legislation relevant to own work environment and role
- applicable OHS requirements
- communication chain of command
- communication modes and security equipment and systems relevant to own work environment
- customer service principles and standards
- duty of care requirements of self and others
- general methods for observing incidents and monitoring risks within a security screening environment
- general procedures for emergency, evacuation and first aid response
- general procedures for reporting identified security risks or suspicious behaviour
- general procedures for responding to the detection of prohibited items (eg weapons, explosive devices)
- guidelines for use of force
- image enhancement functions of x-ray observation equipment
- limitations of x-ray imaging processes and techniques to overcome these limitations
- methods and techniques for interpreting x-ray images and the meaning of colours,

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REQUIRED SKILLS AND KNOWLEDGE

shapes and sizes of screened items
- organisational procedures for responding to alarms
- own responsibilities to comply with safe working practices
- personal presentation requirements
- potential security risk situations relevant to a security screening environment
- role of designated personnel for security response
- signs or indications that items (eg packages, baggage) have been left unattended
- standard operating procedures for preparing, testing, calibrating and operating x-ray observation equipment
- surveillance techniques.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of understanding and knowledge of the following:

- applicable legislative, organisational and OHS requirements relevant to the use of x-ray observation equipment and interpretation of x-ray images in a security screening environment including duty of care requirements, and own role, responsibilities and level of authority
- applicable organisational policies and procedures and industry codes of practice relevant to security screening in a range of contexts and situations
- general procedures for emergency, evacuation and first aid response
- general procedures for monitoring a security screening environment
- general procedures for reporting identified security risks or suspicious behaviour to designated personnel including the use of appropriate communication equipment and modes
- general procedures for interpreting x-ray images and responding to the detection of prohibited items within checked items or personal effects
- general procedures for the preparation, testing, calibration and operation of x-ray observation equipment

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- the range of potential security risks relating to a security screening environment.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- work schedules, organisational policies and duty statements
- assessment instruments including personal planner and assessment record book
- access to a registered provider of assessment services.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- applicable Crimes Acts and Codes
- Australian standards, quality assurance and certification requirements
- Aviation Transport and Maritime Transport Acts and Regulations
- award and enterprise agreements
- consumer law
- general 'duty of care' responsibilities
- privacy and confidentiality
- relevant commonwealth, state and territory legislation which affect organisational operation:
  - anti-discrimination and diversity
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- security licensing or certification
- Trade Practices and Fair Trading Acts.

Organisational requirements may relate to:

- access and equity policy, principles and practice
- client service standards
- code of conduct
- code of ethics
- communication channels and reporting procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- organisational goals, objectives, plans, systems and processes
- policies and procedures relating to own role, responsibility and delegation
- reporting systems, procedures and processes
- security licensing.

X-ray observation equipment may relate to:

- screening x-ray equipment that has threat image projection system capability and is capable of differentiation between organic and inorganic material
- threat image project system capability means a software program capable of projecting virtual images of threat articles (eg gun, knife, or improvised explosive device) within the x-ray image of an item under examination.

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Security procedures may relate to:	• equipment eg alarms • members of the public • premises • staff • surveillance.
Duty of care requirements:	• relate to the legal responsibility under "duty of care" to do everything reasonably practicable to protect others from harm • may relate to own responsibilities to comply with safe working practices including activities which require licences or certificates of competency.
***Designated personnel* may include**:	• emergency services (eg police, ambulance, fire brigade, emergency rescue) • first aid officer • OHS representatives • security personnel • supervisor.
Occupational Health and Safety* (*OHS*) *requirements may relate to:	• controlling and minimising risks • correct manual handling including shifting, lifting and carrying • first aid • identifying and reporting hazards and risks • knowledge of emergency and evacuation procedures • transporting and storing cash, people, property and dangerous goods • using and maintaining equipment • using and maintaining personal protection equipment • using and storing hazardous materials and substances.
***X-ray image interpretation procedures* may relate to**:	• recognition of prohibited items on the x-ray image • recognition of shapes and sizes of objects on the x-ray image • the meaning of colours on the x-ray image • the use of image enhancement functions.
***Prohibited items* may relate to**:	• weapons, eg knives, guns and explosive devices detected in checked items or in personal effects.
***Security risks* may include**:	• injury to persons eg staff, members of the public • persons carrying prohibited items eg weapons • persons causing a public nuisance • persons demonstrating suspicious behaviour • persons under the influence of intoxicating substances • persons with criminal intent • terrorism

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	• unattended packages or baggage • violence or physical threats.
***General procedures for monitoring* may include**:	• following designated organisational procedures • maintaining vigilance and awareness of security while at work to promptly recognise risks or incidents • observing individual or group behaviour • recording details of observed risk situations.
***Security equipment* may include**:	• alarms • communication equipment • locked and secure areas • x-ray observation equipment.
***Procedures for reporting* security risks may include**:	• completing documentation such as logs, journals and activity reports • completing police reports • completing written and computer reports • contacting designated personnel • recording security risk and incident details • requesting security assistance.
***Communication channels* may include**:	• direct line supervision paths • formal communication pathways • lateral supervision paths • organisational networks.
***Communication modes* may include**:	• alarms • call codes and signs • electronic communication • hand signals • verbal communication • written communication.
***Communication equipment* may include**:	• megaphone • mobile telephone • public address system • telephone • two-way radio.

Unit Sector(s)

Unit sector	Security

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Competency field

Competency field Operations

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CPPSEC1007A Apply walk through metal detection procedures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to screen persons using walk through metal detection equipment procedures in a security screening environment. It requires knowledge and understanding of procedures to prepare and operate walk through metal detection equipment, appropriate screening methods, the range of potential security risks and appropriate response procedures. A basic understanding of legislation which may relate to potential security risk situations is also required.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of work roles in the security industry (such as an airport). Competency requires the attainment of knowledge and understanding under supervision of potential security risk situations and appropriate response procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify legislative and organisational requirements.	1.1 Basic ***legislative*** and ***organisational requirements*** relevant to the use of ***walk through metal detectors*** are identified and explained. 1.2 Organisational ***security procedures*** are identified and explained. 1.3 ***Duty of care requirements*** are identified and explained. 1.4 Own level of authority, role and responsibilities are identified and explained. 1.5 Role of ***designated personnel*** for security response is identified and explained 1.6 ***Occupational Health and Safety*** (***OHS***) ***requirements*** are identified and explained.
2 Identify walk through metal detection procedures.	2.1 Preparation and testing procedures for walk through metal detection equipment are identified and explained. 2.2 Standard operating procedures for walk through metal detection equipment are identified and explained. 2.3 Screening methods and procedures are identified and explained. 2.4 ***Special screening requirements*** and appropriate screening methods are identified and explained. 2.5 ***Positive alarm*** response procedures are identified and explained.
3 Identify security	3.1 Potential ***security risks*** relevant to security screening

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ELEMENT	PERFORMANCE CRITERIA
risks.	operations are identified and explained. 3.2 ***General procedures for monitoring*** security of a screening environment are identified and explained. 3.3 Factors which increase security risk are identified and explained. 3.4 Types and purpose of ***security equipment*** are identified and explained. 3.5 Emergency and evacuation procedures are identified and explained. 3.6 Procedures for first aid response are identified and explained.
4 Identify security risk reporting processes.	4.1 Organisational ***procedures for reporting*** security risks in a security screening environment are identified and explained. 4.2 Chain of command of designated personnel is identified and explained. 4.3 ***Communication channels*** and ***modes*** are identified and explained. 4.4 ***Communication equipment*** appropriate to the purpose is identified and explained. 4.5 Organisational documentation requirements are identified and explained.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- comprehension skills to:
  - explain general procedures for monitoring security in a securing screening environment
  - explain methods, techniques and equipment involved when screening persons including those with special requirements (eg infants, persons with special needs)
  - explain procedures for preparing, testing and using walk through metal detectors
  - explain procedures for reporting identified security risks or incidents in a security screening environment

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REQUIRED SKILLS AND KNOWLEDGE

- explain security equipment operation, systems and procedures in accordance with organisational policy
- explain the basic security legislative requirements which will be applicable to own work environment and role
- explain the chain of command and communication channels
- explain the general methods for observing potential security risks or suspicious behaviour
- explain the general response procedures for the detection of prohibited items (eg weapons)
- explain the range of potential security risks or incidents relevant to a security screening environment
- explain the range of potential security risks or incidents relevant to using walk through metal detectors

- communication, interpersonal and literacy skills to:
  - ask effective questions
  - clarify security procedures
  - give accurate verbal or written descriptions of security risks or incidents
  - interpret selected pictorial, graphical and written signs and instructions
  - relay information to others.

Required knowledge

- applicable commonwealth, state or territory legislation relevant to own work environment and role
- applicable OHS requirements
- communication chain of command
- communication modes and security equipment and systems relevant to own work environment
- customer service principles and standards
- duty of care requirements of self and others
- general methods for observing incidents and monitoring risks within a security screening environment
- general procedures for emergency, evacuation and first aid response
- general procedures for reporting identified security risks or suspicious behaviour
- general procedures for reporting the detection of prohibited items (eg weapons)
- guidelines for use of force
- methods and techniques for using walk through metal detectors to screen personal effects and persons including those with special requirements (eg infants, persons with special needs)
- organisational procedures for responding to positive alarms
- own responsibilities to comply with safe working practices
- personal presentation requirements

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REQUIRED SKILLS AND KNOWLEDGE

- potential security risk situations relevant to a security screening environment
- role of designated personnel for security response
- signs or indications that items (eg packages, baggage) have been left unattended
- surveillance techniques.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of understanding and knowledge of the following:

- applicable legislative, organisational and OHS requirements relevant to the use of walk through metal detection equipment in a security screening environment including duty of care requirements, and own role, responsibilities and level of authority
- applicable organisational policies and procedures and industry codes of practice relevant to security screening in a range of contexts and situations
- general procedures for emergency, evacuation and first aid response
- general procedures for monitoring a security screening environment
- general procedures for reporting identified security risks or suspicious behaviour to designated personnel including the use of appropriate communication equipment and modes
- general procedures for responding to the detection of metal on a person's body or within personal effects
- general procedures for the preparation, testing and operation of walk through metal detection equipment
- the range of potential security risks relating to a security screening environment.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

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Resource implications for assessment include:

- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- work schedules, organisational policies and duty statements
- assessment instruments including personal planner and assessment record book
- access to a registered provider of assessment services.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may

- applicable Crimes Acts and Codes
- Australian standards, quality assurance and certification

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relate to:	requirements
	• Aviation Transport and Maritime Transport Acts and Regulations
	• award and enterprise agreements
	• consumer law
	• general 'duty of care' responsibilities
	• privacy and confidentiality
	• relevant commonwealth, state and territory legislation which affect organisational operation:
	  • anti-discrimination and diversity
	  • equal employment opportunity
	  • industrial relations
	  • OHS
	• relevant industry codes of practice
	• security licensing or certification
	• Trade Practices and Fair Trading Acts.

Organisational requirements may relate to:	• access and equity policy, principles and practice • client service standards • code of conduct • code of ethics • communication channels and reporting procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs • organisational goals, objectives, plans, systems and processes • policies and procedures relating to own role, responsibility and delegation • reporting systems, procedures and processes • security licensing.
Walk through metal detection equipment may relate to:	• an electronic device in an upright configuration capable of being used in a security screening environment for the detection of metal by magnetic induction as the subject person walks through the detection zone.
Security procedures may relate to:	• equipment, eg alarms • members of the public • premises • staff • surveillance.
Duty of care requirements:	• relate to the legal responsibility under "duty of care" to do everything reasonably practicable to protect others from harm

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	• may relate to own responsibilities to comply with safe working practices including activities which require licences or certificates of competency.
***Designated personnel* may include**:	• emergency services (eg police, ambulance, fire brigade, emergency rescue) • first aid officer • OHS representatives • security personnel • supervisor.
Occupational Health and Safety* (*OHS*) *requirements may relate to:	• controlling and minimising risks • correct manual handling including shifting, lifting and carrying • first aid • identifying and reporting hazards and risks • knowledge of emergency and evacuation procedures • transporting and storing cash, people, property and dangerous goods • using and maintaining equipment • using and maintaining personal protection equipment • using and storing hazardous materials and substances.
***Special screening requirements* may be required for**:	• a person in a wheelchair who may or may not be able to stand unassisted • a person not in a wheelchair but who requires a walking aid • a person who is hearing impaired • a person who is vision impaired • a person who is vision impaired who has an assistance animal eg a guide dog • a person who requires the assistance of a carer • a person with a prosthetic device, body brace or other medical device.
***Positive alarm* may relate to**:	• the audible and/or visible alarm produced by the walk through metal detection equipment when indicating the presence of a target amount of ferrous metal inside the frame of the walk through metal detection equipment according to the operating program of the walk through metal detection equipment.
***Security risks* may include**:	• injury to persons eg staff, members of the public • persons carrying prohibited items eg weapons • persons causing a public nuisance • persons demonstrating suspicious behaviour • persons under the influence of intoxicating substances • persons with criminal intent

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	• terrorism • unattended packages or baggage • violence or physical threats.
***General procedures for monitoring* may include**:	• following designated organisational procedures • maintaining vigilance and awareness of security while at work to promptly recognise risks or incidents • observing individual or group behaviour • recording details of observed risk situations.
***Security equipment* may include**:	• alarms • communication equipment • locked and secure areas • walk through metal detection equipment.
***Procedures for reporting* security risks may include**:	• completing documentation such as logs, journals and activity reports • completing police reports • completing written and computer reports • contacting designated personnel • recording security risk and incident details • requesting security assistance.
***Communication channels* may include**:	• direct line supervision paths • formal communication pathways • lateral supervision paths • organisational networks.
***Communication modes* may include**:	• alarms • call codes and signs • electronic communication • hand signals • verbal communication • written communication.
***Communication equipment* may include**:	• megaphone • mobile telephone • public address system • telephone • two-way radio.

Unit Sector(s)

Unit sector Security

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Competency field

Competency field Operations

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CPPSEC1008A Apply hand-held metal detection procedures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to apply hand-held metal detection procedures in a security screening environment. It requires knowledge and understanding of procedures to prepare and operate hand-held metal detectors, appropriate screening methods, the range of potential security risks and appropriate response procedures. A basic understanding of legislation which may relate to potential security risk situations is also required.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of work roles in the security industry (such as an airport). Competency requires the attainment of knowledge and understanding under supervision of potential security risk situations and appropriate response procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify legislative and organisational requirements.	1.1 Basic ***legislative*** and ***organisational requirements*** relevant to the use of ***hand-held metal detectors*** are identified and explained. 1.2 Organisational ***security procedures*** are identified and explained. 1.3 ***Duty of care requirements*** are identified and explained. 1.4 Own level of authority, role and responsibilities are identified and explained. 1.5 Role of ***designated personnel*** for security response is identified and explained 1.6 ***Occupational Health and Safety*** (***OHS***) ***requirements*** are identified and explained.
2 Identify hand-held metal detection procedures.	2.1 Preparation and testing procedures for hand-held metal detectors are identified and explained. 2.2 Standard operating procedures for hand-held metal detectors are identified and explained. 2.3 Screening methods and procedures are identified and explained. 2.4 ***Special screening requirements*** and appropriate screening methods are identified and explained. 2.5 ***Positive alarm*** response procedures are identified and explained.
3 Identify security	3.1 Potential ***security risks*** relevant to security screening

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ELEMENT	PERFORMANCE CRITERIA
risks.	operations are identified and explained. 3.2 ***General procedures for monitoring*** security of a screening environment are identified and explained. 3.3 Factors which increase security risk are identified and explained. 3.4 Types and purpose of ***security equipment*** are identified and explained. 3.5 Emergency and evacuation procedures are identified and explained. 3.6 Procedures for first aid response are identified and explained.
4 Identify security risk reporting processes.	4.1 Organisational ***procedures for reporting*** security risks in a security screening environment are identified and explained. 4.2 Chain of command of designated personnel is identified and explained. 4.3 ***Communication channels*** and ***modes*** are identified and explained. 4.4 ***Communication equipment*** appropriate to the purpose is identified and explained. 4.5 Organisational documentation requirements are identified and explained.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- comprehension skills to:
  - explain general procedures for monitoring security in a securing screening environment
  - explain methods, techniques and equipment involved when screening persons including those with special requirements (eg infants, persons with special needs)
  - explain procedures for preparing, testing and using hand-held metal detectors
  - explain procedures for reporting identified security risks or incidents in a security screening environment
  - explain security equipment operation, systems and procedures in accordance

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REQUIRED SKILLS AND KNOWLEDGE

with organisational policy
  - explain the basic security legislative requirements which will be applicable to own work environment and role
  - explain the chain of command and communication channels
  - explain the general methods for observing potential security risks or suspicious behaviour
  - explain the general response procedures for the detection of prohibited items (eg weapons)
  - explain the range of potential security risks or incidents relevant to a security screening environment
  - explain the range of potential security risks or incidents relevant to using hand-held metal detectors
- communication, interpersonal and literacy skills to:
  - ask effective questions
  - clarify security procedures
  - give accurate verbal or written descriptions of security risks or incidents
  - interpret selected pictorial, graphical and written signs and instructions
  - relay information to others.

Required knowledge

- applicable commonwealth, state or territory legislation relevant to own work environment and role
- applicable OHS requirements
- communication chain of command
- communication modes and security equipment and systems relevant to own work environment
- customer service principles and standards
- duty of care requirements of self and others
- general methods for observing incidents and monitoring risks within a security screening environment
- general procedures for emergency, evacuation and first aid response
- general procedures for reporting identified security risks or suspicious behaviour
- general procedures for reporting the detection of prohibited items (eg weapons)
- guidelines for use of force
- methods and techniques for using hand-held metal detectors to screen personal effects and persons including those with special requirements (eg infants, persons with special needs)
- organisational procedures for responding to positive alarms
- own responsibilities to comply with safe working practices
- personal presentation requirements
- potential security risk situations relevant to a security screening environment

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REQUIRED SKILLS AND KNOWLEDGE

- role of designated personnel for security response
- signs or indications that items (eg packages, baggage) have been left unattended
- surveillance techniques.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of understanding and knowledge of the following:

- applicable legislative, organisational and OHS requirements relevant to the use of hand-held metal detectors in a security screening environment including duty of care requirements, and own role, responsibilities and level of authority
- applicable organisational policies and procedures and industry codes of practice relevant to security screening in a range of contexts and situations
- general procedures for emergency, evacuation and first aid response
- general procedures for monitoring a security screening environment
- general procedures for reporting identified security risks or suspicious behaviour to designated personnel including the use of appropriate communication equipment and modes
- general procedures for responding to the detection of metal on a person's body or within personal effects
- general procedures for the preparation, testing and operation of hand-held metal detectors
- the range of potential security risks relating to a security screening environment.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

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- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- work schedules, organisational policies and duty statements
- assessment instruments including personal planner and assessment record book
- access to a registered provider of assessment services.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- applicable Crimes Acts and Codes
- Australian standards, quality assurance and certification requirements
- Aviation Transport and Maritime Transport Acts and

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	Regulations
	• award and enterprise agreements
	• consumer law
	• general 'duty of care' responsibilities
	• privacy and confidentiality
	• relevant commonwealth, state and territory legislation which affect organisational operation:
	  • anti-discrimination and diversity
	  • equal employment opportunity
	  • industrial relations
	  • OHS
	• relevant industry codes of practice
	• security licensing or certification
	• Trade Practices and Fair Trading Acts.

Organisational requirements may relate to:	• access and equity policy, principles and practice • client service standards • code of conduct • code of ethics • communication channels and reporting procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs • organisational goals, objectives, plans, systems and processes • policies and procedures relating to own role, responsibility and delegation • reporting systems, procedures and processes • security licensing.
Hand-held metal detectors may relate to:	• portable electronic devices that are capable of detecting metal by magnetic induction while the device is passed over the person or the person's personal effects.
Security procedures may relate to:	• equipment, eg alarms • members of the public • premises • staff • surveillance.
Duty of care requirements:	• relate to the legal responsibility under "duty of care" to do everything reasonably practicable to protect others from harm • may relate to own responsibilities to comply with safe working practices including activities which require licences or certificates of competency.

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***Designated personnel* may include**:	• emergency services (eg police, ambulance, fire brigade, emergency rescue) • first aid officer • OHS representatives • security personnel • supervisor.
Occupational Health and Safety* (*OHS*) *requirements may relate to:	• controlling and minimising risks • correct manual handling including shifting, lifting and carrying • first aid • identifying and reporting hazards and risks • knowledge of emergency and evacuation procedures • transporting and storing cash, people, property and dangerous goods • using and maintaining equipment • using and maintaining personal protection equipment • using and storing hazardous materials and substances.
***Special screening requirements* may be required for**:	• a person in a wheelchair who may or may not be able to stand unassisted • a person not in a wheelchair but who requires a walking aid • a person who is hearing impaired • a person who is vision impaired • a person who is vision impaired who has an assistance animal eg a guide dog • a person who requires the assistance of a carer • a person with a prosthetic device, body brace or other medical device.
***Positive alarm* may relate to**:	• the audible alarm produced by the hand-held metal detector when indicating the presence of a target amount of metal within the range of the hand-held metal detector according to the operating program of the hand-held metal detector.
***Security risks* may include**:	• injury to persons eg staff, members of the public • persons carrying prohibited items eg weapons • persons causing a public nuisance • persons demonstrating suspicious behaviour • persons under the influence of intoxicating substances • persons with criminal intent • terrorism • unattended packages or baggage • violence or physical threats.
General procedures	• following designated organisational procedures

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for monitoring **may include**:	• maintaining vigilance and awareness of security while at work to promptly recognise risks or incidents • observing individual or group behaviour • recording details of observed risk situations.
Security equipment **may include**:	• alarms • communication equipment • hand-held metal detector • locked and secure areas.
Procedures for reporting **security risks may include**:	• completing documentation such as logs, journals and activity reports • completing police reports • completing written and computer reports • contacting designated personnel • recording security risk and incident details • requesting security assistance.
Communication channels **may include**:	• direct line supervision paths • formal communication pathways • lateral supervision paths • organisational networks.
Communication modes **may include**:	• alarms • call codes and signs • electronic communication • hand signals • verbal communication • written communication.
Communication equipment **may include**:	• megaphone • mobile telephone • public address system • telephone • two-way radio.

Unit Sector(s)

Unit sector	Security

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Competency field

Competency field Operations

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CPPSEC1009A Apply Explosive Trace Detection (ETD) procedures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to screen persons and personal effects using Explosive Trace Detection (ETD) equipment procedures in a security screening environment. It requires knowledge and understanding of procedures to prepare and operate ETD equipment, conduct ETD sampling processes, respond to positive alarms, and ETD analysis outcomes. A basic understanding of legislation which may relate to potential security risk situations is also required.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of work roles in the security industry (such as an airport). Competency requires the attainment of knowledge and understanding under supervision of potential security risk situations and appropriate response procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify legislative and organisational requirements.	1.1 Basic ***legislative*** and ***organisational requirements*** relevant to the use of ***ETD equipment*** are identified and explained. 1.2 Organisational ***security procedures*** are identified and explained. 1.3 ***Duty of care requirements*** are identified and explained. 1.4 Own level of authority, role and responsibilities are identified and explained. 1.5 Role of ***designated personnel*** for security response is identified and explained 1.6 ***Occupational Health and Safety*** (***OHS***) ***requirements*** are identified and explained.
2 Identify ETD sampling procedures.	2.1 Preparation, checking and calibration procedures for ETD equipment are identified and explained. 2.2 Standard operating procedures for ETD equipment are identified and explained. 2.3 ***ETD sampling methods and procedures*** are identified and explained. 2.4 ***Positive alarm*** response procedures are identified and explained. 2.5 Documentation requirements for ETD equipment and sampling results are identified and explained.
3 Identify security	3.1 Potential ***security risks*** relevant to security screening

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ELEMENT	PERFORMANCE CRITERIA
risks.	operations are identified and explained. 3.2 ***General procedures for monitoring*** security of a screening environment are identified and explained. 3.3 Factors which increase security risk are identified and explained. 3.4 Types and purpose of ***security equipment*** are identified and explained. 3.5 Emergency and evacuation procedures are identified and explained. 3.6 Procedures for first aid response are identified and explained.
4 Identify security risk reporting processes.	4.1 Organisational ***procedures for reporting*** security risks in a security screening environment are identified and explained. 4.2 Chain of command of designated personnel is identified and explained. 4.3 ***Communication channels*** and ***modes*** are identified and explained. 4.4 ***Communication equipment*** appropriate to the purpose is identified and explained. 4.5 Organisational documentation requirements are identified and explained.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- comprehension skills to:
  - explain general procedures for monitoring security in a securing screening environment
  - explain methods, techniques and equipment involved when screening persons with ETD equipment
  - explain procedures for preparing, testing and using ETD equipment
  - explain procedures for reporting identified security risks or incidents in a security screening environment
  - explain security equipment operation, systems and procedures in accordance

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REQUIRED SKILLS AND KNOWLEDGE

with organisational policy
  - explain the basic security legislative requirements which will be applicable to own work environment and role
  - explain the chain of command and communication channels
  - explain the general methods for observing potential security risks or suspicious behaviour
  - explain the general response procedures for the detection of prohibited material (eg explosives)
  - explain the range of potential security risks or incidents relevant to a security screening environment
  - explain the range of potential security risks or incidents relevant to using ETD equipment
- communication, interpersonal and literacy skills to:
  - ask effective questions
  - clarify security procedures
  - give accurate verbal or written descriptions of security risks or incidents
  - interpret selected pictorial, graphical and written signs and instructions
  - relay information to others.

Required knowledge

- applicable commonwealth, state or territory legislation relevant to own work environment and role
- applicable OHS requirements
- communication chain of command
- communication modes and security equipment and systems relevant to own work environment
- customer service principles and standards
- duty of care requirements of self and others
- general methods for observing incidents and monitoring risks within a security screening environment
- general procedures for emergency, evacuation and first aid response
- general procedures for reporting identified security risks or suspicious behaviour
- general procedures for reporting the detection of prohibited material (eg explosives)
- guidelines for use of force
- methods and techniques for using ETD equipment to screen persons and personal effects
- organisational procedures for responding to positive alarms
- own responsibilities to comply with safe working practices
- personal presentation requirements
- potential security risk situations relevant to a security screening environment

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REQUIRED SKILLS AND KNOWLEDGE

- role of designated personnel for security response
- surveillance techniques.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of understanding and knowledge of the following:

- applicable legislative, organisational and OHS requirements relevant to the use of ETD equipment in a security screening environment including duty of care requirements, and own role, responsibilities and level of authority
- applicable organisational policies and procedures and industry codes of practice relevant to security screening and ETD sampling in a range of contexts and situations
- general procedures for emergency, evacuation and first aid response
- general procedures for monitoring a security screening environment
- general procedures for reporting identified security risks or suspicious behaviour to designated personnel including the use of appropriate communication equipment and modes
- general procedures for responding to the detection of explosive material on a person's body or within personal effects
- general procedures for the preparation, checking, calibration and operation of ETD equipment
- the range of potential security risks relating to a security screening environment.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a suitable venue and equipment
- access to plain English version of relevant statutes and

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procedures
- work schedules, organisational policies and duty statements
- assessment instruments including personal planner and assessment record book
- access to a registered provider of assessment services.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- applicable Crimes Acts and Codes
- Australian standards, quality assurance and certification requirements
- Aviation Transport and Maritime Transport Acts and Regulations
- award and enterprise agreements

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- consumer law
- general 'duty of care' responsibilities
- privacy and confidentiality
- relevant commonwealth, state and territory legislation which affect organisational operation:
  - anti-discrimination and diversity
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- security licensing or certification
- Trade Practices and Fair Trading Acts.

Organisational requirements may relate to:

- access and equity policy, principles and practice
- client service standards
- code of conduct
- code of ethics
- communication channels and reporting procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- organisational goals, objectives, plans, systems and processes
- policies and procedures relating to own role, responsibility and delegation
- reporting systems, procedures and processes
- security licensing.

ETD means:

- a system or combination of different technologies, that have the ability to detect and indicate by means of an alarm, the presence of explosive material contained on or in items or on a person or other articles subjected for analysis.

ETD equipment may relate to:

- equipment that can detect and indicate by means of an alarm the presence of a target amount of explosive material.

Security procedures may relate to:

- equipment eg alarms
- members of the public
- premises
- staff
- surveillance.

Duty of care requirements:

- relate to the legal responsibility under "duty of care" to do everything reasonably practicable to protect others from harm
- may relate to own responsibilities to comply with safe

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	working practices including activities which require licences or certificates of competency.
***Designated personnel* may include**:	• emergency services (eg police, ambulance, fire brigade, emergency rescue) • first aid officer • OHS representatives • security personnel • supervisor.
Occupational Health and Safety* (*OHS*) *requirements may relate to:	• controlling and minimising risks • correct manual handling including shifting, lifting and carrying • first aid • identifying and reporting hazards and risks • knowledge of emergency and evacuation procedures • transporting and storing cash, people, property and dangerous goods • using and maintaining equipment • using and maintaining personal protection equipment • using and storing hazardous materials and substances.
***ETD sampling methods and procedures* may relate to**:	• advising selected persons verbally and in writing the ETD sampling process procedures • ETD positive result procedures • ETD swab testing and analysis procedures • methods and techniques of screening persons and personal effects • obtaining verbal consent from selected persons to conducting ETD sampling • procedures for when persons do not provide consent to carry out ETD sampling • selecting a random and continuous sample of diverse range of persons passing through the screening point.
***Positive alarm* may relate to**:	• the audible and/or visual alarm produced by the equipment when indicating the presence of a target amount of explosive material within the range of the equipment according to the operating program of the equipment.
***Security risks* may include**:	• injury to persons eg staff, members of the public • persons carrying prohibited items eg weapons • persons causing a public nuisance • persons demonstrating suspicious behaviour • persons under the influence of intoxicating substances • persons with criminal intent • terrorism

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- unattended packages or baggage
- violence or physical threats.

***General procedures for monitoring* may include**:

- following designated organisational procedures
- maintaining vigilance and awareness of security while at work to promptly recognise risks or incidents
- observing individual or group behaviour
- recording details of observed risk situations.

***Security equipment* may include**:

- alarms
- communication equipment
- ETD equipment
- locked and secure areas.

***Procedures for reporting* security risks may include**:

- completing documentation such as logs, journals and activity reports
- completing police reports
- completing written and computer reports
- contacting designated personnel
- recording security risk and incident details
- requesting security assistance.

***Communication channels* may include**:

- direct line supervision paths
- formal communication pathways
- lateral supervision paths
- organisational networks.

***Communication modes* may include**:

- alarms
- call codes and signs
- electronic communication
- hand signals
- verbal communication
- written communication.

***Communication equipment* may include**:

- megaphone
- mobile telephone
- public address system
- telephone
- two-way radio.

Unit Sector(s)

Unit sector Security

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Competency field

Competency field Operations

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CPPSEC2001A Communicate effectively in the security industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to apply verbal, non-verbal and written communication skills for effective interaction with people in the security industry. It requires the ability to accurately receive and relay information, and to complete routine correspondence and documentation. The unit also requires the ability to adapt interpersonal styles and techniques to varying social and cultural environments.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of work roles in the security industry. Work is performed under supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Receive and understand information.	1.1 ***Information*** is received and checked against ***assignment instructions***. 1.2 Observation and active listening skills are used to obtain verbal and non-verbal information. 1.3 Information is checked with ***relevant persons*** to confirm and summarise understanding. 1.4 Areas of uncertainty or misunderstanding are identified and explained.
2 Communicate with others.	2.1 Communication with others is courteous and reflects understanding and respect for individual ***social and cultural differences***. 2.2 Verbal communication is clear and concise using language appropriate to the audience and assignment instructions. 2.3 Appropriate ***communication techniques*** are used to develop and maintain confidence with others. 2.4 Organisational ***communication channels and equipment*** are identified and used to accurately exchange information.
3 Record security information.	3.1 Information is recorded using ***appropriate procedures and materials***. 3.2 Written information meets organisational standards for language, accuracy and relevance and can be used for legal purposes.

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ELEMENT	PERFORMANCE CRITERIA
	3.3 ***Business equipment and technology*** is used to present concise information in suitable format within designated timeframes.
	3.4 Information is maintained in accordance with ***relevant legislative and organisational requirements***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- basic information technology
- communicate effectively using language concepts familiar to young people taking into account age, cognitive (intellectual) ability and English language skills
- communication skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- complete basic workplace documentation
- literacy skills to understand and communicate security information (reading, writing, speaking, numeracy and listening)
- numeracy skills to estimate time to complete work tasks
- observation
- questioning to check understanding
- solve routine problems
- summarise information received
- verbally and electronically receive, interpret and transmit information
- work effectively on an individual basis and as part of a team.

Required knowledge

- approved communication terminology and call signs
- difference between negative and positive language
- differences between written and spoken English
- how to read and use body language to gain confidence of others
- how to record information which may be used for legal purposes.
- how to safeguard confidential information
- how to use business equipment to present information
- organisational communication channels and procedures
- organisational standards for the presentation and maintenance of written information

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REQUIRED SKILLS AND KNOWLEDGE

- own conception and pre-conceptions of diverse cultures
- phonetic alphabet
- procedures for reporting information
- procedures in the event of communications loss
- types and uses of communications equipment
- understanding of culture and social practices
- youth culture and social frameworks.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • using speaking, reading, observation and listening skills to gather verbal and non-verbal information and summarising understanding with others • communicating in a clear and accurate manner which reflects sensitivity to individual social and cultural differences • using a range of communication channels and equipment to receive, interpret and transmit clear and accurate verbal information in a form which is preferred and understood by the receiver • using a range of communications equipment and technologies to communicate written information in a suitable format, language and structure.
Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to a registered provider of assessment services • access to a suitable venue and equipment • access to plain English version of relevant statutes and procedures

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- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate, while ensuring the LLN skill levels required by the competency being assessed are met. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Both oral questioning and written assessment should be used to assess underpinning knowledge.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information may be from sources which are:

- diagrammatic
- electronic
- numerical or statistical
- observed
- spoken
- visual or graphic
- written.

Information may

- assignment instructions or work tasks

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relate to:	• clients • colleagues • members of the public • messages • reports • risks, hazards or incidents • signage • situations or occurrences • unusual events.
Assignment instructions may relate to:	• assignment objectives and timeframes • back-up support or assistance • communication equipment and procedures • instructions from client, supervisor or colleagues • legislative requirements relating to work tasks • Occupational Health and Safety (OHS) including use of personal protective clothing and equipment • procedures in the event of communication loss • resource and equipment needs • use of force • use of workplace documentation • verbal and non-verbal reporting • work tasks and procedures.
***Relevant persons* may include**:	• clients including young people • colleagues • members of the public • specialist personnel • supervisor • suppliers of equipment or products • technical experts.
***Social and cultural differences* may be expressed in**:	• age • beliefs, values or practices • cognitive (intellectual) ability • conventions of gender/sexuality • cultural stereotypes • dress • ethnicity • food or diet • kinship, family structure and relationships • language skills • personal history and experiences which may be traumatic • physical, emotional and intellectual differences • race

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- religious and spiritual observances
- social conventions
- traditional practices and observations.

***Communication techniques* may include**:

- active listening
- being non-judgemental
- being respectful and non-discriminatory to others
- control of tone of voice, facial expression and body language
- demonstrating flexibility and willingness to negotiate
- interpreting non-verbal and verbal messages
- maintaining professionalism
- phone technique
- providing and receiving constructive feedback
- questioning and paraphrasing to clarify and confirm understanding
- use of appropriate body language
- use of communication appropriate to cultural differences
- use of language concepts familiar to young people
- use of positive, confident and cooperative language
- use of two-way communication.

***Communication channels* may relate to**:

- communication with team members
- direct supervision
- formal reporting requirements
- organisational networks
- procedures for communication (including coded messages and use of abbreviations)
- written signage.

***Communication equipment* may include**:

- computer
- facsimile machine
- megaphone
- mobile telephone
- public address system
- telephone
- two-way radio.

Appropriate procedures and materials may relate to:

- completion of incident report forms
- completion of shift logs
- electronic or paper-based reporting and information management systems
- hazard or risk notification
- monitoring software
- patrol authorities
- use of databases

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- use of notebooks
- use of report sheets.

***Business equipment and technology* may include**:

- computers and software applications
- databases
- email
- facsimile machines
- internet, extranet or intranet
- modems
- personal schedulers
- photocopiers
- printers
- scanners.

***Relevant legislation* may relate to**:

- applicable commonwealth, state or territory legislation which affects work such as Acts covering:
  - anti-discrimination
  - aviation transport security
  - children and young persons
  - liquor
  - maritime transport security
  - OHS
  - privacy
  - registered clubs
  - surveillance devices
  - telecommunications
  - telecommunications (consumer protection and service standards)
  - telecommunications (interception)
  - young offenders
- Australian standards and quality assurance
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- relevant industry codes of practice
- trade practices
- use of force.

Organisational requirements may relate to:

- client service standards
- policies for ensuring privacy and confidentiality of information
- procedures for archiving electronic and hard-copy records
- procedures for recording, storing and destroying

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information
- standard of language, literacy and numeracy required
- use of organisational equipment and resources.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC2002A Follow workplace safety procedures in the security industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to follow Occupational Health and Safety (OHS) procedures to ensure own safety and that of others in a security work environment. It requires the ability to identify and control security risks and hazards, apply appropriate responses within scope of own responsibility, and to share OHS information with team members.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of work roles in the security industry. Work is performed under routine supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Follow OHS policies and procedures.	1.1 Organisational ***OHS policies and procedures*** relevant to own role and responsibilities are complied with in accordance with ***legislative requirements***. 1.2 Organisational ***procedures*** for identifying and controlling ***risks*** and ***hazards*** are reviewed and followed within limits of own authority. 1.3 Organisational procedures and documentation for ***reporting OHS information*** are identified and followed. 1.4 All work is conducted using ***safe operating practices*** in accordance with OHS, legislative and ***organisational requirements***.
2 Deal with emergency situations.	2.1 ***Emergency situations*** are identified and ***relevant persons*** promptly notified. 2.2 ***Emergency procedures*** are followed correctly within limits of own authority. 2.3 ***Personal limitations*** are identified and requests for back-up support or further instruction promptly sought. 2.4 ***Incidents*** and responses are accurately reported and documented in accordance with organisational procedures and legislative requirements.
3 Maintain participation in workplace safety.	3.1 OHS information, issues and practices are discussed with colleagues to ensure safety awareness and information exchange.

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Colleague contributions to ***OHS participative arrangements*** in the workplace are continually sought and encouraged.
	3.3 ***Feedback*** is continually sought from colleagues to identify areas for improvement in OHS practices.
	3.4 OHS information is accessed and reviewed on a regular basis to ensure currency of own OHS practices.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- ability to communicate and discuss OHS concerns and information
- ability to identify common risks and hazards in a security work environment
- ability to question to check information, seek feedback and identify areas for improvement in OHS practices
- ability to read and understand common OHS signs and symbols
- ability to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- ability to solve routine problems
- accurately receive and follow instructions and procedures
- accurately record and report details of hazards, risks and incidents
- basic risk assessment
- numeracy skills to estimate time to complete work tasks
- observation to maintain safety awareness in work environment.

Required knowledge

- basic principles of risk management
- common types and purpose of Personal Protective Equipment (PPE)
- designated workplace OHS personnel and first aid officers
- duty of care requirements of self and others
- general rights and responsibilities of employers and employees with regard to OHS
- guidelines relating to use of force
- methods for ensuring own safety in the workplace
- OHS hierarchy of controls and procedures for its application
- organisational communication channels and procedures
- organisational procedures for emergency and first aid response

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REQUIRED SKILLS AND KNOWLEDGE

- own responsibilities to comply with safe working practices
- procedures for reporting risks and hazards and documentation which needs to be completed
- range and meanings of common OHS signs and symbols
- range of potential workplace hazards, risks and emergency situations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- accurately identifying and following organisational OHS procedures relating to identifying, assessing and reporting risks and hazards within limits of own authority
- correctly following organisational emergency procedures including notification of relevant persons, request for back-up assistance and accurate reporting of response
- contributing to, and encouraging the participation of colleagues, in workplace OHS arrangements to ensure a current knowledge and understanding of OHS issues, practices and compliance requirements
- accurately recording and reporting OHS risks and hazards using standard proformas or documentation.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book

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- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning and written assessment should be used to assess underpinning knowledge.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***OHS policies and procedures* may relate to**:

- application of first aid
- emergency and evacuation response
- equipment maintenance and use
- hazard and risk identification and reporting
- OHS consultation and participative arrangements
- reporting accidents, incidents, injuries and near misses
- restraint and apprehension of persons
- risk assessment and control measures
- safe operating procedures and instructions for use of equipment and technology
- security licensing requirements

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- suspected terrorist activity
- use and maintenance of PPE
- use of firearms, handcuffs, batons and spray
- use of force
- use, storage and disposal of hazardous substances or dangerous items.

Legislative requirements may relate to:

- anti-discrimination and diversity
- Australian standards, codes of practice and regulations
- award and enterprise agreements
- duty of care
- evidence collection
- licensing arrangements and certification requirements
- OHS issue resolution
- relevant commonwealth, state, territory OHS legislation, codes of practice and regulations
- roles and responsibilities of OHS representatives and committees
- trade practices
- use of force.

***Risk* relates to**:

- the likelihood of a hazard causing injury or harm.

***Security risks* may include**:

- biological hazards
- chemical spills
- electrical faults
- explosives
- injury to personnel
- noise, light, heat, smoke
- persons carrying weapons
- persons causing a public nuisance
- persons demonstrating suspicious behaviour
- persons suffering from emotional or physical distress
- persons under the influence of intoxicating substances
- persons with criminal intent
- persons, vehicles and equipment in unsuitable locations
- suspicious packages or substances
- terrorism
- violence or physical threats.

***Procedures for controlling risks* may include**:

- application of the hierarchy of control
- basic risk assessment
- communicating OHS information to others
- complying with safe operating procedures for equipment
- correct selection, use, storage and maintenance procedures

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	for PPE • evacuation • maintaining vigilance, awareness and observation in the work environment • reporting of identified risks or hazards • requests for back-up support or instructions • safe lifting and manual handling • security of documents, cash, equipment and persons • use of fire safety equipment • use of reasonable force.
Hazard relates to:	• any thing (including an intrinsic property of a thing) or situation with the potential to cause injury or harm.
Hazards may be identified through:	• continuous monitoring of work environment • debrief and review of security incidents • regular informal and informal discussions with colleagues • regular inspections of equipment and work area • review of workplace health and safety records.
***Safe operating practices* may include**:	• following OHS and emergency procedures • remaining vigilant and aware while at work • requesting back-up support • risk and hazard recognition • using communication to defuse conflict or potentially dangerous situations • working safely around electrical wiring, cables and overhead power lines • working safely around tools and equipment.
Organisational requirements may relate to:	• access and equity policies, principles and practices • client service standards • code of conduct • code of ethics • duty of care • emergency and incident response • employer and employee rights and responsibilities • licensing requirements • organisational goals, objectives, plans, systems and processes • personnel practices and guidelines • policies and procedures relating to own role, responsibility and delegation • privacy of information • procedures and guidelines for reporting • quality and continuous improvement processes

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- restraint and apprehension of persons
- storage and disposal of information.
- use of force
- workplace communication protocols.

***Emergency situations* may include**:

- accidents
- armed or unarmed robbery
- bomb threats
- collapse or partial collapse of buildings or structures
- criminal activity
- damage to people or property
- explosion
- fire
- natural disasters.
- spill or release of toxic chemicals or biological substances
- suspicious packages, objects, people or vehicles
- terrorism
- threatening, challenging or aggressive persons.

***Relevant persons* may include**:

- clients
- colleagues
- emergency services (eg police, ambulance, fire brigade, emergency rescue)
- first aid officer
- general public
- supervisor.

***Emergency procedures* may relate to**:

- evacuation
- first aid response
- notification of emergency services
- request for back-up assistance.

***Personal limitations* may relate to**:

- difficulties in meeting designated timeframes.
- legal knowledge
- licensing requirements
- need for back-up support or additional resources
- own competence level
- scope of own role and responsibilities
- situational knowledge.

***Incidents* may include**:

- accidents resulting in injury
- fatigue
- fire
- security breaches.
- situations affecting the security of self, others or property
- theft

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	• use of unreasonable force • use of weapons.
***OHS participative arrangements* may relate to**:	• accessing and exchanging up-to-date information and industry trends relating to OHS to maintain awareness and vigilance. • attendance at OHS committee meetings • discussions with OHS representatives • formal and informal meetings with colleagues to discuss OHS matters.
***Feedback* may be sought from**:	• comments from supervisors, colleagues or clients • formal and informal discussions and feedback • personal reflection • security debriefing and review.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC2003B Work effectively in the security industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to work in the security industry in compliance with applicable legal requirements. It requires the ability to understand and follow relevant legislative and procedural requirements, organise and complete daily work activities, and identify opportunities for own learning and improvement.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of work roles in the security industry. Work is performed under routine supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify and comply with legal and procedural requirements.	1.1 The range of ***organisational***, ***legislative and procedural requirements*** relevant to security operations are identified and complied with. 1.2 ***Assignment instructions*** are reviewed to identify legal and procedural compliance considerations. 1.3 Own understanding of legal and procedural requirements is discussed with ***relevant persons*** to ensure consistency of understanding. 1.4 Own ***work performance and conduct*** demonstrates a commitment to compliance with applicable legislative and procedural requirements.
2 Organise and complete daily work tasks.	2.1 Own role, responsibilities and authority are confirmed with relevant persons and checked against assignment instructions. 2.2 ***Work tasks*** are organised and completed within designated timeframes. 2.3 ***Factors*** affecting the achievement of work tasks are promptly identified and reported to relevant persons. 2.4 Progress in completing work tasks is communicated to relevant persons in accordance with ***Occupational Health and Safety*** (***OHS***) ***requirements***. 2.5 ***Business equipment and technology*** is used to organise and complete work tasks.

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ELEMENT	PERFORMANCE CRITERIA
3 Identify and access future learning opportunities.	3.1 ***Feedback*** is actively sought from relevant persons to confirm quality of performance and to identify areas for improvement. 3.2 ***Opportunities for professional development*** are identified and discussed with relevant persons. 3.3 ***Appropriate support*** is sought as required to improve own performance to achieve identified learning objectives. 3.4 Learning and skill development information is recorded and maintained in accordance with organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- communicate in a clear and concise manner in both written and verbal modes to receive, interpret and transmit information
- complete workplace documentation in a legally appropriate manner
- numeracy skills to estimate time to complete activities and prioritise tasks
- observation skills to identify potential security risks
- personal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- planning and prioritising work tasks
- questioning to confirm legal issues and procedures associated with job specifications
- questioning to confirm technical issues associated with work tasks or equipment
- reading to understand instructions, workplace information and symbols
- request advice, support or further information
- seek and receive feedback on performance and areas requiring improvement
- self reflection to identify skill improvement needs
- source, organise and record information
- use business equipment and technology to plan tasks and complete reports
- verbal reporting
- work on an individual basis and as part of a team.

Required knowledge

- Australian standards, regulations, procedures and codes or practice applicable to

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REQUIRED SKILLS AND KNOWLEDGE

own role, responsibilities and work tasks as a security officer

- basic legislation applicable to conduct of duties as a security operative including that relating to:
  - records and reports which may be used for legal purposes
  - requesting or providing back-up support or assistance
  - collection of evidence
  - use of force and force continuum
  - privacy and confidentiality of information
  - apprehension, arrest and restraint of persons
  - handling of complaints
  - inspection and screening of people and property
  - anti-discrimination
  - OHS
  - protection of self, people and property
  - search of persons or property
  - surveillance where applicable to work
  - telecommunications where applicable to work
  - use of restraints
  - use and maintenance of batons, handcuffs, spray and firearms where applicable to work.
- communication codes and call signs relevant to security work
- how to access information including legislation applicable to own work
- limits of own responsibilities and authority
- organisational procedures and reporting requirements
- phonetic alphabet
- requirements for giving evidence in court
- terms and conditions of own employment
- workplace communication channels and procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for A person who demonstrates competency in this unit must be able to

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assessment and evidence required to demonstrate competency in this unit	provide evidence of: • accessing, understanding and complying with a range of legislative and procedural requirements relevant to security work functions • using business equipment and technology to organise, prioritise and complete work tasks within designated timeframes • communicating with relevant persons to facilitate information exchange and safety, and reporting personal limitations in the conduct and completion of work tasks • actively seeking feedback own work performance to identify skill development requirements and to access opportunities for learning.
Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to a registered provider of assessment services • access to a suitable venue and equipment • access to plain English version of relevant statutes and procedures • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency should be assessed using questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team

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leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational requirements may relate to:

- client service standards
- OHS
- organisational goals and objectives
- policies for ensuring privacy and confidentiality of information
- procedures for archiving electronic and hard-copy records
- procedures for ensuring environmentally sustainable practices, including:
  - efficient water usage
  - energy efficiency
  - waste minimisation
- procedures for recording, storing and destroying information
- procedures for reporting and recording information
- use of organisational equipment and resources.

Legislative and procedural requirements may relate to:

- applicable commonwealth, state or territory legislation which affects security work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian standards and quality assurance
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements

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	• relevant industry codes of practice • trade practices • use of force.
***Assignment instructions* may relate to**:	• assignment objectives and timeframes • back-up support • client identification and information details • communication equipment and procedures • instructions from client, supervisor or colleagues • legislative requirements relating to work tasks • OHS including use of personal protective equipment • preferred investigative methods • resource and equipment needs • site layout including access points • use of force • use of workplace documentation • verbal and non-verbal reporting • work schedules including budget • work tasks and procedures.
Relevant persons may include:	• clients • colleagues • legal representatives • management • supervisor • technical experts • workplace trainer or mentor.
Work performance and conduct may relate to:	• code of conduct and ethics • professionalism • use of initiative to improve own performance • use of initiative to update knowledge-base and information related to work tasks and security issues • use of interpersonal skills and communication skills which show respect for individual cultural and social differences and the principles of access and equity.
***Work tasks* may involve**:	• control of access to and exit from premises • crowd control • escort of people and property • operation, installation and storage of security equipment • screening or inspection of property and people • security monitoring or guarding of premises.
***Factors* may include**:	• budget constraints • competing work demands • environmental factors (time, weather)

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	• lack of back-up support • unforeseen incidents • limits defined through common law, contract law or statutes which apply to the nature of the work being performed • limits described in job specifications or organisational policies and procedures • non-availability of resources or materials • own competency level • technology or equipment faults • unforeseen incidents • workplace hazards, risks or controls.
***Occupational Health and Safety* (*OHS*) *requirements* may relate to**:	• identifying hazards or risks • safety of self and others.
***Business equipment and technology* may include**:	• computers and software applications • databases • email • facsimile machines • internet, extranet or intranet • modems • personal schedulers • photocopiers • printers • scanners.
***Feedback* may be sought from**:	• comments from supervisor, colleagues, trainer or clients • formal or informal performance appraisals • personal reflection • workplace assessment.
***Opportunities for professional development* may include**:	• career planning or development • internal or external training provision • participating in formal or informal learning programs • performance appraisals • personal study • quality assurance assessments and recommendations • Recognition of Prior Learning assessment • work experience or exchange opportunities • workplace coaching, mentoring or supervision • workplace skills assessment.
Appropriate support	• allocation of a workplace trainer or mentor • feedback on performance

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may relate to:

- leave from duties to undertake learning or study program
- provision of funding or resources
- provision of learning materials.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC2004B Respond to security risk situation

Modification History

Minor additions resulting in a version upgrade, and changes to reference to units throughout CPP07.

Unit Descriptor

This unit of competency specifies the outcomes required to carry out a response to a security risk situation. It requires the ability to identify risks, identify and undertake an appropriate security response, and participate in an evaluation of response activities.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Identify security risk situation.	1.1	Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to security risk operations are identified and complied with.
		1.2	Potential ***security risk situation*** is identified and assessed for degree of risk to self, others, property and premises.
		1.3	***Environmental factors*** are monitored and changes in characteristics that may impact on security risk situation are identified.
		1.4	***Occupational Health and Safety (OHS)*** requirements are identified and appropriate risk control measures to ensure safety of self and others are implemented.
		1.5	Requirements for advice or assistance are identified and requested from ***relevant persons*** in accordance with organisational procedures.
2	Respond to security risk situation.	2.1	Appropriate ***response*** to identified security risk situation is determined and implemented in accordance with organisational procedures.
		2.2	Response initiative maximises the safety and security of self, others, property and premises and is carried out within the scope of own responsibility, competence and authority.
		2.3	***Equipment*** is used in accordance with manufacturer's instructions and organisational procedures.
		2.4	Appropriate ***interpersonal techniques*** and ***communication channels*** are used in accordance with organisational procedures.
		2.5	Details of security risk situation are documented and maintained in accordance with organisational procedures.
3	Assist in the review of the	3.1	Participation in review and debrief processes are carried out in accordance with organisational procedures.

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response to security risk situation.	3.2	Observations are accurate and provided in a clear, concise and constructive manner.
	3.3	***Effects of stress*** and other issues related to own well-being are recognised and controlled using appropriate ***stress management techniques***.
	3.4	Review and debrief findings identify areas for improving future response procedures and reducing effects of stress.
	3.5	Relevant ***documentation*** is completed and securely maintained with due regard to confidentiality in accordance with organisational procedures.

Required Skills and Knowledge

This section describes the skills and knowledge and their level required for this unit.

Required skills

- communicate using appropriate channels and authorities
- communicate using phonetic alphabet and clear and concise language
- identify and comply with applicable legal and procedural requirements including licensing requirements
- identify and comply with security incident response procedures
- identify situations requiring support or assistance
- operate security and communications equipment
- participate in debriefings and provide accurate and concise observations
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- select and use appropriate personal protective equipment
- use basic risk assessment procedures
- use negotiation techniques to defuse and resolve conflict.

Required knowledge

- access rights of a person using an assistance animal to enter public places
- basic legislation applicable to conduct of security response including that relating to:
  - records and reports which may be used for legal purposes
  - requesting or providing back-up support or assistance
  - collection of evidence

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  - use of force and force continuum
  - apprehension, arrest and restraint of persons where applicable
  - potential adverse health effects arising from the use of force or physical restraint in a security response, e.g. death by positional asphyxia
  - search of people and property where applicable
  - anti-discrimination
  - OHS
  - protection of self, people and property
  - use of restraints
  - use and maintenance of batons, handcuffs, spray and firearms.
- communication channels, codes and signals
- first aid procedures and their application
- instructions and procedures for responding to security risk situations
- legal provisions relating to ‘use of force’ guidelines
- limits of own responsibility and authority
- observation and monitoring techniques
- operational functions and procedures for the use of communications, security and personal protection equipment
- phonetic alphabet
- principles of effective communication including interpersonal techniques
- procedures and requirements for documenting security incidents
- procedures for establishing a sterile area
- procedures to contact emergency services and other sources of support
- processes for reporting, reviewing and debriefing security response
- range of potential security incidents and appropriate responses
- signs and indicators of stress
- techniques for recognising and controlling own stress.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • responding to a security risk in a manner that is appropriate for the situation, compliant with applicable legislation and regulations, and within scope of own competence and authority • identifying risk factors which might impact on the safety and

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security of persons, property and premises and taking appropriate response actions to maintain safety of self and others
- using effective communication processes and equipment to convey clear and accurate information in a form which is preferred and understood by the receiver
- participating in review and debrief processes to evaluate effectiveness of response and related personal stress, and identifying areas for improvement to future practices and stress reduction.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- Prohibited Weapons Act and regulations
- relevant commonwealth, state or territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Relevant legislation may include:

- Crimes Act 1900
- Firearms Act 1996 and Firearms (General) Regulations 1997
- general principles of Common Law
- Inclosed Lands Protection Act 1901
- Law Enforcement (Powers and Responsibilities) Act 2002

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- Liquor Act 1982
- Listening Devices Act 1984
- Registered Clubs Act 1976
- Security Industry Act 1997 and Regulations 1998
- Trade Practices Act
- Workplace Surveillance Act 2005.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Security risk situation may relate to:

- biological hazards
- bomb threat
- chemical spills
- electrical faults
- explosives
- injury to personnel
- noise, light, heat, smoke
- persons carrying weapons
- persons causing a public nuisance
- persons demonstrating suspicious behaviour
- persons suffering from emotional or physical distress
- persons under the influence of intoxicating substances
- persons with criminal intent
- persons, vehicles and equipment in unsuitable locations
- prohibited and dangerous items
- suspicious packages or substances
- terrorism
- violence or physical threats.

Environmental factors

- access to assistance and resources

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may relate to:
- availability of exits and opportunities for escape
- crowds
- different degrees of light including low light and darkness
- presence of several sources of threat
- time of day
- weather.

OHS requirements may relate to:
- controlling and minimising risks
- correct manual handling including shifting, lifting and carrying
- first aid
- identifying and reporting hazards and risks
- knowledge of emergency and evacuation procedures
- transporting and storing dangerous goods
- using and maintaining equipment:
  - business equipment and technology
  - communications equipment and technology
  - personal protection equipment
  - security equipment and technology
- using and maintaining firearms
- using and storing hazardous materials and substances.

Relevant persons may include:
- clients
- colleagues
- emergency services personnel
- supervisor.

Response may involve:
- apprehension of person(s)
- establishing a sterile area
- evacuating the premises
- isolating area of potential risk
- isolating risk
- notifying relevant emergency services agencies
- providing access for emergency services
- provision of first aid
- request for support and assistance
- restraint of person
- search of person(s)
- tactical withdrawal
- use of empty hand techniques
- use of negotiation techniques.

Equipment may include:
- batons
- communication equipment:
  - telephone and mobile phone
  - pager

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- portable and mounted two-way radio
- firearm
- handcuffs
- personal protection equipment:
  - high visibility vest
  - body armour
  - slash proof gloves
- security equipment:
  - electronic screening equipment
  - video cameras and monitors
- spray.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising
- two-way interaction
- use of plain English
- use of positive, confident and cooperative language.

Communication channels and processes may relate to:

- direct line supervision paths
- established communication protocols
- formal communication pathways
- lateral supervision paths
- organisational communication networks
- verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.

Documentation may include:

- incident reports
- activity logs
- request for assistance forms
- vehicle and personnel movements
- written and electronic reports.

Effects of stress may include:

- distraction
- minimal verbal communication
- negative body language

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	• frustration • inability to concentrate • increasing aggression • over-talking • tiredness • uncoordinated movements.
Stress management techniques may include:	• conscious use of personal recreational activities • counselling • formal debriefing processes • informal exploration of incidents with team members and supporters • review of practice and resources.

Unit Sector(s)

Competency field	Operations
Unit sector	Security

Custom Content Section

Not applicable.

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CPPSEC2005A Work as part of a security team

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to work effectively as part of a team in the security industry. It requires the ability to identify individual and team roles and responsibilities, and to use effective communication to improve team relationships, back-up support and team performance.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of work roles in the security industry. Work is performed under routine supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop effective team relationships.	1.1 Relationships with team members are developed and maintained in accordance with ***organisational goals and objectives***.
	1.2 Input of team members into planning, decision making and operational tasks of team are continually encouraged.
	1.3 Communication with others is conducted in a courteous manner which reflects sensitivity to individual ***social and cultural differences***.
	1.3 Issues that may lead to, or involve conflict are recognised, discussed with team members, and referred to ***relevant persons*** as required.
2 Participate in team assignments.	2.1 Individual responsibilities within the team are identified and met in accordance with ***organisational requirements***, ***assignment instructions*** and ***relevant legislation***.
	2.2 Team members are assisted to ensure efficient and safe completion of ***work tasks***.
	2.3 ***Relevant information*** is communicated to team members using appropriate ***communication skills***, ***procedures and equipment***.
	2.4 ***Assistance*** is provided to colleagues or sought as required to achieve work tasks within designated timeframes in accordance with ***Occupational Health and Safety*** (***OHS***) ***requirements***.
3 Contribute to	3.1 Encouragement and support is given to other team

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ELEMENT	PERFORMANCE CRITERIA
team development.	members to identify and organise ***professional development opportunities***.
	3.2 ***Feedback*** on individual and team performance is regularly sought from colleagues and supervisors.
	3.3 Personal work standards are maintained in a manner that supports the team and organisational goals and objectives.
	3.4 Positive contributions are made to the planning process to improve work practices.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- basic information technology
- communication to engage with minority groups (eg young people, old people, people with an addiction or disability, Indigenous Australians, people from Culturally and Linguistically Diverse (CALD) backgrounds)
- complete basic workplace documentation
- conflict resolution to diffuse or resolve individual and team issues
- literacy skills to understand and communicate security information (reading, writing, speaking, numeracy and listening)
- numeracy skills to estimate time to complete work tasks
- observation
- personal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- questioning to check understanding
- solve routine problems
- summarise information received
- use of phonetic alphabet
- work effectively on an individual basis and as part of a team.

Required knowledge

- approved communication terminology and call signs
- difference between negative and positive language
- differences between reactive and proactive back-up
- differences between written and spoken English
- how to read and use body language to gain confidence of others

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REQUIRED SKILLS AND KNOWLEDGE

- how to record information which may be used for legal purposes.
- how to safeguard confidential information
- how to use business equipment to present information
- organisational communication channels and procedures
- organisational standards for the presentation and maintenance of written information
- procedures for receiving and providing back-up support
- procedures for reporting information
- types and uses of communications equipment.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- working effectively with and encouraging team members to complete assignments within designated timeframes and legislative requirements
- identifying minority groups and discussing issues that may lead to conflict with team members using communication which reflects sensitivity to individual social and cultural differences
- actively seeking and providing feedback on quality of team work and performance and identifying opportunities for own and team professional development
- using communication skills to ensure regular exchange of information within the team and provision or receipt of back-up support and assistance.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment

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- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational goals and objectives may include:

- budgetary and business targets
- client requirements
- continuous improvement
- professional development goals
- reporting deadlines
- team and individual learning goals.

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Social and cultural differences may be expressed in:	• beliefs, values or practices • conventions of gender or sexuality • cultural stereotypes • dress • food or diet • language • religious and spiritual observances • social conventions • traditional practices and observations.
***Relevant persons* may include**:	• clients • other colleagues • supervisor • team leader • team members • technical specialists.
***Organisational requirements* may relate to**:	• access and equity policies, principles and practices • business and performance plans • client service standards • code of conduct, code of ethics • communication and reporting procedures • complaint and dispute resolution procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs • own role, responsibility and authority • personal and professional development • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.
***Assignment instructions* may relate to**:	• assignment objectives and timeframes • back-up • client identification and information details • communication equipment and procedures • instructions from client, supervisor or colleagues • legislative requirements relating to work tasks • OHS including use of personal protective equipment • resource and equipment needs • site layout including access points • use of force

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- use of workplace documentation
- verbal and non-verbal reporting
- work schedules including budget
- work tasks and procedures.

***Work tasks* may involve**:

- control of access to and exit from premises
- control room operation
- crowd control
- escort of people and property
- operation, installation and storage of security equipment
- screening or inspection of property and people
- security monitoring or guarding of premises.

***Relevant information* may relate to**:

- changed work arrangements
- client needs
- handover notes or reports
- incidents
- location of team members
- positive or negative feedback
- potential risks, hazards or changing safety requirements
- resource or equipment availability and instructions
- status of work tasks
- team goals, objectives and tasks.

***Communication skills* may include**:

- active listening
- comprehension
- note-taking
- positive body language
- questioning
- reading accurately
- speaking clearly
- summarising
- writing.

***Communication procedures* may include**:

- abbreviations
- call codes
- call signs
- use of phonetic alphabet
- written or verbal reporting.

***Communication equipment* may include**:

- mobile telephones
- pager
- portable or mounted two-way radio.

***Assistance* may involve**:

- explaining or clarifying issues or tasks
- problem solving
- providing back-up support

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	• providing encouragement • providing feedback to another team member • taking on extra tasks.
***Occupational Health and Safety* (*OHS*) *requirements* may relate to**:	• identifying hazards or risks • safety of self and others.
***Professional development opportunities* may include**:	• career planning or development • internal or external training provision • participating in formal or informal learning programs • performance appraisals • personal study • quality assurance assessments and recommendations • Recognition of Prior Learning assessment • work experience or exchange opportunities • workplace coaching, mentoring or supervision • workplace skills assessment.
***Feedback* may be sought from**:	• comments from supervisors, colleagues or clients • formal or informal performance appraisals • personal reflection • workplace assessment.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC2006B Provide security services to clients

Modification History

Minor additions resulting in a version upgrade, and changes to reference to units throughout CPP07.

Unit Descriptor

This unit of competency specifies the outcomes required to provide a security service to clients. It requires the ability to establish effective relationships, identify problems, and deliver a security service according to specific instructions. It also requires an ability to use communication and problem solving techniques to promote client confidence.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

This unit of competency has wide application in a range of work roles in the security industry. Work is performed under routine supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Establish positive relationship with clients.	1.1	Relationship with client is established by using appropriate ***communication techniques*** to confirm needs and expectations.
		1.2	Communication with clients is conducted in a professional and courteous manner which reflects sensitivity to individual ***social and cultural differences***.
		1.3	***Professional conduct*** is maintained according to client and ***organisational requirements***.
		1.4	Client confidentiality is maintained according to organisational and ***legislative requirements***.
2	Deliver service to clients.	2.1	Effective ***client service*** is provided to meet required ***security services*** and ***assignment instructions.***
		2.2	***Conflict situations*** are identified and action taken to minimise impact on client satisfaction in consultation with relevant persons.
		2.3	Client is informed of all relevant security matters in a timely manner in accordance with agreed ***reporting instructions.***
		2.4	***Personal limitations*** in meeting client needs are identified and assistance sought as required from ***relevant persons.***
3	Respond to client complaints or special requirements.	3.1	***Special needs or requirements*** of client are identified and service adjusted to meet needs.
		3.2	Possible causes of client dissatisfaction are identified using appropriate communication skills.
		3.3	Client complaints are resolved with professionalism and courtesy with assistance from relevant persons sought as required.
		3.4	Unresolved complaints or client dissatisfaction are ***reported*** in accordance to organisational requirements.

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Required Skills and Knowledge

This section describes the skills and knowledge and their level required for this unit.

Required skills

- basic information technology
- communication skills to relate to young people from diverse backgrounds
- complete basic workplace documentation
- literacy skills to understand and communicate security information (reading, writing, speaking, numeracy and listening)
- numeracy skills to estimate service timeframes
- observation
- personal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- present a professional image
- providing effective client service to young people
- questioning to check understanding
- solve routine problems and handle client complaints
- summarise information received
- work effectively on an individual basis and as part of a team
- writing to prepare case notes or report areas of conflict.

Required knowledge

- awareness of local youth services
- difference between negative and positive language
- differences between written and spoken English
- how to adjust communication to interact with young people
- how to read and use body language to gain confidence of clients
- how to safeguard confidential information
- how to use business equipment to present information
- legislation and regulations applicable to providing security services
- organisational standards and procedures for client service
- organisational standards for the presentation and maintenance of written information
- practices for providing client service to young people
- procedures and channels for reporting information
- rights and responsibilities of clients
- uniform and personal grooming requirements
- youth social cultures and framework.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- complying with organisational policies and procedures and relevant legislation in the provision of security services to clients
- adjusting client service and communication to meet the special needs of security clients including young people
- confirming client requirements from information contained in the client brief or assignment instructions and discussing and resolving areas of conflict in the provision of client service
- following agreed client and organisational reporting procedures in the provision of security services
- monitoring and acting on changing client needs and possible causes of dissatisfaction.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information

Assessment processes and techniques must be culturally

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for assessment	appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Communication techniques may include:	• active listening • being respectful and non-discriminatory to others • control of tone of voice and body language • demonstrating flexibility and willingness to negotiate • interpreting non-verbal and verbal messages • maintaining professionalism • phone technique • providing and receiving constructive feedback • questioning and paraphrasing to clarify and confirm understanding • use of appropriate body language • use of communication appropriate to cultural differences • use of positive, confident and cooperative language • use of two-way communication.
Social and cultural differences may be expressed in:	• age • beliefs, values or practices • cognitive ability • conventions of gender or sexuality • cultural stereotypes • disability • dress

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- food or diet
- language
- religious and spiritual observances
- social conventions
- traditional practices and observations.

Professional conduct may relate to:

- non-aggressive communication or body language
- own attitude and behaviour
- personal dress appropriate to work assignment
- personal grooming appropriate to work assignment
- use of appropriate language to engage minority groups.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- methods for communication with diverse clients including young people
- Occupational Health and Safety (OHS) policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Legislative requirements may relate to:

- applicable commonwealth, state or territory legislation which affects security work such as:
- workplace safety
- environmental issues
- equal employment opportunity
- industrial relations
- anti-discrimination and diversity
- Australian standards and quality assurance
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements

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	• privacy requirements • relevant industry codes of practice • trade practices • use of force • Young Offenders Act.
Client service may relate to:	• dealing with conflict • efficient use of resources • handling and recording complaints • meeting agreed timelines • meeting allocated duties and responsibilities • meeting budget and agreed costs • professionalism and conduct • regular communication and reporting.
Security services may include:	• control room monitoring. • controlling exit from and access to premises • crowd control • escorting people or property • guarding • monitoring centre operations • routine security monitoring of premises or property • screening of property or people.
Assignment instructions may relate to:	• assignment objectives and timeframes • back-up support or assistance • client identification and information details • communication equipment and procedures • instructions from client, supervisor or colleagues • legislative requirements relating to work tasks • OHS including use of personal protective equipment • procedures in the event of communication loss • resource and equipment needs • site layout including access points • use of force • use of workplace documentation • verbal and non-verbal reporting • work schedules including budget • work tasks and procedures.
Conflict situations may relate to:	• availability • cash flow • crowds • delivery • insurance, time penalties, disputes

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- limited access to assistance and resources
- own skills and knowledge
- problems with security or communication equipment
- restricted site access
- risks and hazards
- vehicles
- weather and environment conditions.

Reporting instructions may relate to:

- adherence to organisational requirements
- areas of conflict
- completion of work activities or milestones
- compliance with legislative requirements
- existence of security incidents, risks or hazards
- need for resources or assistance
- variance to agreed assignment
- verbal reporting
- written reporting using electronic equipment or standard documentation.

Personal limitations may relate to:

- being unsure of best method to complete task
- compliance with OHS requirements
- current competence level
- difficulties in meeting timelines
- inability to fulfil own role and responsibilities
- licensing requirements
- personal values and their impact on client service and work performance
- technical expertise
- understanding of assignment instructions
- understanding of legal requirements.

Relevant persons may include:

- client including young people
- colleagues
- supervisor
- support services or agencies (eg emergency services)
- technical security specialists.

Special needs or requirements may relate to:

- control of exit from and access to premises
- crowd control
- escort of people and property
- non-routine information or service provision
- screening of property and people
- urgent requirements
- victims of trauma or torture
- young people.

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Reporting may include:

- completing documentation such as logs, journals and activity reports
- completing police reports
- completing written and computer reports
- contacting designated personnel
- recording security risk and incident details
- requesting security assistance
- verbal reporting to client or supervisor.

Unit Sector(s)

Competency field	Operations
Unit sector	Security

Custom Content Section

Not applicable.

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CPPSEC2007A Screen people

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to screen people for dangerous or prohibited items. It requires the ability to prepare and use security screening equipment, monitor people and alarms, adapt screening processes for infants and people with special needs, and carry out search of persons and personal effects. It also requires knowledge of the legal issues relevant to the rights and responsibilities of persons involved in search activities.

This unit may form part of the licensing requirements for persons engaged in security screening and search operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving security screening and search activities. In relation to the identification of drugs, competency involves a reporting function rather than law enforcement. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

This unit focuses on the screening function and includes search of personal effects. It does not cover standard responses to security risk situations in the screening process, for example restraint and detention of persons which are covered by units such as CPPSEC2004A Respond to security risk situation. It does not include image interpretation which is covered by the unit CPPSEC2006A Screen items.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for screening.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to screening operations are identified and complied with.
	1.2 ***Assignment instructions*** are obtained and clarified as required with ***relevant persons***.
	1.3 Personal dress and presentation is maintained in accordance with client and organisational requirements.
	1.4 ***Screening equipment*** is ***checked*** for operational effectiveness in accordance with manufacturer's instructions.
	1.5 Equipment faults or damage are identified and reported in accordance with organisational procedures.
2 Screen people.	2.1 People are screened using screening equipment appropriate to the purpose.
	2.2 Flow of people through screening point is controlled in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisational procedures.
	2.3 People are directed through screening process using communication which is courteous, professional and sensitive to individual ***social and cultural differences***.
	2.4 Special methods and requirements are applied when screening infants and ***persons with special needs*** in accordance with organisational procedures.
	2.5 People and equipment are closely ***monitored*** to promptly identify ***prohibited or dangerous items***.
	2.6 Prohibited or dangerous items are identified and appropriate ***response*** implemented in accordance with legislative requirements.
3 Undertake search of persons and personal effects.	3.1 Need for ***search*** of persons and ***personal effects*** is identified in accordance with legislative requirements.
	3.2 Authority to undertake search of persons and personal effects is confirmed with relevant persons.
	3.3 Persons are informed of the purpose and procedures to be used in the search using effective ***interpersonal techniques*** in accordance with legislative requirements.
	3.4 Search is carried out in a professional and courteous manner in accordance with organisational procedures and legislative requirements.
	3.5 Personal search details are reported and documentation maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately identify prohibited and dangerous items
- check, set up and operate screening equipment (including walk through metal detection, ETD and wands)
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate using clear and concise language
- comply with applicable legislative requirements, regulations and codes
- conduct an inspection and search of people and personal effects

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REQUIRED SKILLS AND KNOWLEDGE

- direct the flow of people through a screening point
- maintain goodwill and professionalism when dealing with incidents
- monitor and identify alarms (audible and visual)
- observe and monitor people and items
- present a professional image to members of the public and colleagues
- recognise suspicious behaviour
- record and report information
- work effectively as part of a team.

Required knowledge

- communication channels and procedures
- components, operating principles and characteristics of typical weapons, prohibited items and explosives that may be potentially contained on a person or in personal effects
- correct methods and techniques for screening people and personal effects
- correct positioning, speed and gait of persons walking through metal detection equipment
- duty of care, code of conduct and code of ethics requirements
- emergency and evacuation procedures
- layout and access points of premises
- legal provisions relating to powers and procedures for effecting an arrest
- legal provisions relating to search and seizure
- limits of own responsibility and authority in relation to dealing with identified prohibited and dangerous items
- operational principles of screening equipment
- positive alarm response procedures
- principles of effective communication including interpersonal techniques
- procedures for conducting frisk search of persons and physical inspection of personal effects
- procedures for conducting searches of items (baggage, goods, packages etc)
- procedures for reporting identified prohibited and dangerous items
- procedures for screening infants and persons with special needs
- procedures for selecting a random sample of persons for screening with hand held equipment
- procedures to handling, isolating and confiscating prohibited and dangerous items
- situations requiring notification of a law enforcement officer or emergency services.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- complying with relevant legislation, regulations and procedures during screening and search of people and personal effects
- following established procedures to screen people and personal effects using a range of screening equipment
- preparing and using screening equipment including conduct of checks and tests for operational effectiveness
- responding appropriately to alarms and identified prohibited and dangerous items and completing associated documentation
- using culturally appropriate communication techniques to give clear and accurate information to persons involved in screening and search processes
- applying special methods and requirements when screening infants and persons with special needs.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

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Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning, written or visual assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- aviation transport security acts and regulations
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- maritime transport security acts and regulations
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity

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- environmental issues
- equal employment opportunity
- industrial relations
- Occupational Health and Safety (OHS)

- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- client service standards
- code of conduct or ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- equipment use and maintenance
- OHS policies and procedures
- own role, responsibility and authority
- privacy and confidentiality
- records and documentation
- resource parameters and use
- standard operating procedures for screening
- storage and disposal of information.

***Assignment instructions* may include**:

- screening objectives, procedures and timeframes
- instructions from supervisor
- personal presentation requirements
- reporting and documentation requirements
- resource and equipment requirements
- specific client requirements
- work tasks and procedures.

Relevant persons may include:

- aviation staff
- client
- colleagues
- maritime staff
- security personnel
- supervisor.

Screening equipment may include:

- explosive trace detection (ETD)
- hand-held metal detector (wand)

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	• walk through metal detection equipment.
Checked relates to:	• performing required calibrations on screening equipment • setting up screening equipment • testing screening equipment.
Social and cultural differences **may relate to**:	• dress and personal presentation • food preferences • language • religion • social conventions • traditional practices • values and beliefs.
Persons with special needs **may include**:	• a person in a wheelchair who may or may not be able to stand unassisted • a person not in a wheelchair but who requires a walking aid • a person who is hearing impaired • a person who is vision impaired • a person who is vision impaired who has an assistance animal (eg a guide dog) • a person who requires the assistance of a carer • a person with a prosthetic device, body brace or other medical device.
Monitored **may relate to**:	• checking equipment to ensure correct working order or need for calibration • ensuring appropriate flow of people and personal effects through screening point • identifying alarms (audible and visual) • identifying suspicious behaviour or items • observing people.
Prohibited or dangerous items:	• are those items specified by the client or by federal, state or territory statutes • may be organics, weapons and explosives • may be described under aviation transport security regulations • may be described under maritime transport security regulations.
Response **may include**:	• completing relevant documentation • conducting further screening • escalation according to standard operating procedures • establishing a sterile area • notifying a law enforcement officer • notifying emergency personnel

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- notifying supervisor
- verbal or written reporting.

***Search* may involve**:

- electronic screening
- frisk search
- pat search
- routine or special search of property
- scanning of baggage, items, personal effects and property.

Personal effects:

- includes carry-on baggage in an aviation environment
- means an article or possession of a person.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising
- two-way interaction
- use of plain English
- use of positive, confident and cooperative language.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC2008A Screen items

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to screen items using image interpretation to ensure the security of premises. It requires the ability to operate security screening equipment and accurately interpret images to detect prohibited and dangerous items.

This unit may form part of the licensing requirements for persons engaged in security screening and search operations in those states and territories where these are regulated activities.

This unit provides coverage for both internationally defined Hold Baggage Screening (HBS) and Cabin Baggage Screening (CBS).

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving security screening and search activities. In relation to the identification of drugs, competency involves a reporting function rather than law enforcement. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

This unit focuses on the screening function. It does not cover standard responses to security risk situations in the screening process, for example search, restraint and detention of persons which are covered by units such as CPPSEC2004A Respond to security risk situation and CPPSEC2005A Screen people.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for screening.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to security screening operations are identified and complied with.
	1.2 ***Assignment instructions*** are obtained and clarified as required with ***relevant persons***.
	1.3 Personal dress and presentation is maintained in accordance with client and organisational requirements.
	1.4 ***Screening equipment*** is ***checked*** for operational effectiveness in accordance with manufacturer's instructions.
	1.5 Equipment faults or damage are identified and reported in accordance with organisational procedures.
2 Screen items.	2.1 ***Items*** are screened using screening equipment appropriate to the purpose.
	2.2 Positioning of items for screening is physically controlled

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ELEMENT	PERFORMANCE CRITERIA
	in accordance with organisational procedures.
	2.3 Items and equipment are closely ***monitored*** to promptly identify ***prohibited or dangerous items***.
	2.4 ***Search*** of items is conducted as required in accordance with legislative requirements.
	2.5 Communication is courteous, professional and sensitive to individual ***social and cultural differences***.
	2.6 Screening outcomes are ***reported*** and documentation maintained in accordance with organisational procedures.
3 Interpret images.	3.1 ***Images*** are accurately ***interpreted*** in accordance with manufacturer's instructions and ***Occupational Health and Safety*** (***OHS***) ***requirements***.
	3.2 Image is scrutinised using appropriate image enhancement features.
	3.3 ***Limitations*** of image interpretation process are recognised and problems resolved or assistance sought as required from relevant persons.
	3.4 Prohibited or dangerous items are identified and appropriate ***response*** implemented in accordance with legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately identify prohibited and dangerous items
- accurately interpret images including meaning of colours, shapers and sizes of objects (if appropriate to workplace requirements)
- check, set up and operate screening equipment
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate using clear and concise language
- comply with applicable legislative requirements, regulations and codes
- conduct a physical examination of items
- maintain goodwill and professionalism when dealing with incidents
- monitor and identify alarms (audible and visual)
- observe and monitor items and people

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REQUIRED SKILLS AND KNOWLEDGE

- operate a range of screening equipment
- physically control placement of items for screening (eg on a conveyor belt)
- present a professional image to members of the public and colleagues
- recognise suspicious behaviour
- record and report information
- use auto-calibration and image enhancement functions of screening equipment (if appropriate to workplace)
- work effectively as part of a team.

Required knowledge

- communication channels and procedures
- components, operating principles and characteristics of typical weapons, prohibited items and explosives that may be potentially contained in items
- correct methods and techniques for screening items
- correct positioning of items for screening
- duty of care, code of conduct and code of ethics requirements
- emergency and evacuation procedures
- layout and access points of premises
- legal provisions relating to powers and procedures for effecting an arrest
- legal provisions relating to search and seizure
- limitations of screening equipment
- limits of own responsibility and authority in relation to dealing with identified prohibited and dangerous items
- OHS requirements related to use of screening equipment
- operational principles of screening equipment
- positive alarm response procedures
- principles of effective communication including interpersonal techniques
- procedures for conducting searches of items (baggage, goods, packages etc)
- procedures for ensuring safety of item which cannot be accurately screened
- procedures for reporting identified prohibited and dangerous items
- procedures to handling, isolating and confiscating prohibited and dangerous items
- situations requiring notification of a law enforcement officer or emergency services.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- complying with relevant legislation, regulations and procedures during screening and search of a range of items
- safely preparing and using screening equipment including conduct of calibration, checks and tests for operational effectiveness
- responding appropriately to alarms and identified prohibited and dangerous items and completing associated reports and documentation
- accurately interpreting images using image enhancement functions including interpreting the meaning of colours, shapes and sizes of objects on image
- using culturally appropriate communication techniques to give clear and accurate information to persons involved in screening and search processes.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all

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cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning, written or visual assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- aviation transport security acts and regulations
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- maritime transport security acts and regulations
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations

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- OHS
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- client service standards
- code of conduct or ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- equipment use and maintenance
- OHS policies and procedures
- own role, responsibility and authority
- privacy and confidentiality
- records and documentation
- resource parameters and use
- standard operating procedures for screening
- storage and disposal of information.

***Assignment instructions* may include**:

- screening objectives, procedures and timeframes
- instructions from supervisor
- personal presentation requirements
- reporting and documentation requirements
- resource and equipment requirements
- specific client requirements
- work tasks and procedures.

Relevant persons may include:

- aviation staff
- client
- colleagues
- maritime staff
- security personnel
- supervisor.

Screening equipment may include:

- conveyor type equipment
- explosive trace detection (ETD)
- hand-held metal detector
- trace particle detection
- ultrasound

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	• wand • x-ray observation equipment that has threat image projection system capability.
Checked relates to:	• performing required calibrations on screening equipment • setting up screening equipment • testing screening equipment.
***Items* may include**:	• bags • cabin baggage • checked baggage • goods • hold baggage • packages • personal belongings • ship's stores.
***Monitored* may relate to**:	• checking equipment to ensure correct working order or need for calibration • ensuring appropriate placement of items for screening • identifying alarms (audible and visual) • identifying suspicious behaviour or items • observing people.
Prohibited or dangerous items:	• are those items specified by the client or by federal, state or territory statutes • may be organics, weapons and explosives • may be described under aviation transport security regulations • may be described under maritime transport security regulations.
***Search* of items**:	• involves a physical inspection • may be in the presence of the owner.
***Social and cultural differences* may relate to**:	• dress and personal presentation • food preferences • language • religion • social conventions • traditional practices • values and beliefs.
***Reported* may involve**:	• notifying screening point supervisor • notifying a law enforcement officer or security personnel • completing relevant documentation.
***Images* may include**:	• ultrasound • x-ray.

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***Interpreted* should involve**:	• correctly interpreting image including shapes and sizes of objects • correctly interpreting the appearance of prohibited items or weapons • correctly interpreting the meaning of colours on the image (metals, organics and in-organics).
***Occupational Health and Safety* (*OHS*) *requirements* may relate to**:	• identifying prohibited items, hazards or risks • safe use of x-ray interpretation equipment • safety of self and others.
***Limitations* may relate to**:	• equipment faults or restrictions • image interpretation • own competency level or knowledge • problems with screening process • typical issues that occur when using screening equipment.
***Response* may include**:	• completing relevant documentation • conducting further screening • escalation according to standard operating procedures • isolating items • notifying a law enforcement officer • notifying emergency personnel • notifying supervisor • verbal or written reporting.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC2009A Give evidence in court

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to prepare and present evidence in a judicial or quasi-judicial environment. It requires the ability to prepare admissible, accurate and professionally prepared evidence and follow up outcomes of proceedings.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for court proceedings.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to presenting evidence in court are identified and complied with. 1.2 ***Court*** and proceedings ***arrangements*** are verified with ***relevant persons***. 1.3 ***Documentation and exhibits*** are prepared in accordance with organisational procedures. 1.4 All material to be used or referred to in proceedings is reviewed thoroughly prior to presentation in court to ensure familiarity, completeness and availability. 1.5 Personal presentation, manner and language are consistent with ***court protocols***.
2 Present evidence.	2.1 ***Rules of evidence***, procedures and protocols relevant to the jurisdiction involved are observed and adhered to throughout the proceedings. 2.2 ***Evidence*** is based on fact and is presented in a clear, concise and unambiguous manner and complies with the rules of evidence. 2.3 All evidence required during court proceedings is available in an original form as required. 2.4 Specialist opinion within own level of qualification and expertise is provided on request in accordance with organisational procedures.
3 Implement relevant outcomes of proceedings.	3.1 Outcomes of the proceedings are obtained, noted and reports completed where required in accordance with organisational procedures. 3.2 Any required actions relevant to proceedings outcomes are

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ELEMENT	PERFORMANCE CRITERIA
	implemented in accordance with organisational procedures.
	3.3 ***Feedback***, further information and clarification of issues associated with proceedings and outcomes is sought as required.
	3.4 Relevant documentation is completed and securely maintained with due regard to confidentiality in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply effective communication techniques including active listening and questioning
- check and review documentation for accuracy, spelling and grammar
- collate and organise information
- communicate in a clear and concise manner
- comply with court protocols and procedures
- identify relevant and valid information as admissible evidence
- maintain, store and preserve evidence
- organise resource and equipment requirements
- prepare documentation using appropriate structure and language
- record and accurately report information
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- seek clarification and feedback as required
- use a range of business equipment and technology appropriate to meet task requirements.

Required knowledge

- court protocols and procedures relevant to the jurisdiction
- document and evidence management systems
- evidence preparation and presentation requirements
- features and functions of business equipment and technology
- general principles regarding the admissibility of evidence in courts
- principles of effective communication

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REQUIRED SKILLS AND KNOWLEDGE

- privacy and confidentiality requirements
- procedures for handling and managing evidential exhibits
- relevant industry codes of practice and legislation including 'rules of evidence' and 'continuity of evidence'
- techniques to verify and validate information.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- following up outcomes of proceedings, reviewing implications and identifying appropriate actions to be implemented
- interpreting and complying with court protocols and procedural guidelines
- maintaining and preserving evidence and exhibits
- preparing documentation and maintaining records and systems
- preparing and presenting evidence in an accurate, clear and concise manner
- providing specialist opinion within own level of competence and expertise as required.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes

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where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian Standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements

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- privacy and confidentiality
- relevant commonwealth, state or territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Courts* may be**:

- criminal, coronial and civil
- district
- federal
- local
- magistrates
- supreme
- tribunals.

***Arrangements* may**

- confirmation of evidence requirements

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relate to:	• confirmation of time • date and location of proceedings • documentation requirements.
***Relevant persons* may include**:	• clients • colleagues • legal representatives • supervisor.
***Documentation and exhibits* may include**:	• affidavits • incident reports • items of evidence • media footage • photographs • radio and telephone records • reports • transcripts of conversation.
***Court protocols* may relate to**:	• examination and cross-examination procedures • forms of address • general demeanour • impartiality • punctuality • readiness of self and evidence • respect for people and offices held • standards of dress, physical appearance • voice clarity and language.
***Rules of evidence* may relate to**:	• admissibility • contemporaneousness.
***Evidence* may include**:	• documents • facts • physical exhibits • testimony.
***Feedback* may be sought from**:	• clients, colleagues or supervisor • documentation and reports • legal representatives • personal reflection.

Unit Sector(s)

Unit sector	Security

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Competency field

Competency field Operations

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CPPSEC2010A Protect safety of persons

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to ensure the safety of persons while escorting them between and within locations. It requires the ability to identify potential threats to client safety and conduct appropriate response procedures.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for assignment.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with.
	1.2 Assignment instructions and other relevant information are clarified as required with ***relevant persons***.
	1.3 ***Resource and equipment*** requirements are confirmed and organised in accordance with organisational procedures.
	1.4 Equipment is checked for operational effectiveness and faulty or damaged equipment is reported in accordance with organisational procedures.
	1.5 Personal dress and presentation is maintained to professional standards at all times.
2 Escort persons.	2.1 Escort procedures are carried out in accordance with assignment instructions.
	2.2 Safety requirements of ***client***, self and others are monitored and maintained.
	2.3 Client movement information is exchanged using established ***communication channels and processes***.
	2.4 Appropriate ***interpersonal techniques*** are used to facilitate effective relationships and meet client ***special needs***.
	2.5 Communication is conducted in a professional and courteous manner which takes into account ***social and cultural differences***.
3 Identify security risk situation.	3.1 Potential ***security risks*** to client safety are identified and assessed for degree of risk.
	3.2 ***Response*** is formulated and carried out within scope of

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ELEMENT	PERFORMANCE CRITERIA
	own role, competence and authority.
	3.3 Assistance requirements are identified and requested in accordance with organisational procedures.
	3.4 Changing circumstances are monitored and responses are adjusted as required to maintain security.
	3.5 Clients are continually advised of all factors which may affect their safety.
	3.6 Relevant ***documentation*** is completed and processed in accordance with workplace procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- communicate using appropriate channels and clear and concise language
- communication to engage with minority groups (eg young people, old people, people with an addiction or disability, Indigenous Australians, people from Culturally and Linguistically Diverse (CALD) backgrounds)
- determine response appropriate to security risk situation
- identify and comply with applicable legal and procedural requirements including licensing requirements
- identify and comply with security incident response procedures
- identify risk factors and assess degree of risk
- identify support and assistance requirements
- operate security and communications equipment
- record, report and document information
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- select and use appropriate personal protection equipment
- use negotiation techniques to defuse and resolve conflict.

Required knowledge

- communication channels, codes and signals
- emergency and evacuation procedures
- escort procedures
- first aid procedures and their application
- instructions and procedures for responding to security risk situations

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REQUIRED SKILLS AND KNOWLEDGE

- legal provisions relating to 'use of force' guidelines
- limits of own responsibility and authority
- observation and monitoring techniques
- operational functions and procedures for the use of communications, security and personal protection equipment
- principles of effective communication including interpersonal techniques
- procedures and requirements for documenting security incidents
- reporting structure and processes
- requirements for protecting people with special needs
- security incidents and appropriate responses.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- complying with applicable legislative and procedural requirements for ensuring the safety of persons
- identifying risk factors which might impact on the safety and security of the client and implementing appropriate response measures
- maximising the personal safety of client, self and others during escort procedures
- organising resource and equipment requirements appropriate to meet assignment requirements
- using effective and culturally appropriate communication techniques to give clear and accurate information, in a form which is preferred and understood by the receiver and which engages minority groups.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

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- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may

- apprehension and powers of arrest
- Australian standards and quality assurance requirements

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relate to:

- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

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Assignment instructions may include:	• assignment purpose and objective • assignment tasks and procedures • assignment timeframe • client identification information • incident and security risk response procedures • personal presentation requirements • personal protection equipment • premises location and layout • reporting and documentation requirements • resource and equipment requirements • travel routes and schedules.
Relevant persons **may include**:	• clients • colleagues • emergency services personnel and agencies • security personnel • supervisor.

Resources and equipment may include:	• communication equipment
	  • earpiece
	  • pager
	  • portable and mounted two-way radio
	  • telephone and mobile phone
	• maps
	• pen and security notebook
	• personal protection equipment
	• security equipment
	  • electronic screening equipment
	  • video cameras and monitors
	• security personnel and specialist services
	• transport.

Clients **may include**:	• entertainers • executive personnel • heads of state • political leaders • royalty.
Communication channels and processes may relate to:	• direct line supervision paths • established communication protocols • formal communication pathways • lateral supervision paths • organisational communication networks • verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages,

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	use of abbreviations, hand signals.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
Special needs may relate to:	• access to male, female or disabled toilets • access to vehicles or premises for people with special needs • needs of minority groups (eg people with a disability).
Social and cultural differences **may relate to**:	• dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs.
Security risks may relate to:	• breaches of law eg criminal damage, offences against people, public order, misuse of drugs and alcohol • emergencies eg fire, scenes of crime, accidents • hazards eg physical, chemical, electrical, psychological, biological • threats eg bombs, sabotage, kidnap, assassination.
Response **may involve**:	• defusing the situation • evacuating the premises • isolating area of potential risk • isolating risk • notifying relevant emergency services agencies • provision of first aid • request for support and assistance • restraint of person • tactical withdrawal

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- use of basic defensive techniques
- use of negotiation techniques.

Documentation may include:

- activity logs
- incident reports
- request for assistance forms
- security risk and incident details
- vehicle and personnel movements
- written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC2011B Control access to and exit from premises

Modification History

Minor additions resulting in a version upgrade, and changes to reference to units throughout CPP07.

Unit Descriptor

This unit of competency specifies the outcomes required to monitor and manage the access and exit of persons and vehicles from premises. It requires the ability to manage people, inspect baggage and vehicles, and manage vehicular traffic.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Manage people.	1.1	Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with.
		1.2	***Identification documentation*** of ***persons*** entering premises is verified in accordance with organisational procedures.
		1.3	Entry validations are issued and collected in accordance with organisational procedures.
		1.4	***Incidents*** are responded to in accordance with assignment instructions and approved procedures.
		1.5	Appropriate ***interpersonal techniques*** are used and personal presentation is maintained in accordance with organisational requirements.
2	Inspect baggage and vehicles.	2.1	Inspections of baggage and vehicles are carried out in accordance with assignment instructions and organisational procedures.
		2.2	Refusals to inspection requests are reported immediately to ***relevant persons***.
		2.3	Prohibited and hazardous items are dealt with in accordance with ***Occupational Health and Safety (OHS)*** guidelines and organisational procedures.
		2.4	Items found during inspection procedures are recorded and reported to relevant persons in accordance with organisational procedures.
3	Manage vehicular traffic.	3.1	Vehicle entry validations are checked, issued and collected in accordance with assignment instructions.
		3.2	Incidents which infringe or breach assignment instructions are reported to appropriate persons.
		3.3	Vehicles carrying dispatched product are checked against relevant documentation.

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		3.4	Incoming vehicles are directed to appropriate unloading or parking areas in accordance with site requirements.
4	Manage access control systems.	4.1	***Access control systems*** are managed and monitored in accordance with assignment instructions.
		4.2	Access control systems are operated in accordance with manufacturer's instructions.
		4.3	Access control systems are activated and deactivated in accordance with assignment instructions.
		4.4	***Indications*** of unauthorised entry is promptly identified and responded to in accordance with approved procedures.
		4.5	Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

This section describes the skills and knowledge and their level required for this unit.

Required skills

- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate using clear and concise language
- conduct an inspection of baggage, vehicles and loads
- determine response appropriate to security risk situation
- direct vehicular traffic
- maintain goodwill and professionalism when dealing with incidents
- monitor and control access to premises
- present a professional image to members of the public and colleagues
- recognise suspicious behaviour
- record and report information
- select and use equipment appropriate to the security operation
- verify identification and authority of vehicles and persons entering premises.

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Required knowledge

- approved communication terminology and codes and signals
- communication channels
- confiscation procedures
- emergency and evacuation procedures
- legal provisions relating to powers of arrest and 'use of force' guidelines
- limits of own responsibility and authority
- operational principles and features of access control systems
- operational principles of security and communications equipment
- premises layout and access points
- premises security procedures
- principles of effective communication including interpersonal techniques
- procedures for dealing with contingency measures such as incidents involving forced entry or exit from premises
- procedures to handle dangerous goods
- reporting and documentation procedures
- types of identification and authority required to confirm entry to premises.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • completing, processing and maintaining documentation • identifying and complying with legal, procedural and site access requirements • identifying prohibited and dangerous items and take necessary response actions • operating a range of access control systems, security and communications equipment • using effective communication techniques to give clear and accurate information in a form which is preferred and understood by the receiver and engages minority groups • verifying and controlling authorised access and exit of persons, vehicles and dispatched goods to and from premises.
Context of and specific resources for	Context of assessment includes: • a setting in the workplace or environment that simulates the

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assessment	conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to plain English version of relevant statutes and procedures • access to a registered provider of assessment services • access to a suitable venue and equipment • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative	• apprehension and powers of arrest

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requirements may relate to:	• Australian standards and quality assurance requirements
	• counter-terrorism
	• crowd control and control of persons under the influence of intoxicating substances
	• disability
	• force continuum, use of force guidelines
	• general 'duty of care' responsibilities
	• inspection of people and property, and search and seizure of goods
	• licensing or certification requirements
	• privacy and confidentiality
	• relevant commonwealth, state, and territory legislation, codes and national standards for:
	  • anti-discrimination
	  • cultural and ethnic diversity
	  • environmental issues
	  • equal employment opportunity
	  • industrial relations
	  • OHS
	• relevant industry codes of practice
	• trespass and the removal of persons.

Organisational requirements may relate to:	• access and equity policies, principles and practices • business and performance plans • client service standards • code of conduct, code of ethics • communication and reporting procedures • complaint and dispute resolution procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs • own role, responsibility and authority • personal and professional development • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.
Assignment instructions may include:	• assignment objectives and timeframes • instructions from supervisor • personal presentation requirements • reporting and documentation requirements

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- resource and equipment requirements
- specific client requirements
- work tasks and procedures.

Identification documentation may include:

- ID cards or paperwork
- letters of authority
- temporary passes
- work permits.

Persons may include:

- contractors
- delivery persons
- demonstrators
- employees
- repair persons
- sales representatives
- visitors.

Incidents may include:

- aggressive or abusive behaviour by visitors
- complaints
- forced entry
- mislaid or forgotten pass
- non-compliance with entry requirements
- refusal to show pass
- unauthorised entry or exit of persons
- using a pass belonging to someone else.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising
- two-way interaction
- use of plain English
- use of positive, confident and cooperative language.

Relevant persons may include:

- clients
- colleagues
- emergency services personnel
- supervisor.

Occupational Health

- controlling and minimising risks

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***and Safety (OHS)* guidelines** may relate to:	• correct manual handling including shifting, lifting and carrying • environmental and conservation requirements • first aid • handling hazardous materials and dangerous goods • identifying and reporting hazards and risks • knowledge of emergency and evacuation procedures.
Access control systems may include:	• card entry systems • computerised entry systems • keypads and key tag systems • photo-ID cards • proximity card readers • security turnstiles • swipe cards • traffic barriers eg boom gates.
***Indications* of unauthorised entry** may include:	• alarm activation • CCTV monitor • ladders or other climbing aids • signs of forced entry • unusual lights • unusual sounds.
Documentation may include**:**	• activity reports • incident reports • vehicle and personnel movements • visitor logs • visitor passes.

Unit Sector(s)

Competency field	Operations
Unit sector	Security

Custom Content Section

Not applicable.

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CPPSEC2012A Monitor and control individual and crowd behaviour

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to maintain safety and security of persons, property and premises. It requires the ability to observe and monitor individual and crowd behaviour and identify and respond to potential threats and incidents.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for monitoring.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with. 1.2 ***Work tasks*** are verified and clarified as required with ***relevant persons***. 1.3 Personal dress and presentation is maintained to meet assignment requirements. 1.4 ***Resources and equipment*** are confirmed and checked for operational effectiveness and serviceability in accordance with manufacturer's instructions. 1.5 Faulty or damaged equipment is replaced and reported in accordance with organisational procedures. 1.6 ***Site*** layout details and ***communication channels and processes*** are verified and clarified with relevant persons as required.
2 Monitor individual and crowd behaviour.	2.1 Systematic personal safety checks are conducted on a regular basis in accordance with organisational procedures. 2.2 Crowd and individual behaviour is monitored to ensure the security and safety of persons and property. 2.3 Security status of the venue and crowd is determined and communicated as required to appropriate persons. 2.4 Communication is courteous and professional and ***interpersonal techniques*** reflect an awareness of

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ELEMENT	PERFORMANCE CRITERIA
	individual ***social and cultural differences***.
	2.5 Persons behaving in a potentially disruptive manner are identified and assessed for degree of risk to self, others, property and premises.
3 Identify and respond to security risk situation.	3.1 Potential ***security risks*** are identified and assessed for degree of risk.
	3.2 ***Response*** is formulated and carried out within scope of own role, competence and authority.
	3.3 Assistance requirements are identified and requested in accordance with organisational procedures.
	3.4 Changing circumstances are monitored and responses are adjusted as required to maintain security.
	3.5 Reports are prepared presenting all relevant facts and information in appropriate format, style and structure.
	3.6 Relevant ***documentation*** is completed and processed in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate using clear and concise language
- comply with procedures to assess and control risks to self and others
- identify and comply with applicable legal and procedural requirements including licensing requirements and 'use of force' guidelines
- identify and comply with security incident response procedures
- identify response appropriate to security risk situation
- identify risk factors and assess degree of risk
- identify support and assistance requirements
- monitor crowd behaviour, size, safety and direction
- operate security and communications equipment
- record, report and document information
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities

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REQUIRED SKILLS AND KNOWLEDGE

- select and use appropriate personal protection equipment
- use negotiation techniques to defuse and resolve conflict.

Required knowledge

- communication channels, codes and signals
- emergency and evacuation procedures
- first aid procedures and their application
- instructions and procedures for responding to security risk situations
- legal provisions relating to powers of arrest and 'use of force' guidelines
- limits of own responsibility and authority
- methods of restraint
- negotiation and conflict resolution techniques
- observation and monitoring techniques
- operational functions and procedures for the use of communications, security and personal protection equipment
- principles of effective communication including interpersonal techniques
- procedures and requirements for documenting security incidents
- range of potential security incidents and appropriate responses
- reporting structure and processes
- site layout and access points.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- assessing site layout and verifying communication and security requirements prior to assignment
- completing and processing documentation
- complying with applicable legislation and procedural requirements to maximise the safety and protection of persons, property and premises
- observing and monitoring persons and identifying and responding appropriately to potential threats and hazards
- operating and maintaining security, communications and

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personal protection equipment
- using effective communication techniques to give clear and accurate information in a form which is preferred and understood by the receiver and which engages minority groups.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements (eg security industry, casino security etc)
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures

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- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Assignment instructions may include:

- assignment purpose and objective
- assignment tasks and procedures
- assignment timeframe
- client information
- incident and security risk response procedures
- personal presentation requirements
- personal protection equipment
- premises location and layout
- reporting and documentation requirements
- resource and equipment requirements
- travel routes and schedules.

Work tasks may relate to:

- control of exit from and access to premises
- crowd control
- escort of people
- routine security monitoring of site
- screening of people.

Relevant persons **may include**:

- clients
- colleagues
- emergency services personnel and agencies
- security personnel
- supervisor.

Resources and equipment may include:

- communication equipment
  - earpiece
  - pager
  - portable and mounted two-way radio
  - telephone and mobile phone
- maps
- pen and security notebook
- personal protection equipment
- security equipment

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	• electronic screening equipment • video cameras and monitors • security personnel and specialist services • transport.
***Sites* may include**:	• licensed premises • outdoor and indoor venues • private functions • protests • public events • sporting events.
Communication channels and processes may relate to:	• direct line supervision paths • established communication protocols • formal communication pathways • lateral supervision paths • organisational communication networks • verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
***Social and cultural differences* may relate to**:	• dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs.
Security risks may	• breaches of law eg criminal damage, offences against people, public order, misuse of drugs and alcohol

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relate to:	• emergencies eg fire, scenes of crime, accidents • hazards eg physical, chemical, electrical, psychological, biological • threats eg bombs, sabotage, assassination.
***Response* may involve**:	• checking identification • defusing the situation • evacuating the premises • isolating area of potential risk • isolating risk • issuing verbal warnings • notifying relevant emergency services agencies • offering assistance • provision of first aid • request for support and assistance • restraint of person • tactical withdrawal • use of basic defensive techniques • use of negotiation techniques.
***Documentation* may include**:	• activity logs • incident reports • request for assistance forms • security risk and incident details • vehicle and personnel movements • written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC2013A Protect valuables in transit

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to collect and deliver valuables. It requires the ability to operate a security vehicle and equipment. Competency also requires the ability to monitor and identify potential threats to the security of persons and valuables and conduct appropriate response procedures.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for escort.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with.
	1.2 Assignment instructions and other relevant information are clarified as required with ***relevant persons***.
	1.3 ***Resource and equipment*** requirements are confirmed and organised in accordance with organisational procedures.
	1.4 Equipment is checked for operational effectiveness and faulty or damaged equipment is reported in accordance with organisational procedures.
	1.5 Personal dress and presentation is maintained to professional standards at all times.
	1.6 ***Communication channels and processes*** are identified and confirmed with relevant persons.
2 Undertake escort and maintain security.	2.1 Escort procedures are carried out in accordance with assignment instructions.
	2.2 Security of ***valuables*** and ***personal safety*** requirements are monitored and maintained.
	2.3 Continuous and active observation techniques are used to anticipate and identify potential ***security risk situations***.
	2.4 Response option is determined appropriate to identified security risk and implemented within scope of own role, competence and authority.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Assistance requirements are determined and requested in accordance with organisational procedures.
3 Complete escort.	3.1 Escort procedures are completed in accordance with assignment instructions and organisational procedures.
	3.2 Equipment is checked, cleaned and stored in accordance with organisational procedures.
	3.3 Accurate and constructive observations are provided during review and debrief procedures.
	3.4 Recommendations for improvement to procedures are provided to inform future practice.
	3.5 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- communicate using appropriate channels and processes
- comply with procedures to assess and control security risks
- escort and maintain security of valuables
- identify and comply with applicable legal and procedural requirements including licensing requirements
- identify and comply with security incident response procedures
- identify and confirm route and schedule details
- identify risk factors and assess degree of risk
- identify support and assistance requirements
- operate vehicles, security and communications equipment
- record, report and document information
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- select and use appropriate personal protection equipment.

Required knowledge

- communication channels, codes and signals
- emergency and evacuation procedures
- escort procedures

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REQUIRED SKILLS AND KNOWLEDGE

- instructions and procedures for responding to security risk situations
- legal provisions relating to traffic regulations and 'use of force' guidelines
- limits of own responsibility and authority
- observation and monitoring techniques
- operational functions and procedures for the use of communications, security and personal protection equipment
- principles of effective communication including interpersonal techniques
- procedures and requirements for documenting security incidents
- reporting structure and processes
- security incidents and appropriate responses.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- complying with applicable legislative and procedural requirements while protecting valuables in transit
- identifying risk factors which might impact on the security of valuables and implementing appropriate response measures
- maximising the security of valuables and the personal safety of self and others during escort procedures
- operating security vehicles and equipment
- using effective communication techniques to give clear and accurate information in a form which is preferred and understood by the receiver.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services

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- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances

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- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Assignment instructions may include:

- assignment purpose and objective
- assignment tasks and procedures
- assignment timeframe

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- client information
- collection and set-down locations
- escort route
- incident and security risk response procedures
- personal presentation requirements
- personal protection equipment
- premises location and layout
- reporting and documentation requirements
- resource and equipment requirements
- travel routes and schedules.

Relevant persons may include:

- clients
- colleagues
- emergency services personnel and agencies
- security personnel
- supervisor.

Resources and equipment may include:

- communication equipment
  - earpiece
  - pager
  - portable and mounted two-way radio
  - telephone and mobile phone
- maps
- pen and security notebook
- personal protection equipment
- receptacles for carrying valuables
- security equipment
  - electronic screening equipment
  - video cameras and monitors
- security personnel and specialist services
- transport.

***Communication channels and processes* may relate to**:

- direct line supervision paths
- established communication protocols
- formal communication pathways
- lateral supervision paths
- organisational communication networks
- verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.

***Valuables* may include**:

- artworks
- bullion
- cash
- documents

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- jewellery
- precious stones.

***Personal safety* requirements may relate to**:

- appropriate vehicle
- provision of back-up support
- regular communication
- specific security equipment
- taking an alternative route
- working in a team.

Security risks may relate to:

- accidents
- terrorism
- theft
- violence.

***Documentation* may include**:

- activity logs
- incident reports
- request for assistance forms
- security risk and incident details
- vehicle and personnel movements
- written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC2014A Operate basic security equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to operate a range of basic security equipment. It requires knowledge of the functions required to operate equipment and conduct routine maintenance, as well as to report faults and document information.

This unit may form part of the licensing requirements for persons who operate basic security equipment in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles which involve the use of basic security equipment. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Select and prepare security equipment.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to the operation of security equipment are identified and complied with.
	1.2 ***Security equipment*** required to carry out ***work tasks*** is identified and accessed.
	1.3 Routine ***pre-operational checks*** are carried out in accordance with manufacturer's instructions.
	1.4 Training requirements are identified and reported to ***relevant persons***.
2 Operate security equipment.	2.1 Suitable ***personal protection equipment*** is selected, used and maintained.
	2.2 Security equipment is operated in a safe and controlled manner in accordance with manufacturer's instructions.
	2.3 Security equipment is used for its intended purpose and in accordance with assignment instructions.
	2.4 Equipment operation is monitored and errors or deficiencies identified and reported in accordance with organisational procedures.
3 Maintain security equipment.	3.1 Security equipment is maintained and stored in accordance with organisational procedures and manufacturer's instructions.
	3.2 Work area is cleared and waste materials disposed of in accordance with organisational procedures.

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Faulty or damaged equipment is reported for repair or replacement in accordance with organisational procedures.
	3.4 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply safe workplace practices and procedures
- carry out routine maintenance on security equipment
- clean and maintain a safe workplace environment
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- conduct pre-operational checks on equipment
- identify and control hazards and risks associated with equipment use
- identify and report faulty equipment
- observe ergonomic and conservation requirements relevant to the operation of equipment
- operate a range of basic security equipment
- reading skills to understand manufacturer's instructions
- writing skills to complete documentation and maintain records.

Required knowledge

- emergency procedures
- environmental and waste disposal procedures
- features and functions of a range of basic security, business and communication equipment
- licensing requirements for the operation of equipment
- pre-operational checking functions and procedures
- procedures to access manufacturer's specifications and other information relevant to the operation of equipment
- reporting and documentation requirements and processes
- routine maintenance procedures and repair techniques
- safe workplace procedures relevant to the operation of basic security equipment
- workplace procedures for obtaining and storing tools, equipment and materials.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- conducting pre-operational checks of a range of basic security equipment
- operating a range of security equipment in accordance with manufacturer's instructions and safety requirements
- accurately identifying and reporting operational faults and deficiencies in a range of security equipment
- maintaining a safe and tidy work environment
- selecting and using appropriate tools and materials to carry out routine maintenance procedures on a range of security equipment.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures

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- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning and written assessment should be used to assess underpinning knowledge.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations

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- Occupational Health and Safety (OHS)
- relevant industry codes of practice
- telecommunications
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Equipment may include:

- business equipment
  - calculators
  - ergonomically appropriate chair
  - facsimile machines
  - standard commercial computer software and hardware
- communications equipment
  - telephone and mobile phone
  - telephone headset
  - pager
  - portable and mounted two-way radio
- electronic alarm systems
- screening equipment
  - walk through metal detector
  - hand held wand
- security equipment

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- electronic screening equipment
- video cameras and monitors.

- vehicles
  - cars
  - vans
  - motorcycles.
- xray equipment.

***Work tasks* might relate to**:

- control of exit from and access to premises
- crowd control
- escort of people and valuables
- preparing documents and reports
- responding to alarms
- routine security monitoring of premises
- screening of property and people.

***Pre-operational checks* may involve**:

- basic repairs and adjustments
- checking log books and maintenance register
- cleaning, priming and tightening procedures
- minor vehicle maintenance eg checks to oil, water, fuel and tyre pressure
- observing and monitoring noise levels for correct operation
- reading and interpreting manufacturer's instructions.

***Relevant persons* may include**:

- colleagues
- equipment manufacturers
- security consultants
- security personnel
- supervisor
- technical staff.

***Personal protection equipment* may include**:

- body armour
- breathing apparatus
- fire extinguisher
- first aid kit
- gloves
- head protection
- knee pads
- masks
- protective shield
- safety boots
- safety glasses.

***Documentation* may include**:

- equipment faults and diagnosis
- materials used, parts and components replaced

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- operational reports
- recommended repairs or disposal of equipment
- repairs and servicing undertaken
- testing and inspection results
- written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC2015A Patrol premises

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to maintain the security of premises and property. It requires the ability to conduct security patrols for a range of sites as a component of a complete zone, and the ability to respond to alarm activations as well as to conduct risk assessment to identify abnormal safety or security concerns.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for patrol.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***patrol*** operations are identified and complied with.
	1.2 ***Patrol tasks*** and other ***assignment instructions*** are obtained and verified with ***relevant persons***.
	1.3 ***Resource and equipment*** requirements are confirmed and organised in accordance with organisational procedures.
	1.4 Equipment is checked for operational effectiveness and faults or damage reported in accordance with organisational procedures.
	1.5 Personal dress and presentation is maintained at all times to professional standards and assignment requirements.
2 Monitor premises and property.	2.1 Patrol is conducted in accordance with site patrol schedules, routes and assignment instructions.
	2.2 Systematic personal safety checks are conducted on a regular basis.
	2.3 ***Security systems*** are operated and maintained in accordance with assignment instructions.
	2.4 Security status of the premises and property is monitored and maintained in accordance with assignment instructions.
	2.5 ***Communication channels and processes*** are used to maintain communication with relevant persons through

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ELEMENT	PERFORMANCE CRITERIA
	duration of the assignment.
3 Identify and respond to security risk situation.	3.1 Potential ***security risks*** are identified and assessed for degree of risk to self, others, property and premises. 3.2 ***Response*** is formulated and carried out within scope of own role, competence and authority. 3.3 Requirements for assistance are identified and sought from relevant persons. 3.4 Changing circumstances are monitored and responses are adjusted as required to maintain security. 3.5 Relevant ***documentation*** is completed and securely maintained with due regard to confidentiality in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- communicate using appropriate channels and communication codes and signals
- determine response appropriate to security risk situation
- identify and comply with applicable legal and procedural requirements including licensing requirements
- identify and comply with security incident response procedures
- identify risk factors and assess degree of risk
- identify support and assistance requirements
- interpret alarm signals and respond accordingly
- operate and maintain a vehicle
- operate security and communications equipment
- present a professional image to members of the public and colleagues
- record, report and document information
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- select and use appropriate equipment appropriate to the security task.

Required knowledge

- applicable legislative provisions relevant to personal safety, traffic regulations and surveillance activities
- applicable licensing requirements for mobile and static patrols

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REQUIRED SKILLS AND KNOWLEDGE

- communication channels, codes and signals
- difference between procedures for mobile and static patrols
- first aid procedures and processes for their application
- general emergency and evacuation procedures
- indicators or signs of personal stress and strategies to control
- legal provisions relating to powers of arrest and 'use of force' guidelines
- limits of own responsibility and authority
- observation and monitoring techniques
- operational principles of basic security and alarm systems, communications and protective equipment
- phonetic alphabet
- premises layout and access points appropriate to assignment
- principles of effective communication including interpersonal techniques
- procedures and requirements for documenting security incidents
- procedures for conducting zoned mobile patrols
- procedures for responding to multiple alarm activations
- types of security situations which may be encountered during patrol operations and appropriate responses.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- complying with applicable legislation and procedural requirements and assignment instructions in the conduct of mobile and static patrols
- conducting a mobile patrol across a complete zone and responding effectively to numerous alarm activations
- observing and monitoring premises and property and identifying, assessing and responding appropriately to security risk situations
- operating and maintaining basic security and communications equipment
- using effective communication techniques to give clear and

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accurate information in a form which is preferred and understood by the receiver and which engages minority groups
- completing security patrol including processing relevant documentation and monitoring effects of stress on self.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures

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- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Patrol* may be**:

- on foot
- mobile using a vehicle.

***Patrol tasks* may include**:

- alarm responses
- external inspections
- incident responses
- internal and external patrol of premises
- observation and monitoring of premises and property
- route finding and location identification
- site escorts.

Assignment instructions may include:

- assignment purpose and objective
- assignment tasks and procedures
- assignment timeframe
- client identification information
- incident and security risk response procedures
- patrol sites or zone
- personal presentation requirements
- personal protection equipment
- premises location and layout
- reporting and documentation requirements
- travel routes and schedules
- vehicle, resource and equipment requirements.

***Relevant persons* may include**:

- clients
- colleagues
- emergency services personnel and agencies
- members of the public
- security personnel
- supervisor.

Resources and equipment may include:

- communication equipment
  - earpiece
  - pager

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- portable and mounted two-way radio
- telephone and mobile phone
- data or GPS (Global Positioning System) terminals
- locks
- maps
- patrol call recording equipment
- pen and security notebook
- personal protection equipment
- security equipment
  - electronic screening equipment
  - video cameras and monitors
- torch
- transport.

Security systems **may include**:

- card-operated electronic access control systems
- electronic keypad operated intruder alarm systems
- locks and keys including key security systems and procedures.

Communication channels and processes may relate to:

- direct line supervision paths
- established communication protocols
- formal communication pathways
- lateral supervision paths
- organisational communication networks
- verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.

Security risks may relate to:

- breaches of law eg criminal damage, offences against people, public order, misuse of drugs and alcohol
- emergencies eg fire, scenes of crime, accidents
- hazards eg physical, chemical, electrical, psychological, biological
- threats eg bombs, sabotage, assassination.

Response **may involve**:

- checking identification
- defusing the situation
- evacuating the premises
- isolating area of potential risk
- isolating risk
- issuing verbal warnings
- notifying relevant emergency services agencies
- offering assistance
- provision of first aid
- request for support and assistance
- restraint of person

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- tactical withdrawal
- use of basic defensive techniques
- use of negotiation techniques.

***Documentation* may include**:

- activity logs
- incident reports
- request for assistance forms
- security risk and incident details
- vehicle and personnel movements
- written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC2016A Contribute to investigative activities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assist an investigation. It requires the ability to operate basic investigative equipment, source information, conduct surveillance, provide accurate observations and maintain records.

This unit may form part of the licensing requirements for persons engaged in security operations and investigations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of all those involved in investigative operations in the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines. Functions would be carried out under routine supervision.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for assignment.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with.
	1.2 Assignment instructions and other relevant information is clarified as required with ***relevant persons***.
	1.3 ***Resource and equipment*** requirements are confirmed and organised in accordance with organisational procedures.
	1.4 Equipment is checked for operational effectiveness and faulty or damaged equipment is reported in accordance with organisational procedures.
	1.5 Inspection of surveillance site is conducted to identify and record ***factors*** which may impact upon assignment instructions.
2 Gather information.	2.1 ***Sources*** of information are selected and assessed for suitability appropriate to meet assignment instructions.
	2.2 Assistance is provided in interviews in accordance with organisational procedures.
	2.3 Meetings are conducted in accordance with organisational procedures.
	2.4 Meetings and interviews are documented and processed in accordance with workplace procedures.
3 Conduct surveillance.	3.1 ***Surveillance*** is conducted in accordance with assignment instructions and applicable legislative requirements.
	3.2 Surveillance equipment is positioned and operated in accordance with manufacturer's instructions.
	3.3 Individuals or groups behaving in a suspicious or unusual

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ELEMENT	PERFORMANCE CRITERIA
	manner are identified and monitored.
	3.4 ***Evidence*** of surveillance is completed and processed in accordance with organisational procedures.
4 Complete assignment.	4.1 Reports are prepared presenting all relevant facts and observations in appropriate format, style and structure.
	4.2 Observations provided in reviewing and debriefing situations are accurate and constructive.
	4.3 Opportunities for improvement are identified and recommendations provided to inform future practice.
	4.4 Surveillance records and reports are completed and securely maintained with due regard to confidentiality.
	4.5 Equipment is checked, cleaned and stored in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- communicate using appropriate channels and communication modes
- communication to engage with minority groups (eg young people, old people, people with an addiction or disability, Indigenous Australians, people from Culturally and Linguistically Diverse (CALD) backgrounds)
- identify and comply with applicable legal and procedural requirements, including licensing requirements, relevant to surveillance activities
- interpret and follow instructions and procedures
- observation skills
- operate basic investigative equipment
- organise equipment and resource requirements
- participate in meetings and interviews
- record, report and document information
- source, collect and organise information
- use and interpret maps and street directories.

Required knowledge

- applicable licensing and legal requirements relevant to factual and surveillance investigation operations
- basic requirements for the collection and presentation of evidence

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REQUIRED SKILLS AND KNOWLEDGE

- communication channels and modes
- information gathering techniques
- interviewing, reviewing and debriefing processes
- observation and monitoring techniques
- operational functions of a range of investigative equipment
- principles of effective communication including interpersonal techniques
- privacy requirements relating to surveillance
- reliable and verifiable sources of information
- reporting and documentation requirements
- reporting structure and processes
- surveillance site location and layout.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- complying with applicable legislation and relevant licensing requirements for investigations
- carrying out surveillance procedures in a systematic manner
- functioning as a part of a team in a static or mobile surveillance operation
- operating and maintaining investigative and communications equipment
- sourcing, organising and managing information, evidence and other investigative material
- using effective communication techniques to give clear and accurate information in a form which is preferred and understood by the receiver and engages minority groups.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

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- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may

- apprehension and powers of arrest
- Australian standards and quality assurance requirements

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relate to:

- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Assignment instructions may include:

- assignment purpose and objective
- assignment tasks and procedures
- assignment timeframe
- client identification information
- incident and security risk response procedures
- personal presentation requirements

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- premises location and layout
- reporting and documentation requirements
- resource and equipment requirements
- surveillance plan
- travel routes and schedules.

***Relevant persons* may include**:

- clients
- colleagues
- security personnel
- supervisor
- technical personnel.

Resources and equipment may include:

- business equipment
  - laptop computer
- communication equipment
  - pager
  - portable two-way radio
  - mobile phone
- maps and street directories
- pen and security notebook
- personal protection equipment
- investigative equipment
  - 35mm and video cameras
  - binoculars
  - telephoto lens
  - tripods
  - voice recorders
  - night vision equipment
- transport.

***Factors* may relate to**:

- assignment timeframes
- resource requirements
- specialist equipment requirements
- surveillance site layout
- technical specialist requirements.

***Sources* may include**:

- electoral rolls
- government authorities
- internet
- media
- professional organisations
- reliable contacts or informants
- telephone directories.

***Surveillance* may be**:

- covert
- mobile

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- overt
- static.

***Evidence* may include**:

- audio
- film or video
- photographs
- sketches
- written and electronic notes.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC2017A Protect self and others using basic defensive techniques

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to apply basic defensive techniques in a security risk situation. It requires the ability to use basic lawful defensive techniques to protect the safety of self and others.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify need to use defensive techniques.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to the application of defensive techniques are identified and complied with. 1.2 ***Factors*** which might impact on own or others safety are identified and appropriate ***response*** procedures evaluated against use of force guidelines. 1.3 Causes of conflict and harmful behaviour are anticipated and appropriate responses to prevent escalation are implemented. 1.4 Alternative response options are assessed for viability and withdrawal options are identified and incorporated into defensive options. 1.5 ***Personal safety needs*** are identified and assistance sought from ***relevant persons*** as required.
2 Apply basic communication and negotiation techniques.	2.1 Effective ***interpersonal techniques*** are used to facilitate an effective exchange of information. 2.2 Communication is conducted in a courteous manner and reflects sensitivity to individual ***social and cultural differences***. 2.3 ***Basic negotiation techniques*** are used to maintain positive interaction and divert and minimise aggressive behaviour. 2.4 Contradictions, ambiguity, uncertainty or misunderstandings are identified and clarified. 2.5 Factors which might impact on the safety and security of self and others are anticipated and contingency measures are formulated and implemented as required.

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ELEMENT	PERFORMANCE CRITERIA
3 Apply basic defensive techniques.	3.1 Appropriate ***basic defensive techniques*** are selected to maintain safety and are applied within use of force guidelines. 3.2 Movements and actions of subject are monitored to anticipate movement and aggressive actions. 3.3 Stance and distance from subject is maintained to maximise ability to apply recognised hold techniques quickly and discontinue contact at cessation of threat. 3.4 Assistance requirements are determined and requested in accordance with organisational procedures. 3.5 The need to restrain, secure or escort subject is established and appropriate response implemented. 3.6 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- communicate using clear and concise language
- communication to engage with minority groups (eg young people, old people, people with an addiction or disability, Indigenous Australians, people from Culturally and Linguistically Diverse (CALD) backgrounds)
- determine response appropriate to security risk situation
- identify and comply with applicable legal and procedural requirements including licensing requirements and 'use of force'
- identify and comply with security incident response procedures
- identify risk factors and assess degree of risk
- identify support and assistance requirements
- implement basic defensive techniques to non-vital parts of the body
- minimise threat to self and to others by use of appropriate force options
- record, report and document information
- select and use appropriate personal protection equipment
- use negotiation techniques to defuse and resolve conflict.

Required knowledge

- basic defensive techniques including empty hand techniques

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REQUIRED SKILLS AND KNOWLEDGE

- correct use of personal protection equipment
- emergency and evacuation procedures
- first aid procedures and their application
- incident management and methods of restraint and associated effects
- instructions and procedures for responding to security risk situations
- legal provisions relating to powers of arrest and 'use of force' guidelines
- limits of own responsibility and authority
- observation and monitoring techniques
- principles of effective communication including interpersonal techniques
- problem-solving techniques
- procedures and requirements for documenting security incidents
- procedures for effecting an arrest
- reporting structure and processes
- reviewing and debriefing processes
- security incidents and appropriate responses.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- applying empty hand techniques that avoid vital areas of the body
- identifying current and potential risk factors which might impact on the safety and security of self and others and implementing appropriate response measures
- reacting in a timely manner to the application and termination of force
- selecting response options within specified legal and strategic limits
- using basic negotiation techniques to defuse conflict
- using effective communication techniques to give clear and accurate information in a form which is preferred and understood by the receiver and which engages minority groups.

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Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to plain English version of relevant statutes and procedures • access to a registered provider of assessment services • access to a suitable venue and equipment • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

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Factors may relate to:	• access to weapons • biological hazards, industrial gases and other chemicals • conflicts between members of the public • electrical faults and power failures • explosives • fire and flammable materials • persons suffering from emotional or physical distress • persons under the influence of intoxicating substances • persons with criminal intent • persons, vehicles and packages in unsuitable locations • physical threats • security breaches • terrorism • violence.
***Response* may involve**:	• defusing the situation • evacuating the premises • isolating area of potential risk • isolating risk • notifying relevant emergency services agencies • providing access for emergency services • provision of first aid • request for support and assistance • restraint of person • tactical withdrawal • use of basic defensive techniques • use of empty hand techniques • use of negotiation techniques.
***Personal safety* requirements may relate to**:	• appropriate vehicle • provision of back-up support • regular communication • specific security equipment • taking an alternative route • working in a team.
***Relevant persons* may include**:	• clients • colleagues • emergency services personnel and agencies • security personnel • supervisor.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory

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	• constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
***Social and cultural differences* may relate to**:	• dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs.
***Basic negotiation techniques* may include**:	• demonstrating flexibility and willingness to negotiate • interpreting and assessing actions for risk • interpreting non-verbal and verbal messages • observation techniques • questioning to clarify and confirm understanding • use of clear presentations of options and consequences.
***Basic defensive techniques* may include**:	• avoidance techniques • blocking techniques • body positioning • body safety • empty hand techniques • impact techniques • locking and holding techniques • take-down techniques.
***Documentation* may include**:	• activity logs • incident reports • request for assistance forms • vehicle and personnel movements • written and electronic reports.

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Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC2018A Monitor electronic reporting facility

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to monitor and maintain operational functions of an electronic reporting facility. It requires the ability to monitor and maintain a range of electronic security and telecommunications systems, receive, interpret and transmit information, and determine responses to security incidents.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles which involve the operation of electronic security and monitoring systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Monitor and maintain electronic security systems.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with. 1.2 ***Security systems*** are systematically monitored and tested to ensure performance is maintained within defined operating guidelines. 1.3 Actual or suspected ***faults*** or deficiencies in security systems are reported in accordance with organisational procedures. 1.4 Preventative and breakdown maintenance arrangements for security systems are confirmed with ***relevant persons***. 1.5 Back-up procedures to maintain security and integrity of security systems are implemented in accordance with organisational procedures. 1.6 Safe workplace practices are identified and complied with in accordance with Occupational Health and Safety (OHS) requirements.
2 Process and organise data.	2.1 Data is received, interpreted and processed in accordance with organisational procedures. 2.2 Data is entered, checked for accuracy and processed in accordance with organisational procedures. 2.2 Processed data is securely ***stored*** in accordance with organisational procedures. 2.4 Processing errors and deficiencies are identified and

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ELEMENT	PERFORMANCE CRITERIA
	reported in accordance with organisational procedures.
3 Respond to incident.	3.1 Security incidents are assessed on reported information for degree of risk to persons, property and premises.
	3.2 Appropriate ***response*** is formulated and implemented in accordance with organisational procedures.
	3.3 Regular and systematic checks are made with field staff and situations requiring assistance are reported in accordance with organisational procedures.
	3.4 ***Communication channels and processes*** are used to maintain a continual exchange of information with field staff.
	3.5 Relevant ***documentation*** is accurately completed and securely maintained with due regard to confidentiality in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- active listening
- communicate in a clear and concise manner using appropriate terminology
- communication skills to accurately enter, receive, interpret and transmit data
- communication to engage with minority groups (eg young people, old people, people with an addiction or disability, Indigenous Australians, people from Culturally and Linguistically Diverse (CALD) backgrounds)
- identify faults and errors and omissions in the operation of security systems and implement appropriate remedial action
- implement response procedures appropriate to reported security incident
- monitor and maintain basic security systems
- read and interpret technical data and specifications
- test security systems for operational performance.

Required knowledge

- approved communication terminology, codes and signals
- common security system faults
- communication channels and processes
- monitor and interpret received data

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REQUIRED SKILLS AND KNOWLEDGE

- operational and performance testing procedures for security systems
- phonetic alphabet
- range of security incident situations
- reporting and documentation procedures
- routine maintenance procedures
- security response procedures
- types, functions and operational requirements of security systems.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- identifying monitoring functions and capabilities of electronic security systems
- monitoring and maintaining security systems and carrying out routine maintenance
- identifying and rectifying faults and errors
- inputting data and confirming accuracy
- conducting testing to confirm operational performance of security systems
- determining appropriate response procedures from accurate interpretation of data.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book

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- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Demonstration, oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity

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- environmental issues
- equal employment opportunity
- industrial relations
- OHS

- relevant industry codes of practice
- telecommunications
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Assignment instructions may include:

- assignment tasks
  - GPRS monitoring
  - GSM monitoring
  - IT monitoring
  - medical monitoring
  - radio monitoring
- incident and security risk response procedures
- monitoring centre door policy
- monitoring centre premise alarm policy
- monitoring centre time clock policy
- personal presentation requirements
- personal protection equipment
- reporting and documentation requirements
- resource and equipment requirements
- standing instructions
- subsequent or further alarms.

Security systems may

- alarms and signals

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include:	• access control systems • alarm actioning sequence • biometric devices • break and enter reporting • business equipment • communications equipment • computers and networked systems • electronic screening equipment • key register • motion sensors • patrol, static guard and foot patrols • personal and asset tracking signals • personal duress and hold up alarms • shutters • slow open or close alarms • static alarms • system alarms • time management alarms • traffic display • video cameras and monitors.
***Faults* may include**:	• equipment and systems break-down • power failure • programming faults • reporting problems.
***Relevant persons* may include**:	• clients • colleagues • security system manufacturers • supervisors • technical personnel.
Data may be *stored*:	• by hard copies of computer generated documents • by hard copies of customer generated documents • in directories and sub-directories • on back-up systems • on CDs and DVDs • on hard and floppy disk drives.
***Response* may include**:	• dispatching field support staff • notifying emergency services • notifying relevant personnel.
Communication channels and processes may relate	• direct line supervision paths • established communication protocols • formal communication pathways

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to:	• lateral supervision paths • organisational communication networks • verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.
***Documentation* may include**:	• activity logs • radio and telephone records • records of conversation • running sheets • security logs • security systems faults and diagnosis • situation reports • testing and inspection results • written and computer-based reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Technical security

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CPPSEC2019A Monitor biometric equipment and systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to monitor the operational effectiveness of a range of biometric equipment and systems in a workplace environment.

It requires the ability to monitor and respond to biometric equipment and systems data and information, receive and verify data, identify discrepancies and potential breaches of security, and implement appropriate responses. It also involves change of shift duties including the processing and maintenance of workplace information.

An understanding of the operating principles of biometric equipment, systems and technology is also required as well as the ability to interpret and apply effective principles and requirements relating to confidentiality, privacy and security in own work.

This unit may form part of the licensing requirements for persons engaged in security operations involving the use of biometric equipment and systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those roles involving the operation of biometric equipment and systems to maintain security. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply the principles of confidentiality, privacy and security in own work.	1.1 Applicable ***Occupational Health and Safety*** (***OHS***), ***legislative*** and ***organisational requirements*** relevant to ***monitoring biometric equipment and systems*** are identified and complied with. 1.2 Relevant ***privacy legislation*** and codes of ethics relevant to the workplace application of biometric technology are accessed and interpreted. 1.3 Privacy and confidentiality of client data and information, verbal and written, is securely maintained in accordance with legislative and organisational requirements. 1.4 Potential confidentiality issues are promptly identified and clarified as required with ***relevant persons***. 1.5 Effective ***communication*** and ***interpersonal techniques*** are used that reflect sensitivity to individual ***social and cultural differences***.

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ELEMENT	PERFORMANCE CRITERIA
2 Prepare to monitor data and information.	2.1 ***Work order*** instructions and information are reviewed and confirmed as required with relevant persons in accordance with workplace procedures. 2.2 Location and ***mode*** of biometric equipment and systems are identified and confirmed in accordance with workplace procedures. 2.3 ***Resources*** relevant to work requirements are identified and organised in accordance with workplace procedures. 2.4 ***Administrative*** requirements are identified and arranged in accordance with organisational requirements. 2.5 Potential and existing ***risks*** and ***hazards*** in the work area are identified and controlled in accordance with OHS and organisational requirements.
3 Monitor data and information.	3.1 All work is conducted using established ***ergonomic*** practices in accordance with OHS and organisational requirements. 3.2 ***Enrolment*** procedures are conducted in a systematic manner to ensure accuracy and currency of data in accordance with organisational requirements and standards 3.3 Data and information is routinely monitored for consistency and compliance with established authorisations and standards. 3.4 Data and information is collected and organised in a logical and sequential manner in accordance with workplace procedures and standards. 3.5 Data and information is checked for accuracy, relevance and compliance with security, legal and privacy requirements. 3.6 Received data and information is processed and securely stored in accordance with workplace procedures. 3.7 Errors or irregularities in received data and information are identified and reported in accordance with workplace procedures. 3.8 Potential breaches of information security are identified and promptly reported to relevant persons in accordance with workplace procedures.
4 Complete monitoring activities.	4.1 Change of shift procedures are complied with to ensure monitoring continuity is maintained in accordance with workplace procedures. 4.2 Identified faults or deficiencies in biometric equipment and systems are identified and reported in accordance with workplace procedures.

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ELEMENT	PERFORMANCE CRITERIA
	4.3 Monitoring operations are reviewed and findings are accurately documented and processed in accordance with workplace procedures.
	4.4 Recommendations or identified opportunities to improve monitoring operations are recorded and forwarded to relevant persons to inform future practice.
	4.5 ***Records and reports*** are completed and maintained in accordance with legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately and securely maintain records, reports and other workplace information
- comply with applicable confidentiality and privacy requirements
- comply with legislation, regulations, standards, codes of practice relevant to monitoring biometric equipment and systems
- conduct change of shift procedures
- identify and control risks and hazards
- identify basic faults or deficiencies in operation of biometric equipment and systems
- identify potential breaches of security
- monitor biometric data and information and identify errors
- organise work priorities and arrangements and complete work tasks within designated timeframes
- read and interpret data, information and instructions
- relate effectively to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- resolve problems within scope of responsibilities
- select and use equipment and technology appropriate to the work task
- undertake effective enrolment of biometric and biographical data
- use appropriate communication and interpersonal skills including speaking clearly and questioning
- written communication skills sufficient to document findings and complete relevant records and reports.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge

- applicable commonwealth, state or territory legislation, regulations, standards and codes of practice relevant to the full range of processes relating to monitoring biometric equipment and systems
- appropriate mathematical procedures for estimating, measuring and calculating.
- biometric equipment and system configurations and programs
- biometric terminology
- change of shift practices and procedures
- ergonomic and safe working practices and procedures
- established threshold levels and their impact on security
- information security management processes
- initial enrolment procedures
- monitoring and response requirements
- operational principles of information technology
- organisational standards, policies and procedures for monitoring biometric equipment and systems
- organisational structure procedures for recording, reporting and maintaining workplace information
- principles of cultural diversity and access and equity
- types, functions and parameters of biometric equipment and systems and databases
- verification procedures and requirements for confirming authenticity of received information
- virus protection procedures
- workplace communication channels, protocols and procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • complying with applicable legislation and codes of ethics applicable to privacy and client confidentiality • complying with organisational policies and procedures, including OHS, relevant to biometric work tasks

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- implementing and monitoring change of shift procedures and accurately completing and maintaining documentation, records and reports
- organising resources and relevant authorisations required to undertake monitoring work appropriate to type and mode of biometric equipment and system
- prioritising and responding promptly to data and information in compliance with monitoring parameters
- responding to biometric equipments and systems, data and information in a systematic manner and implementing procedures to verify accuracy and reliability of received information.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment including biometric equipment and systems
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

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Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Occupational Health and Safety **(*OHS*)** ***requirements may relate to***:

- controlling and minimising risks
- correct manual handling including shifting, lifting and carrying
- elimination of hazardous materials and substances
- identifying hazards
- safety procedures for the protection of self and others
- safe use and operation of equipment including
  - business technology
  - first aid equipment
  - fire safety equipment
  - personal protective clothing and equipment
  - safety equipment.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- award and enterprise agreements
- Compliance Policy Guidelines (CPGs)
- counter-terrorism
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations

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- OHS
- relevant industry codes of practice
- telecommunications.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- environmental management including waste disposal, recycling and re-use guidelines
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- standard operating procedures
- storage and disposal of information
- use and maintenance of equipment and systems.

Monitoring parameters may relate to:

- functions (alarms, system on and off, access times, levels of access, identity of users gaining access)
- integrity of biometric equipment and systems
- integrity of data and information
- recording and reporting functions
- security incident and response requirements

Biometric refers to:

- a measurable physical characteristic or personal behavioural trait used to recognise the identity or verify the identity of an individual.

Biometric equipment and systems are:

- automated systems able to capture a biometric sample from an individual person, extract biometric data from the sample, compare the data with one or more reference templates, determine the quality of a match, and indicate whether or not an identification or verification of identity has been achieved.

Biometric equipment and systems may include:

- acquisition devices
  - cameras (video, infrared-enabled video, single-image)
  - chip or reader embedded in peripheral device

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- microphones
- optical scanners

- biometric servers
- hardware
- interconnecting infrastructure
- software
  - server-based authentication software for biometric authentication and logging
  - software associated with acquisition devices.

Privacy legislation may include:

- Commonwealth, State and Territory Privacy Acts
- national information privacy principles
- national privacy principles.

***Relevant persons* may include**:

- biometric technology specialists
- clients
- colleagues
- information technology specialists
- supervisor.

Communication may be:

- face-to-face
- group interaction
- in Indigenous languages
- in languages other than English
- oral reporting
- participation in routine meetings
- reading independently
- recording of discussions
- speaking clearly and directly
- through the use of assistive technology
- via an interpreter
- visual or written
- writing to audience needs.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses

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	• reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
***Social and cultural differences* may relate to**:	• dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs.
Work order instructions and information may include:	• access and authorisation requirements • incident and security risk response procedures • location of biometric equipment and systems • monitoring parameters and objectives • OHS, confidentiality and other legal requirements • personal presentation requirements • personal protection equipment • reporting and documentation requirements • resource and equipment requirements • specifications and components of biometric equipment and systems • work tasks and schedules.
Mode may be:	• multiple (a biometric system that integrates two ore more biometric technologies) • single.
***Resources* may include**:	• communications equipment • computer equipment • hardware and software • procedural manuals • standard operating procedures.
***Administrative requirements* may relate to**:	• access • authorisations • licensing.
Risks may relate to:	• data and information • personnel • property.
***Hazards* may be**:	• associated with electrical or mechanical faults • environmental • ergonomic • obstructive (blocked access to emergency entry and exit

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points).

***Ergonomic considerations* may include**:

- avoiding radiation from computer screens
- chair height, seat and back adjustment
- footrest
- keyboard and mouse position
- lighting
- noise minimisation
- posture
- rest periods, exercise breaks.
- screen position
- work station height and layout.

***Enrolment* relates to**:

- the initial process of collecting biometric data from a user and storing it in a template for future comparison.

Records and reports:

- may be
  - computer-based
  - manual
  - other appropriate organisational communication system
- may detail
  - activity reports
  - biometric equipment and systems specifications
  - change of shift procedures
  - data and information errors
  - faults and irregularities in operations
  - recommendations for improvements to processes
  - security incidents or breaches.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Biometrics

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CPPSEC2020A Provide technical security services to clients

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to provide client service for the provision of security equipment or systems. It requires the ability to identify technical security requirements, estimate costs and record and confirm quotations with clients. It also requires an ability to apply problem solving techniques and communication skills to promote client confidence.

This unit may form part of the licensing requirements for persons engaged in the installation of security equipment or systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application to a range of technical security work roles in the security industry. Work is performed under routine supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify client requirements.	1.1 Relationship with client is established using appropriate ***interpersonal techniques*** to confirm needs and expectations. 1.2 Information relevant to ***client enquiry*** is identified and obtained from organisational and ***industry sources***. 1.3 Client file and security assessment are reviewed to identify ***security equipment*** or ***system requirements***. 1.4 ***Personal limitations*** in addressing client needs are identified and assistance sought as required from ***relevant persons***.
2 Confirm security equipment and system options.	2.1 Client security equipment or system requirements are confirmed and ***installation requirements*** identified in accordance with ***legislative*** and ***organisational requirements***. 2.2 Client need for written or verbal response is confirmed using appropriate ***communication skills***. 2.3 Options to meet client requirements are presented to client within agreed timeframes. 2.4 ***Possible problems*** are identified and action taken to minimise impact on client satisfaction in consultation with relevant persons.
3 Communicate pricing	3.1 ***Organisational rate schedules*** are identified and used to establish pricing information.

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ELEMENT	PERFORMANCE CRITERIA
information.	3.2 Necessary ***resources*** are identified and their availability and delivery dates confirmed.
	3.3 Pricing information is presented to client, accurately and concisely confirming details of proposed security service, installation and equipment or system.
	3.4 Client file is created and ***documentation*** regularly updated to incorporate any ***changes or variations*** to service requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- basic information technology including use of spreadsheets to calculate information
- basic research
- complete basic workplace documentation
- literacy skills to understand and communicate security information (reading, writing, speaking, numeracy and listening)
- numeracy skills to estimate and quote service timeframes, costs and resource requirements
- personal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- present a professional image
- questioning to check understanding
- solve routine problems and handle client complaints
- summarise information received
- work effectively on an individual basis and as part of a team.

Required knowledge

- contractual requirements for estimating and quoting for service provision
- difference between negative and positive language
- differences between written and spoken English
- how to read and use body language to gain confidence of clients
- how to safeguard confidential information
- how to use business equipment to present information
- legislation and regulations applicable to providing security services

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REQUIRED SKILLS AND KNOWLEDGE

- organisational pricing schedules
- organisational standards and procedures for client service
- organisational standards for the presentation and maintenance of written information
- procedures and channels for reporting information
- requirements for compliance with Australian building codes and regulations and Australian Communications Authority cabling standards
- rights and responsibilities of clients
- types and functions of technical security equipment, systems and installations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- complying with organisational policies and procedures and relevant legislation in the provision of technical security services to clients
- confirming client requirements and system or equipment options from information gathered and discussing areas of potential conflict or limitation in providing services
- following agreed client and organisational reporting procedures in the provision of technical security services
- monitoring and acting on changing client needs and possible causes of dissatisfaction
- identifying pricing information for presentation and discussion with client.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment

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- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Interpersonal techniques* may include**:

- active listening
- being respectful and non-discriminatory to others
- control of tone of voice and body language
- demonstrating flexibility and willingness to negotiate
- interpreting non-verbal and verbal messages
- maintaining professionalism

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- providing and receiving constructive feedback
- questioning to clarify and confirm understanding
- two-way communication
- use of communication appropriate to cultural differences
- use of positive, confident and cooperative language.

***Client enquiry* may relate to**:

- company information
- general security information
- pricing and estimates
- referrals
- security advice
- security service provision
- security services and system options
- service timeframes.

Industry sources may include:

- current security industry research
- industry magazines and brochures
- industry publications
- other security companies
- security equipment and system manufacturers
- security industry associations
- security industry codes of conduct
- security regulatory bodies.

***Security equipment* may include**:

- audible and visual warning devices
- bank pop up screens
- batteries
- biometrics
- boom gates
- cameras
- car alarms
- control panels
- detection devices
- electric and mechanical fire safety and fire locking systems
- electronic readers
- electronic recognition controls
- grills
- intercoms
- lighting
- locks and locking systems
- monitors and control equipment
- power supplies
- security doors and door controls
- turnstiles

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	• wireless equipment.
***Security system* may be**:	• computerised • electronic • mechanical • procedural • specialised (eg biometric).
***Personal limitations* may relate to**:	• being unsure of best method to complete task • compliance with Occupational Health and Safety (OHS) requirements • current competence level • difficulties in meeting timelines • inability to fulfil own role and responsibilities • licensing requirements • technical expertise or knowledge of systems, equipment or installation requirements • understanding of assignment instructions • understanding of legal requirements.
***Relevant persons* may include**:	• client • colleagues • security consultants • supervisor • technical security specialists.
***Installation requirements* may relate to**:	• cherry picker • commercial and residential alarm systems. • drill • electronic equipment (eg screen equipment, video cameras and monitors) • ladder • scaffolding • specialist tools or equipment • sub-contract labour.

***Legislative requirements* may relate to**:	• applicable commonwealth, state and territory legislation which affects work such as:
	  • workplace safety
	  • environmental issues
	  • equal employment opportunity
	  • industrial relations
	  • anti-discrimination and diversity
	• Australian building codes and regulations
	• Australian Communications Authority cabling standards
	• Australian standards and quality assurance requirements

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- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

***Organisational requirements* may relate to**:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Communication skills* may include**:

- active listening
- comprehension
- note-taking
- positive body language
- questioning
- reading accurately
- speaking clearly
- summarising
- writing.

***Possible problems* may relate to**:

- availability, delivery
- cash flow
- crowds
- equipment or system faults
- insurance, time penalties, disputes
- limited access to assistance and resources
- own skills and knowledge
- problems with security or communication equipment

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	• restricted site access, building progress • risks and hazards • vehicles • weather and environment conditions.
***Organisational rate schedules* may relate to**:	• industry based labour rates • insurance • organisational labour rates • standard equipment costs • standard installation costs • standard materials costs • standard monitoring costs • standard service costs • standard unit costs.
***Resources* may include**:	• equipment • labour • materials.
***Documentation* may include**:	• client details • pricing information • records of client and supplier communication including actions taken • security equipment or system options and costs • supplier information.
***Changes or variations* may relate to**:	• changes in cost • delays • exclusions • installation • monitoring • revised or additional services • revised or new equipment or system needs • service and product warranty, guarantee, liability and terms and conditions • service commencement or completion dates • terms of trade.

Unit Sector(s)

Unit sector	Security

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Competency field

Competency field Technical security

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CPPSEC2021A Install security equipment and systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to install a range of security equipment and systems. It requires the ability to select and use materials, tools and equipment to install security equipment and systems using approved termination methods and procedures. This work applies in extra low voltage as defined through the Australian Standards AS 2201 (1986) environments.

This unit may form part of the licensing requirements for persons responsible for installing networked security systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the installation of networked security systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for installation.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to installing ***security equipment and systems*** are identified and complied with. 1.2 ***Assignment instructions*** are obtained, reviewed and confirmed as required with ***relevant persons***. 1.3 Security equipment and system to be installed is identified and confirmed. 1.4 ***Tools***, ***equipment*** and ***materials*** needed to carry out the work are selected and checked for correct operation and safety. 1.5 Potential and existing ***risks and hazards*** in the work area are identified and controlled in accordance with ***Occupational Health and Safety*** (***OHS***) requirements and own role, competence and authority.
2 Install security equipment and system.	2.1 ***Personal protection equipment*** is selected and used in accordance with OHS requirements. 2.2 Security equipment and system is correctly positioned in accordance with installation specifications and assignment instructions. 2.3 Security equipment and system is securely fixed, terminated and connected to cabling using appropriate methods and procedures. 2.4 Security equipment and system is installed without damage or distortion to the surrounding environment or

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ELEMENT	PERFORMANCE CRITERIA
	services.
	2.5 Safe workplace practices are applied throughout installation process in accordance with OHS requirements.
	2.6 Changing circumstances and ***factors*** affecting the achievement of assignment instructions are identified and recommendations for variation to installation plans are approved by relevant persons.
3 Complete installation.	3.1 Installed security equipment and system is inspected to confirm operational effectiveness in accordance with assignment instructions.
	3.2 Checks are conducted to confirm that all terminations are electrically and mechanically sound.
	3.3 Work area is restored to original condition, waste disposed of and tools and equipment cleaned and stored in accordance with organisational requirements.
	3.4 Malfunctions, faults, wear or damage to tools or equipment is documented and reported for repair or replacement in accordance with organisational procedures.
	3.5 Notification of work completion is made to relevant persons in accordance with organisational procedures.
	3.6 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply safe and environmentally aware work practices
- carry out basic carpentry
- carry out soldering and drilling
- communicate in a clear and concise manner
- complete documentation
- estimate and organise materials, tools and equipment requirements
- identify and comply with applicable legislative requirements including licensing
- identify and control workplace hazards
- identify and follow routine workplace safety procedures
- identify and report faulty equipment

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REQUIRED SKILLS AND KNOWLEDGE

- identify, terminate and connect cables
- install and fix a range of security equipment and systems
- organise and prioritise work tasks
- read and interpret plans and specifications
- restore work area to pre-installation condition
- solve routine problems
- test and confirm operational effectiveness of security equipment and system
- use suitable tools and equipment, including hand and power tools
- work in confined spaces.

Required knowledge

- applicable legislative requirements including licensing and client confidentiality
- cable identification, termination and connection procedures
- earthing systems arrangements and requirements
- electrical concepts
- emergency procedures
- installation methods and procedures relevant to security equipment and systems
- methods of fixing security equipment and systems
- methods of sealing cable entries
- procedures for accessing and storing tools, equipment and materials
- procedures for reporting malfunctioning or faulty tools and equipment
- reporting and documentation requirements
- requirements for compliance with Australian building codes and regulations and Australian Communications Authority cabling standards
- requirements for working in a confined space
- risks and hazards associated with installation procedures
- safe workplace procedures
- technical terminology
- types, functions and features of security equipment and systems
- waste disposal procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- applying appropriate methods and using suitable tools and equipment to position, fix and install a range of security equipment and systems
- cleaning and storing tools and equipment and reinstating work site to a clean and safe condition
- completing documentation related to installation
- interpreting and complying with all applicable legislative and licensing requirements and Australian Standards
- methodically organising own work tasks
- safely following installation procedures and carrying out checks to ensure integrity, security and safety of security equipment and system.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements and monitoring centre records.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess

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underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian building codes and regulations
- Australian Communications Authority cabling standards
- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures

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- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Security equipment and systems may include:

- access control systems
- audible and visual warning devices
- cameras and monitors
- commercial and residential alarm systems
- detection devices
- electric and mechanical fire safety and fire locking systems
- electronic locks and locking systems
- electronic readers
- electronic screen equipment
- intercoms and control panels
- security doors and door controls
- specialised access control systems eg biometrics.

***Assignment instructions* may include**:

- access to site and specific site requirements
- equipment and systems location and positioning information
- equipment, tools and material requirements
- personal protection clothing and equipment
- requirements reporting requirements
- security equipment and system information:
  - features, functions and capabilities
  - installation procedures
  - manufacturer's instructions
  - service and maintenance requirements
  - type
  - warranties and guarantees
- specific client requirements
- timeframes
- work schedules
- work tasks and procedures.

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***Relevant persons* may include**:	• clients • colleagues • engineers and technicians • equipment and systems manufacturers • security consultants • security personnel • site managers or project managers • supervisor.
***Tools and equipment* may include**:	• cable testing equipment • communications equipment • consumable items, eg batteries • crimp tools • fixing tools • hand tools • IDS tools • ladder • multimeter • personal protection equipment • power tools • soldering iron • templates.

***Materials* may include**:	• electrical components
	• fixings
	  • saddles
	  • conduit
	  • loxins
	  • girderclips
	  • wall plugs
	  • hollow wall anchors
	  • silicon
	  • screws
	  • parts and components
	• insulation tape
	• sealing compounds
	• solder
	• wire and cable

***Risks and hazards* may relate to**:	• chemical hazards eg battery corrosion
	• exposed electrical wiring
	• exposure to
	  • asbestos
	  • building debris

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- dust
- glass fibre
- live power
- natural and other gas build-up
- noise
- vermin
- water

- manual handling
- non-compliance with building codes and regulations.

Occupational Health and Safety **(*OHS*) *requirements* may relate to**:

- emergency procedures
- following confined spaces procedures
- implementation of safety policies and procedures
  - chemicals, gas and vapour
  - isolation procedures
  - monitoring and testing procedures
  - use of personal protection equipment and clothing
  - work clearance procedures
- risk and hazard recognition
- safety training
- working with electrical wiring and cables
- working with tools and equipment.

Personal protection equipment **may include**:

- breathing apparatus
- fire extinguisher
- first aid kit
- gloves
- head protection
- hearing protection
- knee pads
- masks
- safety boots
- safety glasses
- warning signs and tapes
- witches hats.

Factors may relate to:

- budget constraints
- codes of practice
- environment eg time, weather
- health, safety and welfare
- non-availability of resources and materials
- regulations and limitations
- risks and hazards
- site conditions

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***Documentation* may include**:	• technology, tools or equipment breakdowns. • adjustments to original installation plan • faulty or malfunctioning tools and equipment • materials used, parts and components replaced • security equipment and system positioning • testing and inspection results • written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Technical security

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CPPSEC2022A Install mechanical lock and locking system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to install a range of mechanical locks and locking systems for door and window applications. It requires the ability to select and use materials, tools and equipment to install mechanical locks and locking systems using approved methods and procedures.

This unit may form part of the licensing requirements for persons responsible for installing mechanical locks and locking systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the installation of mechanical locks and locking systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for installation.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to installing mechanical lock and locking systems are identified and complied with. 1.2 ***Assignment instructions*** are obtained, reviewed and confirmed as required with ***relevant persons***. 1.3 Mechanical lock and locking system to be installed is identified and confirmed. 1.4 ***Tools***, ***equipment*** and ***materials*** needed to carry out the work are selected and checked for correct operation and safety. 1.5 Potential and existing ***risks and hazards*** in the work area are identified and controlled in accordance with ***Occupational Health and Safety*** (***OHS***) requirements and own role, competence and authority.
2 Install mechanical lock and locking system.	2.1 ***Personal protection equipment*** is selected and used in accordance with OHS requirements. 2.2 Locks are safely fitted to windows, doors and jams in accordance with manufacturer's instructions and assignment instructions. 2.3 Door control devices are fitted in accordance with manufacturer's instructions to allow correct operation of doors. 2.4 Hollow doors are upgraded or strengthened as required to increase security in accordance with organisational

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ELEMENT	PERFORMANCE CRITERIA
	procedures.
	2.5 Mechanical lock and locking system is installed without damage or distortion to the surrounding environment or services.
	2.6 Safe workplace practices are applied throughout installation process in accordance with OHS requirements.
	2.7 Changing circumstances and ***factors*** affecting achievement of assignment instructions are identified and recommendations for variation to installation plans approved.
3 Complete installation.	3.1 Installed mechanical lock and locking system is inspected to confirm operational effectiveness in accordance with assignment instructions.
	3.2 Work area is restored to original condition, waste disposed of and tools and equipment cleaned and stored in accordance with organisational requirements.
	3.3 Malfunctions, faults, wear or damage to tools or equipment is documented and reported for repair or replacement in accordance with organisational procedures.
	3.4 Notification of work completion is made to relevant persons in accordance with organisational procedures.
	3.5 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply safe and environmentally aware work practices
- carry out basic carpentry
- carry out welding and drilling
- communicate in a clear and concise manner
- complete documentation
- estimate and organise materials, tools and equipment requirements
- identify and comply with applicable legislative requirements including licensing
- identify and control workplace hazards
- identify and follow routine workplace safety procedures

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REQUIRED SKILLS AND KNOWLEDGE

- identify and report faulty equipment
- install a range of mechanical lock and locking systems
- organise and prioritise work tasks
- read and interpret plans and specifications
- restore work area to pre-installation condition
- solve routine problems
- test and confirm operational effectiveness of mechanical lock and locking system
- use suitable tools and equipment, including hand and power tools
- work in confined spaces.

Required knowledge

- applicable legislative requirements including licensing and client confidentiality
- emergency procedures
- general principles of locksmithing
- installation methods and procedures relevant to mechanical locks and locking systems
- procedures for accessing and storing tools, equipment and materials
- procedures for reporting malfunctioning or faulty tools and equipment
- reporting and documentation requirements
- requirements for compliance with Australian building codes and regulations
- requirements for working in a confined space
- requirements for working with ground glass
- risks and hazards associated with installation procedures
- safe workplace procedures
- technical terminology
- types of doors and window suitable for mechanical lock applications
- types, functions and features of mechanical locks and locking systems
- waste disposal procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to	A person who demonstrates competency in this unit must be able to provide evidence of:

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demonstrate competency in this unit	• applying appropriate methods and using suitable tools and equipment to accurately mark out lock positions and follow installation procedures to fit locks and door control devices • cleaning and storing tools and equipment and reinstate work site to a clean and safe condition • completing documentation relevant to the installation • interpreting and complying with all applicable legislative and licensing requirements and Australian Standards • methodically organising own work tasks • safely following installation procedures and carrying out checks to ensure integrity and security of mechanical lock and locking system.
Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to plain English version of relevant statutes and procedures • access to a registered provider of assessment services • access to a suitable venue and equipment • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant

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authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian building codes and regulations
- Australian Communications Authority cabling standards
- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs

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- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Assignment instructions* may include**:

- access to site and specific site requirements
- equipment, tools and material requirements
- mechanical lock and locking systems information:
  - features, functions and capabilities
  - installation procedures
  - manufacturer's instructions
  - service and maintenance requirements
  - type
  - warranties and guarantees
- mechanical lock and locking systems location and positioning information
- personal protection clothing and equipment requirements
- reporting requirements
- specific client requirements
- timeframes
- work schedules
- work tasks and procedures.

***Relevant persons* may include**:

- clients
- colleagues
- engineers and technicians
- mechanical lock and locking systems manufacturers
- security consultants
- security personnel
- site managers or project managers
- supervisor.

***Tools and equipment* may include**:

- communications equipment
- drop sheet
- file
- fixing tools
- hand tools
- insulation mega
- ladder
- multimeter

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- personal protection equipment
- power tools
- router
- soldering iron
- spirit level
- welder.

***Materials* may include**:

- cleaning rags
- glue and patch materials
- graphite powder
- lock ease
- oil, grease, silicon and dry lube
- pins
- sealing compounds
- springs
- wire and cable.

***Risks and hazards* may relate to**:

- chemical hazards eg battery corrosion
- exposed electrical wiring
- exposure to
  - asbestos
  - building debris
  - dust
  - glass fibre
  - live power
  - natural and other gas build-up
  - noise
  - vermin
  - water
- manual handling
- non-compliance with building codes and regulations.

***Occupational Health and Safety* (*OHS*) *requirements* may relate to**:

- emergency procedures
- following confined spaces procedures
- implementation of safety policies and procedures
  - chemicals, gas and vapour
  - isolation procedures
  - monitoring and testing procedures
  - use of personal protection equipment and clothing
  - work clearance procedures
- risk and hazard recognition
- safety training
- working with electrical wiring and cables
- working with tools and equipment.

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***Personal protection equipment* may include**:	• breathing apparatus • fire extinguisher • first aid kit • gloves • head protection • hearing protection • knee pads • masks • safety boots • safety glasses. • warning signs and tapes • witches hats.
Factors may relate to:	• budget constraints • codes of practice • environment eg time, weather • health, safety and welfare • non-availability of resources and materials • regulations and limitations • risks and hazards • site conditions • technology, tools or equipment breakdowns.
***Documentation* may include**:	• adjustments to original installation plan • faulty or malfunctioning tools and equipment • materials used, parts and components replaced • mechanical lock and locking system positioning • testing and inspection results • written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Technical security

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CPPSEC2023A Install CCTV equipment and system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to install a range of CCTV equipment and audio systems. It requires the ability to select and use materials, tools and equipment to install CCTV equipment and audio systems using approved methods and procedures. This work applies in extra low voltage as defined through the Australian Standards AS 2201 (1986) environments.

This unit may form part of the licensing requirements for persons responsible for installing CCTV equipment and audio systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the installation of CCTV equipment and audio systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for installation.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to installing ***CCTV equipment and audio systems*** are identified and complied with.
	1.2 ***Assignment instructions*** are obtained, reviewed and confirmed as required with ***relevant persons***.
	1.3 CCTV equipment and audio system to be installed is identified and confirmed.
	1.4 ***Tools***, ***equipment*** and ***materials*** needed to carry out the work are selected and checked for correct operation and safety.
	1.5 Potential and existing ***risks and hazards*** in the work area are identified and controlled in accordance with ***Occupational Health and Safety*** (***OHS***) requirements and own role, competence and authority.
2 Install CCTV and audio systems.	2.1 ***Personal protection equipment*** is selected and used in accordance with OHS requirements.
	2.2 CCTV equipment and audio system is accurately positioned in accordance with installation specifications and assignment instructions.
	2.3 CCTV equipment and audio system is securely fixed, terminated and connected to cabling using appropriate methods and procedures.
	2.4 CCTV equipment and audio system is installed without damage or distortion to the surrounding environment or

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ELEMENT	PERFORMANCE CRITERIA
	services.
	2.5 Safe workplace practices are applied throughout installation process in accordance with OHS requirements.
	2.6 Changing circumstances and ***factors*** affecting the achievement of assignment instructions are identified and recommendations for variation to installation plans are approved by relevant persons.
3 Complete installation.	3.1 Installed CCTV equipment and audio system is inspected and checked to confirm operational effectiveness.
	3.2 Checks are conducted to confirm that all terminations are electrically and mechanically sound.
	3.3 Work area is restored to original condition, waste disposed of and tools and equipment cleaned and stored in accordance with organisational requirements.
	3.4 Malfunctions, faults, wear or damage to tools or equipment is documented and reported for repair or replacement in accordance with organisational procedures.
	3.5 Notification of work completion is made to relevant persons in accordance with organisational procedures.
	3.6 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply safe and environmentally aware work practices
- carry out basic carpentry
- carry out soldering and drilling
- communicate in a clear and concise manner
- complete documentation
- estimate and organise materials, tools and equipment requirements
- fit end-of-line devices
- identify and comply with applicable legislative requirements including licensing
- identify and control workplace hazards
- identify and follow routine workplace safety procedures

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REQUIRED SKILLS AND KNOWLEDGE

- identify and report faulty equipment
- identify, terminate and connect cables
- install and fix a range of CCTV equipment and audio systems
- organise and prioritise work tasks
- read and interpret plans and specifications
- restore work area to pre-installation condition
- solve routine problems
- test and confirm operational effectiveness of CCTV equipment and audio system
- use suitable tools and equipment, including hand and power tools
- work at heights and in confined spaces.

Required knowledge

- applicable legislative requirements including licensing and client confidentiality
- cable identification, termination and connection procedures
- earthing systems arrangements and requirements
- electrical concepts
- emergency procedures
- installation methods and procedures relevant to CCTV equipment and audio systems
- methods of sealing cable entries
- procedures for accessing and storing tools, equipment and materials
- procedures for reporting malfunctioning or faulty tools and equipment
- reporting and documentation requirements
- requirements for compliance with Australian building codes and regulations and Australian Communications Authority cabling standards
- requirements for working at height and in a confined space
- risks and hazards associated with installation procedures
- safe workplace procedures
- technical terminology
- types, functions and features of CCTV equipment and audio systems
- waste disposal procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- applying appropriate methods and using suitable tools and equipment to position, fix and install a range of CCTV equipment and audio systems
- cleaning and storing tools and equipment and reinstating work site to a clean and safe condition
- organising own work tasks within specified installation timeframes and completing documentation related to installation services
- interpreting and complying with all applicable legislative and licensing requirements for installation
- safely following installation procedures and carrying out checks to ensure integrity, security and safety of CCTV equipment and system.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess

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underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian building codes and regulations
- Australian Communications Authority cabling standards
- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures

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- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

CCTV equipment and audio systems may include:

- camera brackets and housings eg external, dome, internal, and pole
- cameras eg black and white, and colour
- microphones
- monitors
- recording systems eg DVD, VCR, tape, still, and digital
- speakers.

***Assignment instructions* may include**:

- access to site and specific site requirements
- CCTV equipment and audio system information:
  - features, functions and capabilities
  - installation procedures
  - manufacturer's instructions
  - service and maintenance requirements
  - type
  - warranties and guarantees
- CCTV equipment and system location and positioning information
- equipment, tools and material requirements
- personal protection clothing and equipment requirements
- reporting requirements
- specific client requirements
- timeframes
- work schedules
- work tasks and procedures.

***Relevant persons* may include**:

- CCTV equipment and audio systems manufacturers
- clients
- colleagues
- engineers and technicians
- security consultants
- security personnel

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- site managers or project managers
- supervisor.

***Tools and equipment* may include**:

- cable testing equipment
- communications equipment
- communications equipment
- consumable items eg batteries
- drop sheet
- fixing tools
- hand tools
- ladder
- multimeter
- personal protection equipment
- power tools
- soldering iron
- spirit level
- strippers
- welder.

***Materials* may include**:

- cleaning rags
- electrical components
- fixings
  - conduit
  - girderclips
  - hollow wall anchors
  - loxins
  - parts and components
  - saddles
  - screws
  - silicon
  - wall plugs
- lens cleaner
- solder
- wire and cable.

***Risks and hazards* may relate to**:

- chemical hazards eg battery corrosion
- exposed electrical wiring
- exposure to
  - asbestos
  - building debris
  - dust
  - glass fibre
  - live power
  - natural and other gas build-up

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- noise
- vermin
- water
- manual handling
- non-compliance with building codes and regulations.

***Occupational Health and Safety* (*OHS*) *requirements* may relate to**:

- emergency procedures
- following confined spaces procedures
- implementation of safety policies and procedures
  - chemicals, gas and vapour
  - isolation procedures
  - monitoring and testing procedures
  - use of personal protection equipment and clothing
  - work clearance procedures
- risk and hazard recognition
- safety training
- working with electrical wiring and cables
- working with tools and equipment.

***Personal protection equipment* may include**:

- breathing apparatus
- fire extinguisher
- first aid kit
- gloves
- head protection
- hearing protection
- knee pads
- masks
- safety boots
- safety glasses.
- warning signs and tapes
- witches hats.

Factors may relate to:

- budget constraints
- codes of practice
- environment eg time, weather
- health, safety and welfare
- non-availability of resources and materials
- regulations and limitations
- risks and hazards
- site conditions
- technology, tools or equipment breakdowns.

***Documentation* may include**:

- adjustments to original installation plan
- CCTV equipment and audio system positioning
- faulty or malfunctioning tools and equipment

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- materials used, parts and components replaced
- testing and inspection results
- written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Technical security

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CPPSEC2024A Implement electronic monitoring procedures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to monitor and respond to information received from security equipment and systems. It requires the ability to accurately interpret information and implement appropriate responses to a range of security situations. Work is usually conducted from a secure electronic reporting facility, monitoring centre or control room.

This unit may form part of the licensing requirements for persons engaged in monitoring information received from electronic security systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving the monitoring of electronic security systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Monitor data and information.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with. 1.2 ***Security equipment and systems*** are continually monitored for correct operation in accordance with manufacturer's instructions. 1.3 ***Monitoring parameters*** of security equipment and systems are identified and complied with. 1.4 ***Data and information*** is monitored on a systematic basis in accordance with assignment instructions. 1.5 Security systems are routinely cross-checked with companion ***monitoring systems*** to ensure an accurate and reliable exchange of information. 1.6 Faults or malfunctions in security systems are identified, corrected or reported for remedial action.
2 Respond to data and information.	2.1 Established ***communication channels and processes*** are verified with ***relevant persons***. 2.2 Received information is identified and verified for reliability and accuracy in accordance with organisational procedures. 2.3 Information is received and appropriate ***response*** determined and implemented in accordance with organisational procedures. 2.4 Responses are prioritised and comply with established

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ELEMENT	PERFORMANCE CRITERIA
	monitoring parameters.
	2.5 Changing circumstances are identified and variations to response procedures are implemented in accordance with organisational procedures.
	2.6 Personal limitations in carrying out response procedures are identified and assistance is sought relevant persons in accordance with organisational procedures.
3 Complete monitoring activities.	3.1 Change of shift procedures are carried out and ensure system and monitoring continuity in accordance with organisational procedures.
	3.2 Responses are accurately documented and presented for review in accordance with organisational procedures.
	3.3 Identified faults or deficiencies in security systems are reported for remedial action in accordance with organisational procedures.
	3.4 Relevant ***documentation*** is completed and securely maintained with due regard to confidentiality.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply safe and efficient work practices
- back-up security systems
- carry out basic data entry and keyboarding
- communicate in a clear and concise manner using appropriate terminology
- comply with relevant legislative requirements including licensing
- demonstrate understanding of basic numeracy
- determine and implement appropriate response to received information
- identify basic faults or malfunctions in operation of security systems
- interpret security codes and alarm signals
- monitor, evaluate and interpret data and information
- operate a range of electronic security alarm monitoring management software relating to electronic security systems and tracking equipment
- prepare and present written and computer-based information
- prioritise responses

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REQUIRED SKILLS AND KNOWLEDGE

- read and interpret data, information and instructions
- solve routine problems and make decisions according to set procedures
- use keypads and control panels.

Required knowledge

- approved communication terminology and codes and signals
- back-up procedures
- change of shift procedures
- client confidentiality requirements
- common faults and malfunctions in security systems
- computer software used for monitoring functions
- electronic equipment and system configurations and programs
- emergency procedures
- keypad and control panel types and functions
- monitoring and response requirements
- operational principles and functions of electronic security systems and equipment
- relevant legislative provisions including Occupational Health and Safety (OHS) and licensing requirements
- reporting, documentation requirements and processes
- roles and responsibilities of emergency services
- routine problem solving strategies
- software templates for electronic security equipment and systems
- technical terminology
- verification procedures and requirements for confirming authenticity of received information.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • accurately completing and processing documentation relating to monitoring • carrying out monitoring activities in a systematic manner in compliance with legislative requirements

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- implementing procedures to verify accuracy and reliability of received information
- interpreting security data and information and determining appropriate responses based on the information available
- prioritising and responding promptly to data and information in compliance with monitoring parameters
- recognising faults or malfunctions in security systems and telecommunications
- using appropriate communication channels and processes to accurately receive and convey information in both routine and non-routine circumstances.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team

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leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian building codes and regulations
- Australian Communications Authority cabling standards
- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority

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- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Assignment instructions* may include**:

- change of shift procedures
- equipment, tools and material information:
  - features, functions and capabilities
  - manufacturer's instructions
  - warranties and guarantees
- personal protection clothing and equipment requirements
- reporting requirements
- response procedures
- security equipment and system information
- specific client requirements
- work schedules
- work tasks and procedures.

Security equipment and systems may include:

- access control systems
- audible and visual warning devices
- cameras and monitors
- commercial and residential alarm systems
- detection devices
- electric and mechanical fire safety and fire locking systems
- electronic locks and locking systems
- electronic readers
- electronic screen equipment
- intercoms and control panels
- security doors and door controls
- specialised access control systems eg biometrics.

Monitoring parameters may relate to:

- functions monitored
  - alarms
  - access times
  - levels of access
  - identity of person gaining access
- levels of integrity of systems
- passwords and codes
- recording functions
- response requirements

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- people to contact
- emergency services to contact
- armed guard or patrol send out
- no action

- testing and report functions.

***Data and information* may relate to**:

- AC power fail or low battery
- alarms
  - medical
  - fire
  - duress
  - access
  - hold-up
  - intruder
- isolations
- late to close or late to open
- plant and systems
- system messages
- tampering
- test signals
- verbal and visual information

***Monitoring systems* may include**:

- audio equipment
- computer terminal, screen and software
- digital receivers
- instrument panels
- intercoms
- monitors
- printouts
- radios
- telephones
- video cameras
- video receivers.

***Communication channels and processes* may relate to**:

- direct line supervision paths
- established communication protocols
- formal communication pathways
- lateral supervision paths
- organisational communication networks
- verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.

***Relevant persons* may include**:

- clients
- colleagues

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- equipment and systems manufacturers
- maintenance technician
- security consultants
- security personnel
- supervisor.

***Response* may involve**:

- dispatching field support staff
- notifying emergency services
- notifying relevant personnel.

***Documentation* may include**:

- activity reports
- computer databases
- faulty or malfunctioning systems and equipment
- response reports
- voice and video recordings
- written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Technical security

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CPPSEC2025A Sell security products and services

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to provide quality security products and services to clients. It requires the ability to identify clients needs and use sales techniques to maximise selling opportunities. It also requires an ability to use problem solving techniques and communication skills to promote client confidence.

This unit may form part of the licensing requirements for persons engaged in the sale and installation of security equipment or systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application to a range of technical security work roles in the security industry. Work is performed under routine supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify client needs.	1.1 Client needs are clarified using appropriate ***interpersonal techniques*** in accordance with ***legislative*** and ***organisational requirements***. 1.2 Clients are provided with information about available ***products and services*** to meet their needs and assisted in the selection of preferred options. 1.3 Relationship with client is established using appropriate ***communication skills*** to promote client confidence. 1.4 ***Personal limitations*** in addressing client needs are identified and assistance sought as required from ***relevant persons***.
2 Sell security products and services.	2.1 ***Routine client questions*** are answered accurately or assistance sought from relevant persons. 2.2 Effective ***sales techniques*** are used to meet identified client needs in accordance with organisational procedures and legislative requirements. 2.3 Product use and safety requirements are described or demonstrated to clients in accordance with ***manufacturer's specifications***. 2.4 Client dissatisfaction is identified and solutions offered to meet client needs. 2.5 Client is encouraged to make purchase decision in accordance with selected ***sale closing method***. 2.6 Sale is recorded and followed up in writing in accordance

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ELEMENT	PERFORMANCE CRITERIA
	with organisational procedures.
3 Maximise sales opportunities.	3.1 Specific security products or services which match client needs are explained and promoted.
	3.2 Information regarding problems and delays is promptly communicated to clients.
	3.3 Complaints from clients are handled courteously, recorded and reported to relevant persons.
	3.4 Client ***feedback*** is reviewed in consultation with relevant persons and used to identify opportunities for repeat business and improved sales.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- basic information technology including use of spreadsheets to calculate information
- basic research
- complete basic workplace documentation
- literacy skills to understand and communicate security information (reading, writing, speaking, numeracy and listening)
- match sales approaches to client behaviour
- numeracy skills to estimate service timeframes, costs and resource requirements
- personal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- present a professional image
- questioning to check understanding
- recognise opportunities for additional sales to same client
- solve routine problems and handle client complaints
- summarise information received
- work effectively on an individual basis and as part of a team.

Required knowledge

- common factors influencing client decisions
- difference between negative and positive language
- differences between written and spoken English

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REQUIRED SKILLS AND KNOWLEDGE

- how to read and use body language to gain confidence of clients
- how to safeguard confidential information
- how to use business equipment to present information
- legislation and regulations applicable to providing security services
- organisational standards and procedures for client service
- organisational standards for the presentation and maintenance of written information
- procedures and channels for reporting information
- range of available security products and services and special features (eg warranties, after sales support)
- rights and responsibilities of clients
- typical buy signals and strategies for closing sales.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- applying product knowledge and an appropriate sales approach to sell the benefits of products, overcome problems and close sales
- using communication skills to accurately identify and meet client requirements and resolve and report complaints
- complying with organisational and legislative requirements for the sale of security products and services
- using client feedback to identify and action improvements to sales and opportunities for repeat business.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment

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- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Interpersonal techniques* may include**:

- active listening
- being respectful and non-discriminatory to others
- control of tone of voice and body language
- demonstrating flexibility and willingness to negotiate and compromise
- interpreting non-verbal and verbal messages

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- maintaining professionalism
- providing and receiving constructive feedback
- questioning to clarify and confirm understanding
- two-way communication
- use of communication appropriate to cultural differences
- use of positive, confident and cooperative language.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian building codes and regulations
- Australian Communications Authority cabling standards
- Australian standards and quality assurance
- award and enterprise agreements
- evidence collection
- freedom of information
- goods and services tax
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices
- transport, storage and handling of goods.

***Organisational requirements* may relate to**:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- Occupational Health and Safety (OHS) policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures

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- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Products and services* may include**:

- alarm systems
- audible and visual warning devices
- bank pop up screens
- biometrics systems
- boom gates
- cameras
- control panels
- detection devices
- electric and mechanical fire safety and fire locking systems
- electronic readers
- electronic recognition controls
- grills
- intercoms
- lighting
- locks and locking systems
- monitors and control equipment
- power supplies
- security doors and door controls
- turnstiles
- wireless equipment.

***Communication skills* may include**:

- active listening
- comprehension
- note-taking
- positive body language
- questioning
- reading accurately
- speaking clearly
- summarising
- writing.

***Personal limitations* may relate to**:

- being unsure of best method to complete task
- compliance with OHS requirements
- current competence level
- difficulties in meeting timelines
- inability to fulfil own role and responsibilities
- licensing requirements
- product knowledge or specifications
- understanding of assignment instructions
- understanding of legal requirements.

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Relevant persons **may include**:	• client • security consultant • senior sales colleagues • supervisor • suppliers or manufacturers • technical security specialists.
Routine client questions **may relate to**:	• installation • merchandise • price • quality • supply and delivery processes and timeframes • usage • warranty.
Sales techniques **may include**:	• closing a sale • gaining a client • negotiation skills • over-the-phone empathy creation • securing payment • techniques including, trade-up, trade-in, tie-ins, cut-ins, range-ins.
Manufacturer's specifications **may be found in**:	• attachments to the equipment • equipment specifications • operator manuals • plans and diagrams • printed instruction leaflets • warranty documents.
Sale closing methods **may include**:	• allow client time to make a decision • ask for the sale in a positive and professional manner • creating a sense of urgency for purchase • monitoring buying signals • provide alternatives (eg style, size etc) • provide solutions to outstanding problems or condition of sale (eg guarantee delivery date etc).
Feedback **may be obtained from the following sources**:	• client satisfaction forms • follow up contact • suggestion box • telephone survey • verbal questioning.

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Unit Sector(s)

Unit sector Security

Competency field

Competency field Technical security

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CPPSEC2026A Perform routine maintenance on security equipment and system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to perform routine servicing, adjustments and repairs on a range of security equipment and systems. It requires the ability to use suitable tools and equipment to maintain the operational effectiveness of security equipment and systems. It also requires an ability to identify faults and carry out routine repairs.

This unit may form part of the licensing requirements for persons responsible for maintaining security equipment and systems in those states and territories where these are regulated activities

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the maintenance of security equipment and systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for routine maintenance.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***maintaining security equipment and systems*** are identified and complied with. 1.2 ***Assignment instructions*** are obtained, reviewed and confirmed as required with ***relevant persons***. 1.3 Maintenance requirements of security equipment and system are confirmed. 1.4 Security equipment and system to be serviced is identified and confirmed. 1.5 ***Tools and equipment*** needed to carry out the work are selected and checked for correct operation and safety. 1.6 Potential and existing ***risks and hazards*** in the work area are identified and controlled in accordance with ***Occupational Health and Safety*** (***OHS***) requirements and own role, competence and authority.
2 Carry out routine maintenance.	2.1 ***Personal protection equipment*** is selected and used in accordance with OHS requirements. 2.2 Security equipment and system identified for servicing is ***accessed*** with minimal ***disruption*** to services and others in the work area. 2.3 Security equipment and system is inspected and assessed for operational effectiveness against normal operating criteria. 2.4 Routine servicing of security equipment and system is

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ELEMENT	PERFORMANCE CRITERIA
	carried out in accordance with manufacturer's instructions.
	2.5 Faults are identified and routine repairs undertaken in accordance with manufacturer's instructions and within scope of own role, competence and authority.
	2.6 Complex faults or repair requirements are reported to relevant persons in accordance with organisational procedures.
	2.7 Safe workplace practices are applied throughout maintenance and repair procedures in accordance with OHS requirements.
3 Complete maintenance activities.	3.1 Serviced and repaired security equipment and system is reinstated to operational condition in accordance with assignment instructions.
	3.2 Work area is restored to original condition, waste disposed of and tools and equipment cleaned and stored in accordance with organisational requirements.
	3.3 Malfunctions, faults, wear or damage to tools or equipment is documented and reported for repair or replacement in accordance with organisational procedures.
	3.4 Notification of work completion is made to relevant persons in accordance with organisational procedures.
	3.5 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply safe and environmentally aware work practices
- carry out routine maintenance and basic repairs on a range of security equipment and systems
- communicate in a clear and concise manner
- complete documentation
- estimate and organise materials, tools and equipment requirements
- identify and comply with applicable legislative requirements including licensing
- identify and control workplace hazards
- identify and follow routine workplace safety procedures

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REQUIRED SKILLS AND KNOWLEDGE

- identify and report faulty equipment
- maintain an inventory of equipment and consumables associated with maintenance activities
- measure and calculate volumes, consumption and servicing requirements
- organise and prioritise work tasks
- read and interpret plans and specifications
- recognise routine and complex faults and malfunctions of a range of security equipment and systems
- restore work area to pre-maintenance condition
- solve routine problems
- test and confirm operational effectiveness of security equipment and system
- use suitable tools and equipment, including hand and power tools
- work in confined spaces.

Required knowledge

- applicable legislative requirements including licensing and client confidentiality
- cable termination and connection procedures
- earthing systems arrangements and requirements
- electrical concepts
- emergency procedures
- methods of fixing security equipment and systems
- methods of sealing cable entries
- procedures for accessing and storing tools, equipment and materials
- procedures for reporting malfunctioning or faulty tools and equipment
- reporting and documentation requirements
- requirements for compliance with Australian building codes and regulations and Australian Communications Authority cabling standards
- requirements for working in a confined space
- risks and hazards associated with installation procedures
- routine maintenance procedures relevant to security equipment and systems
- safe workplace procedures
- technical terminology
- types of faults associated with security equipment and systems
- types, functions and features of security equipment and systems
- types, functions and purpose of end-of-line devices and resistors
- waste disposal procedures.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- applying appropriate methods and using suitable tools and equipment to carry out routine maintenance and repairs on a range of security equipment and systems
- interpreting and complying with applicable legislative and licensing requirements for maintenance work
- organising own work tasks within specified maintenance timeframes and completing documentation related to maintenance services
- cleaning and storing tools and equipment and reinstating work site to a clean and safe condition
- inspecting and testing security equipment and system for correct operation and accurately identifying faults and malfunctions
- safely following maintenance and repair procedures and carrying out checks to ensure integrity and security of security equipment and system.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following

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methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian building codes and regulations
- Australian Communications Authority cabling standards
- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements

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- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Maintenance may include:

- cleaning
- minor modifications and adjustments
- routine repairs
- servicing.

Security equipment and systems may include:

- access control systems
- audible and visual warning devices
- cameras and monitors
- commercial and residential alarm systems
- detection devices
- electric and mechanical fire safety and fire locking systems
- electronic locks and locking systems
- electronic readers
- electronic screen equipment
- intercoms and control panels
- security doors and door controls
- specialised access control systems eg biometrics.

***Assignment instructions* may include**:

- access to site and specific site requirements
- equipment, tools and material requirements
- personal protection clothing and equipment requirements
- equipment and systems location information

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- reporting requirements
- security equipment and system information
  - features, functions and capabilities
  - manufacturer's instructions
  - service and maintenance requirements
  - warranties and guarantees
- specific client requirements
- timeframes
- work schedules
- work tasks and procedures.

***Relevant persons* may include**:

- clients
- colleagues
- engineers and technicians
- equipment and systems manufacturers
- security consultants
- security personnel
- site managers or project managers
- supervisor.

***Tools and equipment* may include**:

- cable testing equipment
- communications equipment
- computer and software
- fixing tools
- hand tools
- ladder
- multimeter
- personal protection equipment
- power tools.

***Risks and hazards* may relate to**:

- chemical hazards eg battery corrosion
- exposed electrical wiring
- exposure to
  - asbestos
  - building debris
  - dust
  - glass fibre
  - live power
  - natural and other gas build-up
  - noise
  - vermin
  - water
- manual handling
- non-compliance with building codes and regulations.

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***Occupational Health and Safety* (*OHS*) *requirements* may relate to**:	• emergency procedures
	• following confined spaces procedures
	• implementation of safety policies and procedures
	  • chemicals, gas and vapour
	  • isolation procedures
	  • monitoring and testing procedures
	  • use of personal protection equipment and clothing
	  • work clearance procedures
	• risk and hazard recognition
	• safety training
	• working with electrical wiring and cables
	• working with tools and equipment.

***Personal protection equipment* may include**:	• breathing apparatus • fire extinguisher • first aid kit • gloves • head protection • hearing protection • knee pads • masks • safety boots • safety glasses. • warning signs and tapes • witches hats.
***Access* may relate to**:	• disablement of system • modem access • phone line access • removal of housing • use of access code • use of access token • use of keys.
***Disruptions* may affect**:	• access • business operations • noise • security • time • use of equipment.
***Documentation* may include**:	• faulty or malfunctioning tools and equipment • materials used, parts and components replaced • operational checks conducted • recommended repairs or disposal of equipment

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- repairs or servicing undertaken
- security equipment and system faults and diagnosis
- testing and inspection results
- written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Technical security

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CPPSEC2027A Load and unload cash in transit in a secured environment

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to load and unload cash in transit in a designated secured environment. It requires the ability to collaborate with others to select the loading site, transfer the load, and complete transfer documentation.

The unit requires legal and operational knowledge applicable to relevant sectors of the security industry.

Application of the Unit

This unit of competency applies to roles involving cash-in-transit activities in the security industry.

The skills and knowledge described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

This unit may form part of the licensing requirements for persons engaged in cash-in-transit security operations in those states and territories where these are regulated activities.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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unit of competency.

and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Select loading site.	1.1	***Assignment instructions*** and ***information*** are reviewed and operational details verified where necessary with ***relevant persons***.
		1.2	Site for consignment transfer is selected according to assignment instructions and ***occupational health and safety (OHS) requirements***.
		1.3	Accessibility and security of loading site are determined and assessed in line with assignment instructions.
		1.4	Where loading site is deemed inappropriate, alternative sites are identified in consultation with relevant persons.
		1.5	***Risks to consignment*** are assessed and necessary controls applied in consultation with relevant persons.
		1.6	Appropriate ***interpersonal techniques*** and ***communication channels*** are used to obtain necessary authorisations according to ***organisational requirements***.
2	Transfer load.	2.1	Load is safely and securely transferred according to assignment instructions, and organisational, OHS and ***legislative requirements***.
		2.2	***Security procedures*** are undertaken according to assignment instructions and legislative requirements.
		2.3	Contingency plans are identified as required and confirmed with relevant persons according to organisational requirements.
		2.4	Consignment details are checked, and non-conforming items identified, documented and reported according to organisational requirements.
		2.5	Loading site is constantly monitored to maintain security and identify ***risks and hazards*** according to

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			organisational requirements.
3	Complete transfer documentation.	3.1	Consignment delivery is verified by client according to organisational requirements.
		3.2	Transfer documentation is completed according to organisational and legislative requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - make a basic assessment of degree of consignment risk
  - predict consequences and apply contingencies
- literacy skills to:
  - identify and comply with legal and procedural requirements, including licensing requirements
  - read and interpret instructions, procedures, information and labels
  - record, report and document information
- planning and organising skills to plan and prioritise work tasks
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- initiative and enterprise skills to respond appropriately to security risk situations
- self-management skills to:
  - communicate using appropriate channels, codes and signals
  - select and use appropriate personal protective equipment (PPE)
  - use correct manual handling techniques
- technology skills to select and use equipment appropriate to cash-in-transit tasks, including communications equipment

Required knowledge

- Australian standards, regulations, procedures and codes of practice applicable to own role, responsibilities and cash-in-transit tasks
- basic principles of effective teamwork
- basic principles of risk assessment

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- cash-in-transit carrying, loading and unloading techniques
- housekeeping procedures for work site
- limits of own responsibility and authority
- observation and monitoring techniques
- permit and licensing requirements for cash-in-transit operations
- principles of effective communication, including interpersonal techniques
- procedures for activating and de-activating a range of security systems and devices
- procedures for handling non-conforming consignments
- procedures for responding to a violent encounter, including armed robbery
- procedures for review and debrief of a security response
- procedures to prepare for cash-in-transit operation, including systematic checks and correct strategic positioning and tactics
- range of potential security incidents and appropriate responses
- risks and hazards posed by the transfer of cash in transit, and related precautions and controls
- situations requiring support or assistance

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to: • comply with legislative, organisational, OHS and client requirements to securely load, carry and unload cash-in-transit consignments in a designated secured environment • select a safe and secure loading site, and identify an alternative where accessibility and/or security of the initial site is assessed as inappropriate • identify risks and hazards that impact on loading and unloading cash in transit, and work effectively with others to implement necessary controls • verify consignment characteristics and details, and identify and report non-conformances • use communications equipment and techniques to give clear and accurate information in a form that is preferred and understood by the receiver and engages minority groups • accurately and legibly document consignment delivery details.
Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements,

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	performance criteria and range statement. Resource implications for assessment include: • access to plain English version of relevant statutes and procedures • access to a registered provider of assessment services • access to a suitable venue and equipment • assessment instruments, including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • observation of processes and procedures • questioning of underpinning skills and knowledge.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Assignment instructions may relate to:	• access to work site, including:
	  • access and egress points
	  • timing of access
	  • authorisations
	  • access codes
	  • security systems and devices
	• client identification and information details
	• client instructions
	• consignment details and special instructions
	• legislative requirements relating to work tasks
	• OHS requirements, including PPE
	• personal presentation and identification requirements
	• plans of site access, exit points and key physical features
	• reporting requirements
	• resource and equipment needs
	• work schedules
	• work tasks and procedures.

Information documents may include:	• award and enterprise bargaining agreement • client instructions • codes of practice, including the National Standards for Manual Handling and the Industry Safety Code • consignment manifest • emergency procedures • job specifications • material safety data sheets (MSDS) • quality assurance procedures • manufacturer specifications • standards and certification requirements • supplier instructions • workplace policies and procedures.
Relevant persons may include:	• clients • management • members of the public • police • private security personnel • public sector security personnel • security consultants • specialist or technical staff • supervisor • team members.
OHS requirements may	• controlling and minimising risks

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relate to:	• correct manual handling, including shifting, lifting and carrying
	• duty of care
	• emergency procedures
	• first aid
	• housekeeping standards
	• identifying and reporting risks and hazards
	• monitoring the work environment
	• non-conforming consignments, such as hazardous goods
	• safety of self and others
	• safe use and maintenance of equipment
	• site access and security
	• teamwork and back-up support
	• two-way radio
	• using PPE, such as:
	  • firearms
	  • gloves
	  • safety headwear and footwear.

Risks to consignment may relate to:	• hazards • high-risk locations • inclement weather • loss through negligence • security of loading and unloading site • theft.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • control of tone of voice • cultural awareness and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • giving constructive feedback • providing sufficient time for questions and responses • using plain English • using positive body language • using questioning, reflection and summarising to clarify understanding.
Communication channels and processes may relate to:	• direct line supervision paths • established communication protocols • lateral supervision paths • organisational communication networks • use of mobile and fixed telephones

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	• use of two-way radio
	• verbal and non-verbal communication procedures, such as:
	  • call signs
	  • coded messages
	  • hand signals
	  • phonetic alphabet
	  • procedure words for radio telephone communication
	  • use of abbreviations.

Organisational requirements may relate to:	• access and equity policies, principles and practices • business and performance plans • client service standards • code of conduct and code of ethics • communication and reporting procedures • complaint and dispute-resolution procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs • own role, responsibility and authority • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.

Legislative requirements may relate to:	• Australian standards and certification requirements
	• licensing and permits for firearms
	• licensing requirements for carrying particular classes of goods
	• licensing requirements for driving
	• relevant state and territory regulations and legislation covering:
	  • firearms
	  • OHS
	  • privacy
	• road rules and traffic.

Security procedures may include:	• activating and de-activating security systems and devices, such as:
	  • access control systems
	  • alarm systems
	  • ATM vaults
	  • digital versatile discs (DVDs), video cassette recorders (VCRs) and webcams

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	• surveillance cameras • time-delay devices • two-key safes • armed robbery response • consignment carrying and loading techniques • permission to enter and exit loading areas • positioning of personnel • travelling across public areas • vehicle accident response.
Risks and hazards may include:	• contamination of, or from, materials being handled • dust and vapours • firearms handling • hazardous or dangerous goods and materials • humidity and air temperature • inclement weather • packages, goods, baggage or cargo left unattended or tampered with • persons carrying weapons • persons causing a public nuisance • persons behaving suspiciously • persons in emotional or physical distress • persons under the influence of intoxicating substances • persons with criminal intent • persons, vehicles and equipment in unsuitable locations • suspicious packages or substances • terrorism • unattended vehicles in areas not designated for parking • uneven ground, steps or road surfaces • vehicular and pedestrian traffic • violence or physical threats.

Unit Sector(s)

Competency field Cash in transit

Unit sector Security

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Custom Content Section

Not applicable.

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CPPSEC3001A Maintain workplace safety in the security industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to maintain Occupational Health and Safety (OHS) policies and procedures to ensure the safety of self and others in a security work environment. It requires the ability to monitor risk controls and support OHS awareness and training processes.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of work roles in the security industry. Work is performed under limited supervision and competency requires judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Maintain OHS awareness within the workplace.	1.1 Organisational ***OHS policies and procedures*** are explained to team members and complied with in accordance with ***legislative requirements***. 1.2 ***Consultative arrangements*** are monitored to encourage team members to contribute to the management of OHS in the workplace. 1.3 ***Communication skills*** and ***interpersonal techniques*** are used to explain the importance of OHS awareness. 1.4 Recommendations are provided to ***relevant persons*** to improve the effectiveness of OHS policies and procedures.
2 Monitor security risk control procedures.	2.1 Inadequacies in ***procedures for controlling security risks*** are identified and promptly reported to relevant persons. 2.2 Inadequacies in resource allocation for implementing risk control measures are identified and reported to relevant persons. 2.3 Security ***hazards*** are investigated to identify their cause in accordance with risk control procedures. 2.4 Risk control procedures are applied and ***records*** maintained in accordance with legislative requirements and organisational procedures.
3 Support OHS training.	3.1 OHS learning requirements of self and team members are identified and advice on ***training needs*** provided to

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ELEMENT	PERFORMANCE CRITERIA
	relevant persons.
	3.2 ***Opportunities*** for participation of self and team members in OHS training are supported and organised in accordance with identified learning needs and organisational procedures.
	3.3 Coaching and mentoring assistance is provided to team members to support ***OHS participative arrangements*** and skill development.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately receive and follow instructions and procedures
- accurately record and report details of hazards, risks and incidents
- application of the hierarchy of controls
- calculate resources required to monitor OHS in the workplace
- communication skills to convey and discuss OHS concerns and information
- communication to engage with minority groups (eg young people, old people, people with an addiction or disability, Indigenous Australians, people from Culturally and Linguistically Diverse (CALD) backgrounds)
- data analysis to monitor incidents (accidents) and the work environment, and to evaluate the effectiveness of risk control measures and OHS procedures
- mentoring to support OHS training in the workplace
- numeracy skills to estimate time to complete tasks and resource requirements
- problem solving
- read, analyse and interpret OHS information including common OHS signs and symbols
- risk assessment and hazard identification.

Required knowledge

- common types and purpose of Personal Protective Equipment (PPE)
- communication channels and procedures for maintaining safety
- designated workplace OHS personnel
- duty of care requirements of self and others
- effects of stress on self and team members
- general rights and responsibilities of employers and employees with regard to OHS

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REQUIRED SKILLS AND KNOWLEDGE

and consultative arrangements
- guidelines relating to use of force
- licensing requirements in the security industry
- OHS hierarchy of control and procedures for its application
- own responsibilities to comply with safe working practices
- principles and application of risk management and controls
- procedures for emergency, evacuation and first aid response
- range and meanings of common OHS signs and symbols
- range of potential security workplace hazards, risks and emergency situations
- signs and indicators of work-related stress.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- complying with applicable OHS policies and procedures and legislation, and using consultative arrangements to ensure team members support the implementation of OHS in the workplace
- monitoring procedures for controlling security hazards and risks using the hierarchy of controls, and identifying gaps or additional resource requirements
- supporting OHS training within the work team through the identification of OHS training needs and learning opportunities, and providing OHS mentoring to individuals and the team
- accessing, interpreting and communicating up-to-date security information to the work team to inform and improve OHS practices.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services

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- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***OHS policies and procedures* may relate to**:

- application of first aid
- emergency and evacuation response
- equipment maintenance and use
- hazard and risk identification and reporting
- OHS consultation and participative arrangements

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- reporting accidents, incidents, injuries and near misses
- restraint and apprehension of persons
- risk assessment and control measures
- safe operating procedures and instructions for use of equipment and technology
- security licensing requirements
- stress management
- suspected terrorist activity
- use and maintenance of PPE
- use of firearms, handcuffs, batons and spray
- use of force
- use, storage and disposal of hazardous substances or dangerous items.

Legislative requirements may relate to:

- anti-discrimination and diversity
- Australian standards, codes of practice and regulations
- award and enterprise agreements
- duty of care
- evidence collection
- licensing arrangements and certification requirements
- OHS issue resolution
- relevant commonwealth, state and territory OHS legislation, codes of practice and regulations
- roles and responsibilities of OHS representatives and committees
- trade practices
- use of force.

Consultative arrangements may include:

- discussions with OHS representatives
- formal and informal meetings to discuss OHS issues and information
- industry information and newsletters covering OHS issues
- OHS committees
- suggestions, requests and concerns put forward by employees to management.

***Communication skills* may include**:

- active listening
- comprehension
- note-taking
- positive body language
- questioning
- reading accurately
- speaking clearly
- summarising
- writing.

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***Interpersonal techniques* may include**:	• active listening • being respectful and non-discriminatory to others • control of tone of voice and body language • demonstrating flexibility and willingness to negotiate • engaging with minority groups • interpreting non-verbal and verbal messages • maintaining professionalism • providing and receiving constructive feedback • questioning to clarify and confirm understanding • two-way communication • use of communication appropriate to cultural differences • use of positive, confident and cooperative language.
Relevant persons may include:	• first aid personnel • management • OHS committees • OHS representatives • supervisor.
***Risk* relates to**:	• the likelihood of a hazard causing injury or harm.
***Security risks* may include**:	• biological hazards • chemical spills • electrical faults • explosives • injury to personnel • noise, light, heat, smoke • persons carrying weapons • persons causing a public nuisance • persons demonstrating suspicious behaviour • persons suffering from emotional or physical distress • persons under the influence of intoxicating substances • persons with criminal intent • persons, vehicles and equipment in unsuitable locations • suspicious packages or substances • terrorism • violence or physical threats.
***Procedures for controlling security risks* may relate to**:	• application of the hierarchy of controls • complying with safe operating procedures for equipment • correct selection, use, storage and maintenance of PPE • directing or requesting back-up support • evacuation • maintaining vigilance, awareness and observation in the work environment

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- negotiation and conflict resolution
- OHS communication and reporting
- safe lifting and manual handling
- security of documents, cash, equipment and persons
- use of fire safety equipment
- use of reasonable force.

Hazard relates to:

- any thing (including an intrinsic property of a thing) or situation with the potential to cause injury or harm.

Hazards may be identified through:

- consultation
- continuous monitoring of work environment
- debrief and review of security incidents
- regular informal and informal discussions with team members
- regular inspections of equipment and work environment
- review of workplace health and safety records.

***OHS records* may relate to**:

- first aid and medical post records
- identified hazards and risks
- industry warnings and security alerts
- maintenance and testing reports
- manufacturer and supplier information for security equipment
- OHS instruction and training
- OHS issues which have been raised and reported
- procedures for handling prohibited or dangerous items
- reports of accidents and injuries
- surveillance and monitoring of work environment
- workers compensation and rehabilitation records.

***Training needs* may relate to**:

- additional work experience or exchange opportunities
- attendance at OHS seminars or conferences
- emergency and evacuation training
- OHS induction
- participating in formal or informal learning programs
- undertaking personal study
- workplace coaching, mentoring or supervision.

***Learning opportunities* may include**:

- career planning or development
- conducting a workplace skills assessment
- participation in formal or informal learning programs
- undertaking a performance appraisal
- undertaking personal study
- work experience or exchange opportunities
- workplace coaching, mentoring or supervision
- workplace projects.

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***OHS participative arrangements* may relate to**:	• accessing and exchanging up-to-date information and industry trends relating to OHS to maintain awareness and vigilance • discussions with OHS representatives • formal and informal meetings to discuss OHS concerns or issues • participation in debriefing and review processes.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC3002A Manage conflict through negotiation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to use effective communication techniques to manage a conflict situation. It requires the ability to assess security risk situations, accurately receive, interpret and relay information, adapt communication styles and techniques to varying social and cultural environments, and evaluate responses.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess conflict.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to own role, competence and authority are identified and complied with.
	1.2 ***Conflict*** is assessed and ***response options*** evaluated against legislative requirements.
	1.3 Causes of conflict and harmful behaviour are determined and appropriate responses to prevent escalation are confirmed.
	1.4 ***Communication techniques*** are used to facilitate an effective exchange of information.
	1.5 Specialist assistance is sought as required from ***relevant persons*** in accordance with organisational procedures.
2 Negotiate resolution.	2.1 Conflict is addressed and resolved using established strategies that comply with organisational guidelines.
	2.2 ***Negotiation techniques*** are used to maintain positive interaction, divert and minimise aggressive behaviour.
	2.3 Communication reflects sensitivity to individual ***social and cultural differences*** and used to engage minority groups.
	2.4 Contradictions, ambiguity, uncertainty or misunderstandings are identified and clarified.
	2.5 Factors which might impact on the safety and security of persons are anticipated and ***contingency measures***

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ELEMENT	PERFORMANCE CRITERIA
	formulated and implemented as required.
3 Evaluate conflict response.	3.1 Effectiveness of response is reviewed and evaluated in accordance with organisational procedures.
	3.2 Incident observations are reported accurately and constructively.
	3.3 Review findings identify areas for improvement and recommendations for amending future conflict resolution practices.
	3.4 Relevant ***documentation*** is completed and securely maintained with due regard to confidentiality in accordance with organisational procedures.
	3.5 ***Effects of stress*** and other issues related to own well-being are recognised and managed using appropriate ***stress management techniques***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply effective communication and negotiation techniques
- apply problem solving strategies
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate using clear and concise language
- conduct an evaluation and review process
- identify and comply with applicable legal and procedural requirements including licensing requirements
- identify and comply with security incident response procedures
- identify potential security threats to people, property and premises
- identify risk factors and assess degree of risk
- identify support and assistance requirements
- minimise threat to self and others by using appropriate negotiation techniques
- observe and accurately record and report information
- record, report and document information
- review response strategies and make adjustments according to changing circumstances
- select and use appropriate personal protection equipment

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REQUIRED SKILLS AND KNOWLEDGE

- use negotiation techniques to defuse or resolve conflict.

Required knowledge

- emergency and evacuation procedures
- how people typically respond in conflict situations, especially young people
- incident management techniques using negotiation
- indicators of neglect and abuse particularly in young people
- instructions and procedures for responding to security risk situations
- legal provisions relating to duty of care of self and others
- limits of own responsibility and authority
- observation and monitoring techniques
- operational functions and procedures for the use of communications, security and personal protection equipment
- phonetic alphabet
- powers and procedures for effecting an arrest
- principles of effective communication including techniques
- procedures and requirements for documenting security incidents
- reporting structure and processes
- requirements for collecting and presenting evidence
- security incidents and appropriate responses using negotiation
- the effects of power plays on a conflict situation.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • identifying potential and actual risk factors and their impact on the security risk situation • interpreting and complying with legal and procedural requirements • selecting response options which are most effective for the objective • reviewing conflict management strategies and making adjustments according to changing circumstances

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- using communication techniques to give clear and accurate information in a form which is preferred and understood by the receiver
- using negotiation techniques to defuse and resolve conflict.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray
- Young Offenders Act.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures

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- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- outlines of mediation processes
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Conflict* situations may relate to**:

- accidents resulting in injury
- conflicts between members of public
- cultural differences
- destruction of property
- ejection of persons
- persons carrying weapons
- persons refusing to follow directions and guidance
- persons suffering from emotional distress or mental illness
- persons under the influence of intoxicating substances
- persons with criminal intent
- responses of young people due to past experiences of trauma or torture
- riots and demonstrations
- situations affecting the security of self, others or property
- violent, aggressive or threatening persons.

***Response* may involve**:

- defusing the situation
- evacuating the premises
- isolating area of potential risk
- isolating risk
- notifying relevant emergency services agencies
- providing access for emergency services
- provision of first aid
- requesting back-up support or assistance
- tactical withdrawal
- use of negotiation techniques.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory

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- constructive feedback
- control of tone of voice, facial expression and body language
- culturally aware and sensitive use of language and concepts which engage minority groups
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection, summarising and paraphrasing
- two-way interaction
- use of plain English
- use of positive, confident and cooperative language.

***Relevant persons* may include**:

- colleagues
- emergency services personnel
- members of the public
- supervisor.

***Negotiation techniques* may include**:

- analysing personal values and their impact on attitudes and interactions in order to avoid personalising issues, discriminations and stereotyping
- demonstrating flexibility and willingness to negotiate
- interpreting and assessing actions for risk
- interpreting non-verbal and verbal messages
- observation techniques
- questioning to clarify and confirm understanding
- resolving differences sensitively taking into account cultural considerations
- use of clear presentations of options and consequences.

***Social and cultural differences* may relate to**:

- dress and personal presentation
- food
- language
- religion
- social conventions
- traditional practices
- values and beliefs.

***Contingency measures* may relate to**:

- counselling
- cultural support
- defusing strategies
- first-aid
- intervention
- mediation
- separation or isolation

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	• specialists or experts.
***Documentation* may include**:	• activity logs • incident reports • request for assistance forms • vehicle and personnel movements • written and electronic reports.
***Effects of stress* may include**:	• frustration • inability to concentrate • increasing aggression • over-talking • tiredness • uncoordinated movements.
***Stress management techniques* may include**:	• conscious use of personal recreational activities • counselling • formal debriefing processes • informal exploration of incidents with team members and supporters • review of practice and resources.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC3003A Determine response to security risk situation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to determine an appropriate response to a security risk situation. It requires the ability to analyse the nature and degree of risk and determine response options according to changing circumstances.

This unit may form part of the licensing requirements for persons engaged in guarding operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving guarding in a security environment. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify security risk situation.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to security risk operations identified and complied with. 1.2 Information on ***security risk situation*** is received and verified for reliability and authenticity. 1.3 ***Environmental factors*** relevant to security risk situation are identified and monitored for changes in characteristics that may impact on security response. 1.4 Additional information required to assess degree of risk is sourced as required. 1.5 ***Communication channels and processes*** are used to maintain an accurate and up to date exchange of information with ***relevant persons***.
2 Assess security risk situation.	2.1 ***Assessment*** of security risk situation is conducted in accordance with organisational procedures. 2.2 Security risk situation is assessed for degree of risk to persons, property and premises. 2.3 Appropriate risk control measures to ensure the safety and security of persons, property and premises are determined. 2.4 Suitable ***equipment and resource requirements*** appropriate to security risk situation are determined. 2.5 Specialist advice is sought as required in accordance with organisational procedures.
3 Determine response options.	3.1 Options for ***response*** to security risk situation are evaluated and determined. 3.2 Response is within the scope of own responsibility,

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ELEMENT	PERFORMANCE CRITERIA
	competence and authority.
	3.3 Response maximises the safety and security of persons, property and premises.
	3.4 Response involves the appropriate selection and efficient use of equipment and resources.
	3.5 Relevant ***documentation*** is completed and securely maintained with due regard to confidentiality in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- assess information and determine response appropriate to security risk situation
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate using appropriate channels and clear and concise language
- conduct risk assessment of security risk situation
- determine suitable security and personal protection equipment
- facilitate commonsense solutions within operating parameters
- identify and comply with applicable legal and procedural requirements including licensing requirements
- identify and comply with security incident response procedures
- identify support and assistance requirements
- operate security and communications equipment.

Required knowledge

- approved communication terminology and codes and signals
- emergency and evacuation procedures and instructions
- instructions and procedures for responding to security risk situations
- observation and monitoring techniques
- operational functions and procedures for the use of communications, security and personal protection equipment
- phonetic alphabet
- principles of effective communication including interpersonal techniques
- procedures and requirements for documenting security incidents
- range of available resources and equipment

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REQUIRED SKILLS AND KNOWLEDGE

- range of potential security incidents and appropriate responses
- reporting processes
- risk assessment processes
- structure and responsibilities of the emergency services agencies.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- determining response options which are most effective for the security risk
- determining response options within specified legal and strategic limits
- identifying current and potential risk factors and their impact on the security risk situation
- interpreting and complying with legal and procedural requirements including licensing requirements
- reviewing and adjusting response strategies to meet changing circumstances
- using appropriate communication modes and terminology to receive and convey information.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

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	Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:	• apprehension and powers of arrest • Australian standards and quality assurance requirements • counter-terrorism • crowd control and control of persons under the influence of intoxicating substances • force continuum, use of force guidelines • general 'duty of care' responsibilities • inspection of people and property, and search and seizure of goods

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- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Relevant *legislation may include*:

- Crimes Act 1900
- Firearms Act 1996 and Firearms (General) Regulations 1997
- general principles of Common Law
- Inclosed Lands Protection Act 1901
- Law Enforcement (Powers and Responsibilities) Act 2002
- Liquor Act 1982
- Listening Devices Act 1984
- Registered Clubs Act 1976
- Security Industry Act 1997 and Regulations 1998
- Trade Practices Act
- Workplace Surveillance Act 2005.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information

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	• quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.
Security risk situation may relate to:	• biological hazards • chemical spills • electrical faults • explosives • injury to personnel • noise, light, heat, smoke • persons carrying weapons • persons causing a public nuisance • persons demonstrating suspicious behaviour • persons suffering from emotional or physical distress • persons under the influence of intoxicating substances • persons with criminal intent • persons, vehicles and equipment in unsuitable locations • suspicious packages or substances • terrorism • violence or physical threats.
Environmental factors may relate to:	• access to assistance and resources • availability of exits and opportunities for escape • crowds • different degrees of light including low light and darkness • presence of several sources of threat • time of day • weather.
Communication channels and processes may relate to:	• direct line supervision paths • established communication protocols • formal communication pathways • lateral supervision paths • organisational communication networks • verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.
Relevant persons may include:	• clients • colleagues • emergency services personnel • supervisor.
Factors for assessment	• available resources including emergency support, team back-up or security equipment

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may include:	• known information about persons involved in the security risk • known information about the circumstances of the security risk • observation of the environment and physical conditions • options for controlling and defusing security risk • potential triggers for escalation of security risk • the nature of the security risk.

Resources and equipment may include:	• communications equipment
	  • pager
	  • portable and mounted two-way radio
	  • telephone and mobile phone
	• maps
	• pen and security notebook
	• personal protection equipment
	• security equipment
	  • restraints
	  • weapons
	• security personnel and specialist services
	• transport.

***Response* may involve**:	• defusing the situation • evacuating the premises • isolating area of potential risk • isolating risk • notifying relevant emergency services agencies • providing access for emergency services • provision of first aid • request for support and assistance • restraint of person • tactical withdrawal • use of batons, handcuffs or spray • use of empty hand techniques • use of negotiation techniques • use of restraints.
Documentation may include:	• activity logs • incident reports • request for assistance forms • vehicle and personnel movements • written and electronic reports.

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Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC3004A Lead small teams in the security industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan, organise and monitor a small team to achieve designated outcomes in a security context. It requires the ability to allocate duties and schedule rosters, set and maintain team and individual performance standards, facilitate open communication and resolve individual or team concerns. It also requires the ability to coordinate and facilitate team development and team performance.

This unit may form part of the licensing requirements for persons involved in specific security activities in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles which involve the facilitation of small teams. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Facilitate team planning.	1.1 Individual and team purpose, roles and responsibilities are clarified, agreed upon and defined in accordance with ***organisational goals and objectives***.
	1.2 ***Assignment instructions*** are identified and clearly communicated to team members in accordance with ***legislative*** and ***organisational*** requirements.
	1.3 ***Contingencies*** are considered when allocating specific work duties and responsibilities to team members.
	1.4 Open ***communication*** within the team is encouraged and facilitated to ensure full understanding and accurate exchange of information.
	1.5 Effective communication and ***interpersonal techniques*** are used that reflect sensitivity to individual ***social and cultural differences***.
2 Monitor team performance.	2.1 Duties, rosters and team rotation requirements are assessed and matched to individual capabilities.
	2.2 Performance of the team and individual members is systematically monitored to ensure the satisfactory completion of assignment instructions.
	2.3 Problems are identified and appropriate remedial action is implemented in accordance with organisational procedures.
	2.4 Potential and actual security risk situations are identified and appropriate responses implemented in accordance

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ELEMENT	PERFORMANCE CRITERIA
	with organisational procedures.
	2.5 Performance expectations are clearly communicated and assistance provided to team members as required.
	2.6 Relevant ***documentation*** is completed and processed in accordance with workplace procedures.
3 Develop team performance.	3.1 Effective working relationships are established and maintained through the provision of appropriate support, communication and feedback.
	3.2 ***Constructive feedback*** on quality of performance is regularly provided to team members for integration into work practices.
	3.3 Positive action to address deficiencies or areas for improvement in team performance is taken and handled sensitively.
	3.4 Team is supported and encouraged to achieve its goals and changing priorities through active reflection and participation in team activities and communication processes.
	3.5 Team concerns are acknowledged and addressed as required and wherever possible discussed and resolved within the team.
	3.6 In the event of non-resolution, team concerns are constructively presented and discussed with ***relevant persons*** in a timely and objective manner using established dispute resolution procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- acknowledge and resolve individual or team problems
- apply conflict resolution and negotiation techniques
- apply effective interpersonal techniques
- communicate effectively with others
- complete and maintain records and documentation
- comply with applicable legislative, regulatory and licensing requirements
- comply with organisational policies and standard operating procedures

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REQUIRED SKILLS AND KNOWLEDGE

- modify work activities dependent on differing workplace continues, risk situations and environments
- plan, organise and monitor work activities of team members
- prioritise and schedule work tasks to meet designated schedules
- provide constructive feedback and support to team members
- provide effective informal performance counselling
- provide leadership and work collaboratively with others
- take appropriate initiatives concerning security incidents
- use and maintain appropriate business and security equipment
- use coaching and mentoring skills to provide support and build effective workplace relationships.

Required knowledge

- applicable legislation and regulations including Occupational Health and Safety (OHS) and licensing requirements
- conflict resolution and team building techniques
- emergency and evacuation procedures
- operational principles of a range of business and security equipment
- organisational performance standards and assessment techniques
- organisational policies and procedures
- principles of effective communication
- principles of time management
- reporting and documentation requirements and procedures
- rights and responsibilities of employers and employees
- roles, functions and responsibilities of team members
- site layout and standard operating procedures
- teamwork principles and relationship-building techniques
- types of problems and security risk incidents in the workplace and appropriate response procedures
- workplace contingency procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for A person who demonstrates competency in this unit must be able to

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assessment and evidence required to demonstrate competency in this unit	provide evidence of: • acknowledging individual or team concerns and facilitating discussion and resolution within the group • assessing and monitoring team and individual performance against set measurable criteria, and creating opportunities to maintain or improve individual and team performance • clearly defining and communicating to team members individual and team roles and responsibilities, assignment instructions and organisational goals and objectives • communicating effectively on a one-to-one and group basis with colleagues, clients and supervisors and developing trust and confidence in workplace relationships • communicating performance expectations for a range of tasks and duties within the team and providing constructive feedback • selecting and allocating duties and responsibilities appropriate to individual knowledge, skill, aptitude and assignment requirements.
Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to plain English version of relevant statutes and procedures • access to a registered provider of assessment services • access to a suitable venue and equipment • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

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Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Organisational goals and objectives* may include**:

- budgetary targets
- reporting deadlines
- team and individual learning goals
- team participation.

***Assignment instructions* may include**:

- assignment objectives and timeframes
- personal protective clothing and equipment requirements
- reporting and documentation requirements
- resource and equipment requirements
- specific client requirements
- work schedules
- work tasks and procedures.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state, territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations

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	• OHS • relevant industry codes of practice.
Organisational requirements may relate to:	• access and equity policies, principles and practices • business and performance plans • client service standards • code of conduct, code of ethics • communication and reporting procedures • complaint and dispute resolution procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs • own role, responsibility and authority • personal and professional development • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.
***Contingencies* may involve**:	• domestic considerations • impending leave • individual strengths and weaknesses • preferences • security risk situations • team dynamics and combinations.
Communication may be:	• face-to-face • group interaction • in Indigenous languages • in languages other than English • oral reporting • participation in routine meetings • reading independently • recording of discussions • speaking clearly and directly • through the use of assistive technology • via an interpreter • visual or written • writing to audience needs.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback

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	• control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
Social and cultural differences may relate to:	• dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs.
***Documentation* may include**:	• equipment and resource used • incident reports • operational reports • performance assessments • professional development recommendations • team roles and responsibilities • work schedules including team rotation details • written and electronic reports.
***Constructive feedback* may include**:	• comments from supervisors, colleagues or clients • formal and informal performance appraisals • personal, reflective behaviour strategies • workplace assessment.
***Relevant persons* may include**:	• clients • colleagues • emergency services personnel and agencies • manager • security personnel.

Unit Sector(s)

Unit sector	Security

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Competency field

Competency field Operations

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CPPSEC3005A Prepare and present security documentation and reports

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan, organise and present documentation in required formats appropriate for use in the security industry. It requires the ability to gather information by factual or surveillance methods, evaluate the quality of information and data, prepare and review drafts, and present final reports and documentation.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Gather information.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with. 1.2 Relevant information is obtained from ***information sources*** in accordance with organisational procedures. 1.3 Methods of collecting information are reliable and make efficient use of resources. 1.4 ***Business equipment and technology*** is used to source, collect and organise information. 1.5 Workplace safety procedures are identified and complied with in accordance with ***Occupational Health and Safety*** (***OHS***) requirements.
2 Check and organise information.	2.1 Gathered information is assessed in terms of validity, reliability and relevance. 2.2 Additional information is sought as required from established sources in accordance with organisational procedures. 2.3 All material is reviewed thoroughly to ensure completeness and accuracy of information. 2.4 Information is prioritised and organised in a logical manner to facilitate analysis and dissemination.
3 Present information.	3.1 Draft documentation is prepared and checked to ensure intended meaning is readily understood.

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Draft documentation is forwarded to ***relevant persons*** for review.
	3.3 Feedback is sought and constructive feedback is identified and integrated into the final document.
	3.4 Final documentation is presented within designated timeframes using clear and concise language and meets organisational standards relating to style, format and accuracy.
	3.5 Retained material is securely stored and maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately record and report information
- apply effective communication and negotiation techniques including active listening and questioning
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- identify and comply with applicable legal and procedural requirements, including licensing requirements, relevant to surveillance activities
- operate business equipment and technology
- organise resource and equipment requirements
- participate in meetings and interviews
- prioritise and complete activities within designed timelines
- read, analyse and interpret information
- record and document information
- solve basic problems
- source, collate and organise information
- use a range of office equipment and technology
- verify validity of information
- write standard reports.

Required knowledge

- applicable licensing and legal requirements relevant to surveillance operations
- applicable licensing requirements

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REQUIRED SKILLS AND KNOWLEDGE

- basic research and information gathering methods
- documentation processes and storage procedures
- information gathering techniques
- interviewing processes
- observation and monitoring techniques
- operational functions of a range of business equipment and technology
- principles of effective communication including interpersonal techniques
- privacy and confidentiality policies and procedures
- questioning techniques to obtain specific information
- reliable and verifiable sources of information
- report writing formats and styles
- reporting and documentation requirements
- techniques to verify and validate information.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • complying with applicable legislation and relevant licensing for the preparation and presentation of documentation • researching information and confirming its validity • interpreting and confirming reporting requirements • sourcing, organising and presenting both oral and written information in a suitable format style • receiving, interpreting and relaying verbal and non-verbal information in a concise and accurate manner • using effective communication techniques to give clear and accurate information in a form which is preferred and understood by the receiver and which engages minority groups.
Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

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Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning and written assessment should be used to assess underpinning knowledge.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may

- apprehension and powers of arrest
- Australian standards and quality assurance requirements

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relate to:

- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Assignment instructions may include:

- assignment purpose and objective
- assignment tasks and procedures
- assignment timeframe
- investigative activities
- licensing compliance requirements
- reporting and documentation requirements

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	• requirements for continuous monitoring • resource and equipment requirements.
***Information sources* may include**:	• business community • Internet • interviews and meetings • library • records, reports and case notes • security industry and networks • voice recordings • workshops, conferences and seminars.
Business equipment and technology may include:	• calculators • facsimile machines • internet • monitoring software • standard commercial computer software and hardware • telephones.
***Occupational Health and Safety* (*OHS*) requirements may relate to**:	• controlling and minimising risks • correct manual handling including shifting, lifting and carrying • environmental and conservation requirements • ergonomic requirements • first aid • identifying and reporting hazards and risks • knowledge of emergency and evacuation procedures • using and maintaining business equipment.
***Relevant persons* may include**:	• clients • colleagues • security personnel • supervisor.

Unit Sector(s)

Unit sector	Security

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Competency field

Competency field Operations

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CPPSEC3006A Coordinate a quality security service to clients

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to provide a quality security service to clients. It requires the ability to identify client needs and resolve client service problems using communication and interpersonal skills. It also requires an ability to review and analyse service provision as the basis for identifying areas for improvement.

This unit may form part of the licensing requirements for those roles involving operational activities in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of work roles in the security industry. Work is performed under limited supervision and competency requires judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify client needs.	1.1 Client preferences, needs and expectations are clarified using appropriate ***interpersonal techniques***.
	1.2 Clients are provided with information about available ***security services*** and ***systems*** to meet their needs and assisted in the selection of preferred options.
	1.3 Rights and responsibilities of clients and organisation are identified and negotiated in accordance with ***legislative*** and ***organisational requirements***.
	1.4 ***Personal limitations*** in identifying client needs are recognised and assistance sought as required from ***relevant persons***.
2 Deliver a service to clients.	2.1 Effective ***client service*** is provided in accordance with ***assignment instructions***, organisational and legislative requirements.
	2.2 ***Special requirements*** of clients are identified and service adjusted to meet needs.
	2.3 Information regarding problems or delays is promptly communicated to client and contingency plan implemented.
	2.4 Client complaints are resolved with professionalism and courtesy and details ***reported*** according to organisational procedures.
3 Review client	3.1 Client satisfaction is regularly reviewed using ***verifiable***

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ELEMENT	PERFORMANCE CRITERIA
service.	***evidence*** in accordance with legislative requirements. 3.2 Client feedback is analysed in consultation with relevant persons to identify improvements to service provision. 3.3 Improvements to client service are implemented and security services continually monitored according to legislative requirements. 3.4 Client records and confidentiality are maintained in accordance with organisational procedures and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- basic analysis of information to identify problems and areas for improvement
- communication skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- complete workplace documentation and reports
- information technology
- literacy skills to understand and communicate security information (reading, writing, speaking, numeracy and listening)
- numeracy skills to estimate time to complete work tasks and resource requirements
- present a professional image
- problem solving and negotiation
- questioning and paraphrasing to check understanding.

Required knowledge

- difference between negative and positive language
- differences between written and spoken English
- duty of care requirements
- how to read and use body language to gain confidence of clients
- how to safeguard confidential information
- how to use business equipment to present information
- legislation, regulations and contractual obligations applicable to providing security services
- organisational policies and standards relating to the presentation of information for clients

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REQUIRED SKILLS AND KNOWLEDGE

- organisational standards and procedures for client service
- personal grooming and presentation relevant to assignment instructions
- procedures and channels for reporting information
- range and purpose of available security services
- rights and responsibilities of clients
- types of security systems.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- complying with relevant legislation in the provision of security services to clients
- communicating and explaining the range and purpose of available security services to meet identified client needs using techniques which engage minority groups
- using appropriate interpersonal and communication skills to negotiate provision of security services and areas of potential conflict with client
- following agreed procedures for reporting and recording client information and service outcomes
- in consultation with others, using verifiable evidence to review and analyse service provision and level of client satisfaction

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and

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assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Interpersonal techniques* may include**:

- active listening
- being respectful and non-discriminatory to others
- control of tone of voice and body language
- demonstrating flexibility and willingness to negotiate
- interpreting non-verbal and verbal messages
- maintaining professionalism
- providing and receiving constructive feedback
- questioning to clarify and confirm understanding
- two-way communication

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- use of communication appropriate to cultural differences
- use of positive, confident and cooperative language.

***Security services* may include**:

- control room monitoring
- controlling exit from and access to premises
- crowd control
- escorting people or property
- guarding
- monitoring of people, premises or property
- screening of people or items
- static or mobile patrol.

Security systems may be:

- alarms
- biometric
- computerised
- electronic
- mechanical
- personal.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects security work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian standards and quality assurance
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices
- use of force.

***Organisational requirements* may relate to**:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities

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	• Occupational Health and Safety (OHS) policies, procedures and programs • own role, responsibility and authority • personal and professional development • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.
***Personal limitations* may relate to**:	• being unsure of best method to complete task • compliance with OHS requirements • current competence level • difficulties in meeting timelines • inability to fulfil own role and responsibilities • licensing requirements • technical expertise • understanding of assignment instructions • understanding of legal requirements.
***Relevant persons* may include**:	• client • colleagues • emergency personnel • legal representatives • security consultant • supervisor • technical security experts.
Client service may relate to:	• dealing with conflict • efficient use of resources • handling and recording complaints • meeting agreed timelines • meeting allocated duties and responsibilities • meeting budget and agreed costs • professionalism and conduct • regular communication and reporting.
***Assignment instructions* may relate to**:	• assignment objectives and timeframes • back-up • client identification and information details • communication equipment and procedures • instructions from client, supervisor or colleagues • legislative requirements relating to work tasks • OHS including use of personal protective equipment • resource and equipment needs

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	• site layout including access points • use of force • use of workplace documentation • verbal and non-verbal reporting • work schedules including budget • work tasks and procedures.
***Special requirements* may relate to**:	• control of exit from and access to premises • crowd control • emergency security services • escort of people and property • non-routine information or service provision • screening of property and people • urgent requests.
***Reporting* may include**:	• completing documentation such as logs, journals and activity reports • completing police reports • completing written and computer reports • contacting designated personnel • recording security risk and incident details • requesting security assistance • verbal reporting to client or supervisor.
***Verifiable evidence* may include**:	• auditable documentation and reports • client satisfaction questionnaire • feedback from lapsed clients • quality assurance data • records of complaints and actions taken for resolution.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC3007A Maintain security of environment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to maintain the safety and security of premises. It requires the ability to communicate effectively, maintain operational safety and respond appropriately to security risk situations.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Maintain effective relations.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with.
	1.2 Effective ***interpersonal techniques*** are used to develop, support and promote confidence with ***relevant persons***.
	1.3 Communication is courteous, professional and sensitive to individual ***social and cultural differences***.
	1.4 Personal presentation is maintained in accordance with organisational requirements.
2 Maintain operational safety.	2.1 ***Environmental factors*** are continually monitored, assessed and reviewed to identify distinctive features and any change in characteristics that might indicate unusual or suspicious behaviour.
	2.2 Personal safety checks are made on a systematic and routine basis in accordance with organisational procedures.
	2.3 Communication is maintained continually throughout security operations using appropriate ***communication channels and processes***.
	2.4 ***Resources and equipment*** are maintained and used appropriate to the security operation.
	2.5 ***Security risk situations*** are accurately identified and assessed for degree of risk to self, others, property and premises.
3 Respond to security risks.	3.1 ***Response*** is formulated and carried out within scope of own role, competence and authority.
	3.2 Changing circumstances are monitored and responses are

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ELEMENT	PERFORMANCE CRITERIA
	adjusted as required to maintain security.
	3.3 Response initiative maximises the safety and security of self, others, property and premises.
	3.4 Requirements for specialist assistance or advice is identified and promptly sought in accordance with organisational procedures.
	3.5 Relevant ***documentation*** is completed and securely maintained with due regard to confidentiality in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate using appropriate channels and communication codes and signals
- determine response appropriate to security risk situation
- facilitate commonsense solutions within operating parameters
- identify and comply with applicable legal and procedural requirements including licensing requirements
- identify and comply with security incident response procedures
- identify security risk factors and conduct risk assessment
- minimise hazards and risks to the health and safety of self and others
- operate security and communications equipment
- present a professional image to members of the public and colleagues
- read, analyse and interpret information
- recognise support and assistance requirements
- record and report information
- select and use equipment appropriate to the security operation.

Required knowledge

- applicable legislative provisions relevant to 'use of force' guidelines and licensing requirements
- bomb threat and counter-terrorism procedures
- communication channels, codes and signals
- documentation procedures and processes

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REQUIRED SKILLS AND KNOWLEDGE

- emergency and evacuation procedures and instructions
- first aid principles and procedures
- limits of own responsibility and authority
- methods of restraint and associated effects (eg, restraint related injury or death)
- observation and monitoring techniques
- operational principles of security, communication and protective equipment
- premises layout and access points
- principles of effective communication including interpersonal techniques
- reporting structure and processes
- structure and responsibilities of the emergency services agencies
- types of security situations which may be encountered during guarding operations and appropriate responses.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- identifying and assessing all factors which might impact on the safety and security of persons and property
- formulating and implementing appropriate responses or contingency measures to maintain security
- systematically monitoring security activities and varying operational plans as required to meet changing circumstances
- maximising the safety and protection of people involved in incidents while carrying out response activities
- communicating effectively on a one-to-one and group basis with people from a range of diverse backgrounds and of varying abilities
- providing accurate and constructive operational observations and completing documentation in an appropriate style and format.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements,

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performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- telecommunications
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes

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	and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.
Assignment instructions may include:	• assignment purpose and objective • assignment tasks and procedures • assignment timeframe • client identification information • incident and security risk response procedures • monitoring objectives • personal presentation requirements • personal protection equipment • premises location and layout • reporting and documentation requirements • resource and equipment requirements.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
Relevant persons **may include**:	• clients • colleagues • emergency services personnel • members of the public • supervisor.
Social and cultural differences **may relate to**:	• dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs.

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Environmental factors may relate to:	• access to assistance and resources • availability of exits and opportunities for escape • crowds • different degrees of light including low light and darkness • presence of several sources of threat • time of day • weather.
Communication channels and processes may relate to:	• direct line supervision paths • established communication protocols • formal communication pathways • lateral supervision paths • organisational communication networks • verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.
Resources and equipment **may include**:	• access to emergency services and specialist personnel • back-up personnel • business equipment eg computers and computer applications • communication equipment eg two-way radio, pager, mobile telephone • defensive equipment eg batons, firearm, and the relevant licenses, permits and storage facilities • fire fighting equipment • first aid kit • personal protection equipment • security equipment eg electronic screening equipment, video cameras and monitors, alarms and signals.
Security risks may relate to:	• breaches of law eg criminal damage, offences against people, public order, misuse of drugs and alcohol • emergencies eg fire, scenes of crime, accidents • hazards eg physical, chemical, electrical, psychological, biological • threats eg bombs, sabotage, assassination.
Response **may involve**:	• checking identification • defusing the situation • evacuating the premises • isolating area of potential risk • isolating risk • issuing verbal warnings • notifying relevant emergency services agencies • offering assistance

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- provision of first aid
- request for support and assistance
- restraint of person
- tactical withdrawal
- use of basic defensive techniques
- use of negotiation techniques.

***Documentation* may include**:

- activity logs
- incident reports
- records of conversation
- request for assistance forms
- running sheets
- vehicle and personnel movements
- written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC3008A Control security risk situations using firearms

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to determine when to use a firearm to respond to a life threatening situation. It requires the ability to analyse risk factors and intentions of persons and to maintain and store firearms and ammunition in accordance with legislative requirements.

This unit may form part of the licensing and legal requirements for the use of firearms by persons working in the security industry in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Maintain firearm safety.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to the use of ***firearms*** are identified and complied with. 1.2 Carriage of firearm is secure, protected, accessible in accordance with organisational procedures. 1.3 Firearm ammunition is obtained appropriate to firearm type and complies with manufacturer's instructions. 1.4 ***Protective equipment*** is selected and used in accordance with Occupational Health and Safety (OHS) guidelines. 1.5 ***Pre-operational checks*** of firearm are carried out to ensure safe and continuing operation of firearm. 1.6 Checks and procedures for the handling, transfer and loading or unloading of firearm are completed in accordance with manufacturer's instructions with due regard to the safety of self and others.
2 Draw firearm.	2.1 The need and opportunity to present firearm is ***assessed*** and evaluated against identified risk factors and alternative response options. 2.2 ***Personal safety needs*** are identified and assistance sought as required from ***relevant persons***. 2.3 Communication is maintained with subject and reflects sensitivity to individual ***social and cultural differences***. 2.4 ***Interpersonal techniques*** are used to ensure instructions are clear, justified and in accordance with legislative

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ELEMENT	PERFORMANCE CRITERIA
	requirements.
	2.5 Firearm is drawn in a positive and controlled manner in accordance with organisational procedures.
3 Discharge firearm.	3.1 Personal positioning and stance ensures that handling and grip is secure to maintain control of firearm.
	3.2 Threat is continually monitored and assessed to evaluate response options.
	3.3 ***Tactical positioning*** during incident is fluid and uses available cover and protection.
	3.4 ***Discharge*** of firearm is determined as only reasonable option to remove the threat in identified life-threatening situations.
4 Evaluate firearm use.	4.1 Presentation and discharge of firearm is reviewed and evaluated against circumstances of the incident.
	4.2 Incident observations are provided accurately and constructively.
	4.3 Review findings identify areas for improvement and recommendations for amendment of response procedures are provided for future practice.
	4.4 Firearm is inspected and ***faults*** are identified and reported in accordance with organisational procedures.
	4.5 Relevant ***documentation*** is completed and securely maintained with due regard to confidentiality in accordance with legislative requirements.
	4.6 ***Effects of stress*** and other issues related to own well-being are recognised and managed using appropriate ***stress management techniques***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply first aid
- apply problem solving strategies
- calculate and estimate support requirements
- communicate and negotiate using clear and concise language
- communicate effectively with people from different social, cultural and ethnic

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REQUIRED SKILLS AND KNOWLEDGE

backgrounds and of varying physical and mental abilities
- determine response appropriate to incident situation
- identify and comply with applicable legal and procedural requirements including 'use of force' guidelines
- identify risk factors and assess degree of risk
- interpret and follow instructions and procedures
- maintain a firearm in a serviceable condition
- minimise threat to self and to others by use of appropriate force options
- observe and accurately record and report information
- operate security and communications equipment
- participate in review and debrief procedures
- record, report and process information
- review response strategies and make adjustments according to changing circumstances
- use communication techniques to reduce the level of risk or conflict
- use negotiation techniques to defuse and resolve conflict.

Required knowledge

- applicable legislative and other legal provisions including provisions governing the use of force and the duty of care under criminal and civil law
- applicable licensing requirements for the use of firearms
- communication techniques, codes and signals
- correct use of equipment including personal protective equipment
- documentation, reporting and reviewing and debriefing processes
- emergency and evacuation procedures and instructions
- empty hand techniques for firearms retention
- firearm safety procedures including maintenance and storage procedures
- first aid procedures and their application
- incident management and methods of restraint
- legal provisions relating to powers of arrest and 'use of force' guidelines
- negotiation techniques for managing conflict
- observation and monitoring techniques
- organisational policies and procedures related to the use of firearms and incident management
- powers and procedures for effecting an arrest
- principles of effective communication including interpersonal techniques
- problem-solving methods and techniques
- security incidents and appropriate responses.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- applying correct procedures for selecting, fitting, using and maintaining protective equipment including body armour
- demonstrating safe handling skills for use and maintenance of firearms
- demonstrating effective empty hand techniques for firearms retention
- identifying current and potential risk factors and their impact on the security risk situation
- maintaining firearms licensing requirements
- providing warnings and clear directions to subject using communication which engages minority groups
- maintaining consistent accuracy when discharging firearm and reacting in a timely manner in the application and termination of force
- evaluating and selecting response options within specified legal and strategic limits.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following

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methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination

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- cultural and ethnic diversity
- environmental issues
- equal employment opportunity
- industrial relations
- OHS

- relevant industry codes of practice
- trespass and the removal of persons
- Weapons Acts and regulations.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Firearm* may be**:

- revolver
- semi-automatic pistol
- shotgun.

***Protective equipment* may include**:

- body armour
- bullet proof vest
- fire proof clothing
- gloves
- head protection
- hearing protection
- masks
- protective shields
- safety glasses
- slash proof gloves.

***Pre-operational checks* may include**:

- checking log books and maintenance schedule
- cleaning, priming, tightening, basic repairs and adjustments
- identification and segregation of unsafe or faulty

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	equipment for repair or replacement • observing and monitoring for correct operation • visual checks for wear and tear.
***Assessment* may involve an analysis of**:	• access to weapons • available resources and team backup • known information about people involved in the incident • known information about the circumstances of the incident • nature of the incident • observation of the environment and physical conditions • potential and triggers for escalation or defusing • range of response options available • safety of self and others.
***Personal safety* needs may include**:	• access to emergency services • access to specific security equipment • additional training • appropriate vehicle • clarification of own responsibility and competence • maintaining regular communication • personal protective equipment • provision of back-up support • working in a team.
***Relevant persons* may include**:	• colleagues • emergency services personnel • medical personnel • specialist teams • supervisor.
***Social and cultural differences* may relate to**:	• dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • control of tone of voice and body language • cultural awareness and sensitivity in use of language and communication • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication

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	• maintaining professionalism • providing and receiving constructive feedback • providing sufficient time for questions and responses • reflection, summarising and paraphrasing • two-way interaction • use of plain English • use of positive, confident and cooperative language.
Tactical positioning **may include**:	• ability to move between cover • access to cover or concealment • capacity to reload or unload with speed loaders or magazines • capacity to withdraw • safety of self and others • stances (eg standing, kneeling, prone).
Discharge:	• must be in accordance with relevant state and territory regulatory or licensing requirements relating to accuracy and course of fire.
Common *faults* may include:	• mechanical failure • misfiring • misuse • non-inspection of firearm prior to loading.
Documentation **may include**:	• activity logs • incident reports • request for assistance forms • vehicle and personnel movements • written and electronic reports.
Effects of stress **may include**:	• frustration • inability to concentrate • increasing aggression • over-talking • tiredness • uncoordinated movements.
Stress management techniques **may include**:	• conscious use of personal recreational activities • counselling • formal debriefing processes • informal exploration of incidents with team members and supporters • review of practice and resources.

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Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC3009A Prepare and present evidence in court

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to prepare and present information which may be used in a judicial or quasi-judicial environment as evidence. It requires the ability to gather and manage information, prepare and give evidence in court, store evidence and complete documentation.

This unit may form part of the licensing requirements for persons engaging in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Gather and organise evidence.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to the preparation and presentation of ***evidence*** are identified and complied with. 1.2 A summary of the case history and other ***relevant information*** is gathered and organised. 1.3 Information to be used as evidence is confirmed for reliability and relevance in accordance with organisational procedures. 1.4 Evidence is organised in accordance with ***evidence management*** principles.
2 Prepare for court proceedings.	2.1 Briefing sessions are held with relevant persons to confirm ***court arrangements***, role and involvement. 2.2 Information to be presented as evidence and negotiation parameters is discussed with ***relevant persons***. 2.3 Briefs of evidence are submitted in a logical sequence appropriate to jurisdictional requirements and comply with the relevant rules of evidence. 2.4 Material to be used or referred to in court proceedings is thoroughly reviewed prior to presentation in court to ensure familiarity, completeness and availability. 2.5 ***Documentation and exhibits*** are prepared to ensure their acceptability for use in court in accordance with procedural requirements.

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ELEMENT	PERFORMANCE CRITERIA
3 Present evidence.	3.1 ***Rules of evidence***, procedures and ***protocols*** relevant to the jurisdiction involved are observed and adhered to throughout proceedings.
	3.2 Personal presentation, manner and language are consistent with court protocols.
	3.3 Evidence is admissible and presented in a clear, concise and unambiguous manner and complies with rules of evidence.
	3.4 Specialist opinion within own level of qualification and expertise is provided on request in accordance with organisational procedures.
	3.5 Outcomes of proceedings and associated documentation and evidence are noted, filed and stored in accordance with legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- adhere to court protocols and procedures
- check and review documentation for accuracy, spelling and grammar
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate verbally and non-verbally in a clear and concise manner
- identify and comply with applicable legal and procedural requirements, including licensing requirements
- identify relevant and valid information as admissible evidence
- maintain, store and preserve evidence
- prepare documentation using appropriate structure and language
- read, analyse and interpret information
- record and accurately report information
- research, select and organise information
- select and use information technology appropriate to task
- store and preserve evidence
- use a range of business equipment and technology appropriate to meet task requirements.
- verify validity of information

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REQUIRED SKILLS AND KNOWLEDGE

- write reports using formal structure and language.

Required knowledge

- briefing, documentation and preparation requirements
- court protocols and procedures relevant to the jurisdiction
- document and evidence management systems
- evidence preparation and presentation requirements
- general principles regarding the admissibility of evidence in courts
- organisation policies and procedures relating to own role and responsibilities and providing specialist opinion
- principles of effective communication
- privacy and confidentiality requirements
- procedures for handling and managing evidential exhibits
- relevant industry codes of practice and legislation including 'rules of evidence' and 'continuity of evidence'
- requirements for handling and managing evidential exhibits
- storage requirements for information that is susceptible to spoil or damage (film, computer tapes)
- techniques to verify and validate information.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • sourcing, organising and confirming validity of information • following up outcomes of proceedings and feedback, reviewing implications as the basis for appropriate actions to be implemented • managing and storing evidence and material to ensure its preservation, and completing relevant documentation in compliance with applicable legislation and licensing requirements • presenting evidence in a clear, concise and unambiguous manner and, as required, providing specialist opinion within

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own level of qualification and expertise
- researching and selecting information that is determined relevant and valid for use as admissible evidence in a judicial or quasi-judicial environment
- understanding and complying with court protocols, legislative and procedural requirements including appropriate use of communication and language.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state, territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures

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- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Evidence may include:

- audio or video recordings
- charts
- documents
- drawings
- facts
- photographs or images
- physical items (eg specimens, samples)
- statements
- testimonies.

Relevant information may relate to:

- admissible evidence
- computer-based information
- data
- original and back-up video or audio tapes
- original, copy or negative film or photographs
- physical items
- precedents
- records of interview
- reports or documentation
- specimens and samples
- tape recordings
- witness statements.

Evidence management may involve:

- constant reviews during an investigation
- continuity of possession
- labelling
- protection and storing of evidence
- referral to prosecution organisations at any stage
- systematic recording such as dating and numbering
- using written or electronic database systems.

***Courts* may include**:

- criminal, coronial and civil
- district
- federal

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- Human Rights and Equal Opportunity Commission
- Industrial Relations Commission
- Land and Environment Court
- local
- magistrates
- Royal Commissions
- supreme
- tribunals.

***Court arrangements* may relate to**:

- confirmation of evidence requirements
- date, location and time of proceedings
- documentation requirements.

***Relevant persons* may include**:

- clients
- colleagues
- judicial representatives
- legal representatives
- police
- supervisor.

***Documentation and exhibits* may relate to**:

- affidavits
- items of evidence
- media footage
- photographs
- radio and telephone records or logs
- reports
- reports of incidents
- transcripts of conversation.

***Rules of evidence* may involve**:

- admissibility
- contemporaneousness.

Court *protocols* may relate to:

- examination and cross-examination procedures
- forms of address
- general demeanour
- impartiality
- punctuality
- readiness of self and evidence
- respect for people and offices held
- standards of dress, physical appearance
- voice clarity and language.

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Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC3010A Manage dogs for security functions

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to train and care for dogs used for security assignments. It requires the ability to select dogs based on breed drives and behaviours, implement appropriate training methods, and maintain the health and welfare requirements of the dog.

This unit may form part of the licensing requirements for persons engaged in the management of guard dogs in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in the security industry in those roles the management of guard dogs. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Select dog.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to managing guard dogs are identified and complied with.
	1.2 Dog usage requirements for security functions are identified and confirmed in accordance with ***assignment instructions*** and clarified as required with ***relevant persons***.
	1.3 Various canine breeds are inspected and dog is selected for assessed ***suitability*** to meet specific ***security role***.
	1.4 Relevant ***records*** are inspected and dog's health and welfare is confirmed.
	1.5 Appropriate licensing requirements with regard to the handling and ***training*** of dogs are identified and complied with.
2 Develop and implement training program.	2.1 Training program is planned and developed to meet specific security role.
	2.2 ***Training***, ***equipment and resource*** requirements are identified and organised in accordance with organisational procedures.
	2.3 Suitable protective clothing and equipment is selected, used and maintained in accordance with Occupational Health and Safety (OHS) guidelines.
	2.4 A ***systematic approach*** to training is carried out, reviewed and modified as necessary to adapt to dog's assessed ability and progress.
	2.5 Training program is conducted in a safe environment in accordance with animal welfare requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.6 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.
3 Maintain welfare of dog.	3.1 ***Health***, ***condition and status*** of dog is routinely monitored, assessed and maintained in line with breeder's recommendations and animal welfare requirements.
	3.2 ***Diet*** meets nutritional requirements in consideration of work or training program and breeder's recommendations.
	3.3 ***Preventative health treatments*** are arranged and administered as required in line with breeder's and veterinarian's recommendations.
	3.4 ***Facilities and equipment*** needs are provided and maintained in line with animal welfare requirements.
	3.5 Infectious and contagious diseases are identified and appropriate action promptly taken in accordance with animal welfare requirements and organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- arrange preventative health treatments for dogs
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- demonstrate safe dog handling practices
- develop training programs for dogs applicable to security functions
- maintain clean and safe facilities and environment
- maintain health and welfare requirements of dogs
- obtain relevant licensing for management of dogs
- provide appropriate nutritional requirements for dogs
- recognise health and welfare abnormalities of dogs
- record and report information relating to management of dogs
- select dog appropriate to meet security role requirements.

Required knowledge

- applicable legal provisions covering management and use of dogs for security functions

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REQUIRED SKILLS AND KNOWLEDGE

- areas of operation for dogs in security work
- breeds, drives and behaviours of canines suitable to security work
- canine health and nutritional requirements
- canine preventative health treatments
- canine security roles and functions
- canine training standards and procedures relating to a security context
- documentation requirements and procedures
- infectious and contagious diseases related to dogs
- licensing and registration requirements of domestic dogs
- methods to train dog to show aggression or bite with control and conditioning
- requirements for muzzle and tactical training of dogs
- risks and hazards associated with training and caring for dogs and appropriate control measures
- safe animal handling methods and techniques
- standard of training for obedience and handler protection
- training maintenance for dogs and handlers
- training requirements to ensure dog can defend handler and not escalate risk.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • identifying and complying with licensing and documentation requirements for managing dogs for security work • maintaining the health, welfare and status of the dog including maintaining appropriate facilities and environment • recognising signs of poor dog health or abnormal behaviour and arranging appropriate treatment or retraining • selecting a dog based on breed type, drivers and behaviours to an identified role, and developing and implementing effective training programs using safe handling procedures.
Context of and specific resources for	Context of assessment includes: • a setting in the workplace or environment that simulates the

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assessment	conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to plain English version of relevant statutes and procedures • access to a registered provider of assessment services • access to a suitable venue and equipment • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Legislative requirements may relate to:

- animal welfare
- apprehension and powers of arrest
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Assignment instructions may

- assignment purpose and objective
- assignment tasks and procedures

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include:	• assignment timeframe • dog transportation arrangements • dog's feed, water and rest requirements • personal protection equipment • reporting and documentation requirements • resource and equipment requirements.
***Relevant persons* may include**:	• animal welfare officers • canine breeders • clients • colleagues • supervisor • veterinarians.
***Suitability* may relate to**:	• age • bark • breed • general health and condition • sex • size • temperament (non-biting).
***Security role* may include**:	• assisting with an arrest • foot and motor patrols • search of persons and baggage • search of property and premises.
***Records* may provide**:	• desexing details • immunisation programs • pedigree details • registration details.
***Training* may involve**:	• basic training commands eg heel, sit, down (drop), come, stay • patrolling • procedures to attack and control intruders • search procedures • working on or off lead.
***Training*, *equipment and resources* may include**:	• appropriate venue • food and water • leads • muzzles • personal protective clothing and equipment • training materials.
A *systematic approach* may involve:	• defined training objectives • regular monitoring and assessment processes

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	• selection of most appropriate training method for dog and intended purpose • selection of training equipment to prevent cruelty (eg no inward pointing spiked collars, no electric collars)sequenced training activities.
***Documentation* may include**:	• health and welfare records • nutrition records • training activity and log book.
***Health*, *condition and status* assessment may include**:	• complying with registration requirements • conducting health checks for infectious and contagious diseases • conducting routine health checks (eg mange, eczema, internal and external parasites) • general observation of coat condition, weight, and alertness • maintaining up-to-date records of relevant vaccinations and boosters.
***Diet* may include**:	• cereals • cooked offal • dry food • meat • prepared dog foods • vegetables.
***Preventative health treatments* may be arranged for the treatment of**:	• internal and external parasites • vaccinations for distemper and parvo virus and other canine diseases.
***Facilities and equipment* may include**:	• chain • collar • identity discs • kennels and a safe environment • shade cover.

Unit Sector(s)

Unit sector	Security

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Competency field

Competency field Operations

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CPPSEC3011A Handle dogs for security patrol

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to handle and maintain dogs used for security assignments. It includes both the skills required to handle security dogs as well as the knowledge of where, when and how these skills are used.

This unit may form part of the licensing requirements for persons engaged in the handling of dogs in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in the security industry in those roles the handling of guard dogs. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for dog patrol.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to handling guard dogs are identified and complied with.
	1.2 ***Patrol tasks*** and other relevant ***assignment instructions*** are obtained and verified with ***relevant persons***.
	1.3 ***Suitability*** and standard of efficiency of dog is confirmed appropriate to meet assignment instructions.
	1.4 Dog's health, hygiene and stability is confirmed, maintained and monitored.
	1.5 Signs of poor health and condition or abnormal behaviour are recognised and promptly reported for remedial action.
2 Conduct dog patrol.	2.1 ***Dog patrol*** is conducted in accordance with assignment instructions.
	2.2 Dog is managed in a manner which provides minimal risk of injury to the dog, the public, and the handler.
	2.3 Dog's operating efficiency is maintained and monitored in accordance with animal welfare requirements.
	2.4 Injuries to persons or dog are attended to promptly in accordance with organisational procedures.
3 Respond to incidents.	3.1 ***Incidents*** are identified and assessed for degree of risk to persons, property and premises.
	3.2 ***Situations*** requiring use of the dog as a security measure are assessed and appropriate response determined.

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Response is adjusted or discontinued in accordance with changing circumstances and ***personal safety needs***.
	3.4 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate in a clear and concise manner
- comply with applicable licensing or registration requirements
- conduct an inspection (baggage, vehicles, property) using dogs
- document information and maintain records
- estimate and calculate resource and equipment requirements
- handle a dog weighing a minimum of 40kgs using safe handling procedures
- identify security risk incidents and respond appropriately using dogs
- make and implement decisions relating to use of dog
- minimise threat to self, dog and others during conduct of security tasks
- observe and monitor dog's health, hygiene and stability and recognise health and welfare abnormalities
- provide appropriate nutritional requirements
- use standard dog commands.

Required knowledge

- animal health and welfare guidelines
- areas of security operations using dogs
- breeds, drives and behaviours of canines suitable to security work
- canine health and nutritional requirements
- canine infectious and contagious diseases and symptoms
- canine security roles and functions
- capabilities and limitations of a trained dog
- challenge release and arrest procedures for apprehending intruders
- defensive tactics for use with and without dogs
- documentation requirements and procedures

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REQUIRED SKILLS AND KNOWLEDGE

- kennel management including routine and emergency treatment of sick or injured dogs
- licensing and registration requirements in relation to the handling, use and ownership of dogs
- limitations of dog training for security assignments
- maintenance of dog handling equipment
- premises and property security requirements including search and confiscation procedures
- principles of continuation training
- requirements for use of muzzles
- risks and hazards associated with training with, caring for and using dogs and appropriate control measures
- safe animal handling methods and techniques.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- applying general safety procedures when handling a dog, both leashed and unleashed, in a security working environment
- applying the correct challenge release and arrest procedures for apprehending intruders
- complying with relevant legislation, licensing and documentation requirements for handling a dog in the conduct of security functions
- managing the health and hygiene of a dog including detecting signs of ill health or abnormal behaviour
- maximising the safety and protection of persons and dog while carrying out patrol and response activities
- responding appropriately to rapidly changing circumstances while handling a dog.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements,

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performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Legislative requirements may relate to:

- animal welfare
- apprehension and powers of arrest
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information
- use of dogs for security functions.

***Patrol tasks* may**

- alarm responses

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include:	• area denial • crowd control • escort • external inspections • incident responses • internal or external site patrols • location of intruders. • mobile or static patrols • observation • route finding and location identification • scent detection.
Assignment instructions may include:	• assignment purpose and objective • assignment tasks and procedures • assignment timeframe • client information • dog transportation arrangements • dog's feed, water and rest requirements • incident and security risk response procedures • reporting and documentation requirements • resource and equipment requirements • route, departure and arrival details • schedules • site layout including access points.
Relevant persons **may include**:	• animal welfare officers • canine breeders or trainers • clients • colleagues • supervisor • veterinarians.
Suitability **may relate to**:	• breed, drives and behaviours of dogs suitable to security work • compatibility with dog handler (security officer) • designated security tasks • relevant licensing and registration requirements • temperament and attitude • training certification requirements.
Dog patrols **may include**:	• patrol of buildings, sites and crowds • search of buildings.
Incidents may relate to:	• conflicts between members of the public • demonstrations • fire

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- persons suffering from emotional or physical distress
- persons under the influence of intoxicating substances
- persons with criminal intent
- persons, vehicles and packages in unsuitable locations
- physical threats
- security breaches
- terrorism
- violence.

***Situations* may include**:

- assisting with an arrest
- foot and motor patrols
- search of persons and baggage
- search of property and premises.

***Personal safety needs* may involve**:

- access to appropriate vehicle
- access to specific security equipment
- clarification of own role and responsibilities
- provision of back-up support
- provision of personal protective equipment.

***Documentation* may relate to**:

- dog health
- dog training log book
- incident reports
- logs, journals and activity reports
- security notebook
- vehicle and personnel movements
- written and computer reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC3012A Store and protect information

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to store and protect information for future retrieval. It requires an ability to use appropriate technology to record and maintain the integrity of data, as well as to preserve evidence which may be used in future judicial proceedings.

This unit may form part of the licensing requirements for persons involved in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Collect and assess information.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to storing and protecting information are identified and complied with.
	1.2 ***Information*** is collected and assessed for accuracy and potential future use in accordance with ***client*** requirements.
	1.3 Protection requirements and storage methods are determined in accordance with client and legislative requirements.
	1.4 Information is labelled, registered and recorded using appropriate ***business equipment***.
2 Store information.	2.1 Information is stored for future analysis, dissemination and use in accordance with legislative requirements.
	2.2 ***Factors*** relevant to the secure and safe storage of information are addressed and confirmed as required with ***relevant persons***.
	2.3 ***Storage arrangements*** are implemented in accordance with best practice and client requirements.
	2.4 Continuity logs are established and maintained to monitor security and movement of information.
3 Dispose of information.	3.1 Authorisation to dispose of information is verified with relevant persons.
	3.2 Information disposal method is determined appropriate to the type of information.
	3.3 Information is disposed of in accordance with organisational procedures and legislative requirements.
	3.4 Relevant documentation is completed and securely

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ELEMENT	PERFORMANCE CRITERIA
	maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- collate and organise information
- collect and assess information
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- dispose of information
- identify and comply with applicable legal and procedural requirements including licensing requirements
- operate business equipment and technology
- organise resource and equipment requirements
- prioritise and complete activities within designed timelines
- read, analyse and interpret information
- record and document information
- solve basic problems
- store and preserve information
- use a range of office equipment and technology
- verify validity of information.

Required knowledge

- applicable licensing and legal requirements for handling and managing information and the retention of information
- applicable licensing requirements
- best practice storage arrangements
- documentation formats and processes
- information collation techniques
- information documentation processes and storage procedures
- methods and procedures for the disposal of different types of information
- operational functions of a range of business equipment and technology
- principles of effective communication including interpersonal techniques
- privacy and confidentiality policies and procedures
- reporting and documentation requirements

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REQUIRED SKILLS AND KNOWLEDGE

- requirements for preserving and retrieving evidence
- storage requirements for information that is susceptible to spoil or damage (eg film, computer tapes)
- techniques to verify and validate information.
- technology applications relevant to the analysis and storage of information
- types and availability of storage facilities.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- using appropriate technology to label, register and record information
- maintaining accurate records and information systems which monitor the security and movement of information
- complying with procedures and guidelines for storing and protecting information using a range of storage methods
- complying with requirements for storage and preservation of evidence
- disposing of information in compliance with legal requirements.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes

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where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements

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- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Information* may include**:

- audio or video recordings
- charts
- computer-based information
- data
- drawings
- evidence
- logs
- original and backup tapes
- original, copy and negative film and photographs
- photographs or images
- physical items (eg specimens, samples)
- radio or telephone records
- reports.

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***Clients* may include**:	• corporations • general public • government agencies • insurance companies • judicial representatives • legal representatives • loss assessors • police.
Business equipment and technology may include:	• calculators • facsimile machines • internet • standard commercial computer software and hardware • telephones.
***Factors* may relate to**:	• client requirements • commercial value of information • consequence of loss • cost of alternative arrangements • duration (eg short term or long term) • environmental considerations (eg temperature, humidity, light, electro magnetic fields) • intellectual property • legal requirements • potential to harm individuals, organisations and countries safety of information • potential use of information • principles for managing exhibits and evidence • requirements for retrieval • security (eg off organisational premises) • sensitivity of information.
***Relevant persons* may include**:	• clients • colleagues • information storage specialists • judicial representatives • police • security personnel • supervisor.
Storage arrangements:	• are appropriate to required storage timeframe • are suitable for the effective retention and preservation of information in original condition • prevent cross contamination • prevent damage • prevent interference or tampering

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- prevent theft damage.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC3013A Control persons using empty hand techniques

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to select and apply appropriate empty hand techniques. It requires the ability to use force in circumstances where there is a risk to safety of self and others. Competency also requires knowledge of the procedures for conducting an arrest.

This unit may form part of the licensing and legal requirements for the use of empty hand techniques and tactical force procedures by persons working in the security industry in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles providing guarding and personal protection activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify need to use empty hand techniques.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to own role, competence and authority are identified and complied with. 1.2 Movements and actions of subject are continually observed to anticipate movement and aggressive actions. 1.3 Stance and distance from subject maximises range of defensive options and tactical advantages in physical contact. 1.4 Alternative ***response options*** are assessed for viability and withdrawal options are identified and incorporated into defensive options. 1.5 ***Personal safety needs*** are identified and maintained. 1.6 Appropriate ***interpersonal techniques*** are used and communication is maintained with subject.
2 Apply defensive techniques.	2.1 ***Empty hand techniques*** are applied in accordance with use of force guidelines. 2.2 Grip on subject is secure, firm and applied using level of force proportionate to the context of the threat. 2.3 Holds are applied quickly to appropriate areas of the body using recognised techniques. 2.4 Strikes and blows from subject are anticipated and positioning is adopted, parried or blocked using recognised techniques.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Contact with subject is limited to the minimum necessary to removing immediate threat and is discontinued at cessation of threat.
3 Isolate subject.	3.1 Weapons and potentially dangerous items are removed from subject and located a safe distance from incident area.
	3.2 Situations requiring assistance are identified and sought from ***relevant persons***.
	3.3 Subject is maintained at safe distance from members of the public and opportunities for escape are identified and minimised.
	3.4 Restraint of subject is conducted in compliance with established procedures.
	3.5 Subject is escorted from incident scene to a secure location in accordance with organisational procedures.
4 Evaluate response.	4.1 Effectiveness of response is reviewed and evaluated against circumstances of the incident.
	4.2 Incident observations are provided accurately and constructively.
	4.3 Review findings identify areas for improvement and recommendations for amendment of response procedures are provided for future practice.
	4.4 Relevant ***documentation*** is completed and securely maintained with due regard to confidentiality in accordance with organisational procedures.
	4.5 ***Effects of stress*** and other issues related to own well-being are recognised and managed using appropriate ***stress management techniques***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- communicate and negotiate using clear and concise language
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- determine response appropriate to incident situation

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REQUIRED SKILLS AND KNOWLEDGE

- identify and comply with applicable legal and procedural requirements including 'use of force' guidelines
- identify risk factors and assess degree of risk
- implement empty hand techniques without harming subject
- interpret and follow instructions and procedures
- minimise threat to self and to others by use of appropriate force options
- operate security and communications equipment
- participate in review and debrief procedures
- record, report and process information
- use negotiation techniques to defuse and resolve conflict.

Required knowledge

- communication techniques, codes and signals
- correct use of equipment including personal protective equipment
- documentation, reporting and reviewing or debriefing processes
- emergency and evacuation procedures and instructions
- empty hand techniques
- first aid procedures and their application
- incident management and methods of restraint
- legal provisions relating to powers of arrest and 'use of force' guidelines
- negotiation techniques for managing conflict
- observation and monitoring techniques
- powers and procedures for effecting an arrest
- principles of effective communication including interpersonal techniques
- problem-solving methods and techniques
- security incidents and appropriate responses.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying appropriate use of force according to the nature of the threat without harm to the subject

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- applying empty hand techniques that avoid vital areas of the body
- identifying current and potential risk factors which might impact on the safety and security of self and others and implementing appropriate response measures
- using effective communication techniques to provide warnings and clear directions to subject, and conduct basic negotiation to defuse conflict in a manner which engages minority groups
- reacting in a timely manner to the application and termination of force
- selecting response options within specified legal and strategic limits.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant

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authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures

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- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Response options **may include**:

- arrest of person
- cultural support
- defusing the situation
- request for assistance
- restraint of person
- sending alarms
- separation or isolation
- tactical withdrawal
- use of empty hand techniques
- use of negotiation techniques
- use of specialists or experts.

Personal safety **needs may include**:

- access to emergency services
- access to specific security equipment
- additional training
- appropriate vehicle
- clarification of own responsibility and competence
- maintaining regular communication
- personal protective equipment
- provision of back-up support
- working in a team.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses

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	• reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
***Empty hand techniques* may include**:	• avoidance techniques • blocking techniques • body positioning • body safety • impact techniques • locking and holding techniques • take down techniques.
***Relevant persons* may include**:	• colleagues • emergency services personnel • medical personnel • specialist teams • supervisor.
***Documentation* may include**:	• activity logs • incident reports • request for assistance forms • vehicle and personnel movements • written and electronic reports.
***Effects of stress* may include**:	• frustration • inability to concentrate • increasing aggression • over-talking • tiredness • uncoordinated movements.
***Stress management techniques* may include**:	• conscious use of personal recreational activities • counselling • formal debriefing processes • informal exploration of incidents with team members and supporters • review of practice and resources.

Unit Sector(s)

Unit sector	Security

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Competency field

Competency field Operations

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CPPSEC3014A Control persons using baton

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to present and control a person with a baton. It requires the ability to present a baton confidently in a conflict situation, to use the baton to defend self and others and to direct a person within the requirements of the law. Competency also requires knowledge of the procedures for conducting an arrest.

This unit may form part of the licensing and legal requirements for the use of batons and tactical force procedures by persons working in the security industry in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles providing operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Present baton.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to the use of batons are identified and complied with. 1.2 The need and ***opportunity*** to present ***baton*** is ***assessed*** and evaluated against risk factors. 1.3 Hold is appropriate to baton type and grip is securely maintained to ensure continuous control during presentation. 1.4 Stance adopted during presentation is confident, assertive, balanced and allows for additional ***tactical positioning***. 1.5 ***Personal safety*** needs are identified and assistance sought as required in accordance with organisational procedures. 1.6 ***Protective equipment*** is selected and used in accordance with organisational and Occupational Health and Safety (OHS) requirements
2 Direct persons.	2.1 Communication is maintained with subject and reflects sensitivity to individual ***social and cultural differences***. 2.2 Effective ***interpersonal techniques*** are used to facilitate an effective exchange of information. 2.3 Intention to use baton is clearly and assertively communicated to subject. 2.4 Baton is used to restrain subject using ***recognised techniques***.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Alternative ***response options*** are assessed and implemented where possible to minimise the use of force or prevent continuance of aggressive behaviour.
3 Apply defensive strikes.	3.1 Subject is continually observed to anticipate movement and aggressive actions. 3.2 The response initiative is carried out promptly and accurately in accordance with organisational procedures. 3.3 Baton contact with the subject is minimised and restricted to appropriate ***target areas*** of the subject's body. 3.4 Force of strike is controlled and limited to preventing continuance of aggressive force by the subject. 3.5 ***Factors*** which may affect the provision of first aid treatment are assessed with assistance from ***relevant persons*** when required.
4 Review use of baton.	4.1 Effectiveness of response is reviewed and evaluated against circumstances of the incident. 4.2 Incident observations are provided accurately and constructively. 4.3 Review findings identify areas for improvement and recommendations for amendment of response procedures are provided for future practice. 4.4 Baton is inspected and ***faults*** are identified and reported in accordance with organisational procedures. 4.5 Relevant ***documentation*** is completed and securely maintained with due regard to confidentiality in accordance with organisational procedures. 4.6 ***Effects of stress*** and other issues related to own well-being are recognised and managed using appropriate ***stress management techniques***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply first aid
- calculate and estimate support requirements
- communicate and negotiate using clear and concise language

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REQUIRED SKILLS AND KNOWLEDGE

- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- determine response appropriate to incident situation
- identify and comply with applicable legal and procedural requirements including 'use of force' guidelines
- identify risk factors and assess degree of risk
- interpret and follow instructions and procedures
- maintain baton in a serviceable condition
- minimise threat to self and to others by use of appropriate force options
- operate security and communications equipment
- participate in review and debrief procedures
- record, report and process information
- use baton without causing undue harm to subject
- use negotiation techniques to defuse and resolve conflict.

Required knowledge

- baton use and techniques
- communication techniques, codes and signals
- correct use of equipment including personal protective equipment
- documentation, reporting and reviewing or debriefing processes
- emergency and evacuation procedures and instructions
- first aid procedures and their application
- incident management and methods of restraint
- legal provisions relating to powers of arrest and 'use of force' guidelines
- negotiation techniques for managing conflict
- observation and monitoring techniques
- powers and procedures for effecting an arrest
- principles of effective communication including interpersonal techniques
- problem-solving methods and techniques
- security incidents and appropriate responses.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for A person who demonstrates competency in this unit must be able to

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assessment and evidence required to demonstrate competency in this unit

provide evidence of:

- applying defensive strikes that avoid vital areas of the body
- demonstrating correct procedures for selecting, fitting, wearing and maintaining protective equipment including soft body armour
- demonstrating safe baton handling skills including maintaining consistent accuracy when striking with baton
- identifying current and potential risk factors which might impact on the safety and security of self and others and implementing appropriate response measures
- using effective communication techniques to provide warnings and clear directions to subject, and conduct basic negotiation to defuse conflict in a manner which engages minority groups
- reacting in a timely manner to the application and termination of force
- selecting response options using baton within specified legal and strategic limits.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined

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with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- trespass and the removal of persons.

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Organisational requirements may relate to:	• access and equity policies, principles and practices • business and performance plans • client service standards • code of conduct, code of ethics • communication and reporting procedures • complaint and dispute resolution procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs • own role, responsibility and authority • personal and professional development • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.
***Opportunities* may include**:	• distractions • lapses in concentration • opportunities for escape • presence of support.
***Batons* may be**:	• extendable • side handle • straight.
***Assessment* may involve an analysis of**:	• access to weapons • available resources and team backup • known information about people involved in the incident • known information about the circumstances of the incident • nature of the incident • observation of the environment and physical conditions • potential and triggers for escalation or defusing • range of response options available • safety of self and others.
***Tactical positioning* may include**:	• access to cover or concealment • capacity to restrain or arrest subject • capacity to use handcuffs • capacity to withdraw or restrain subject • safety of self and others • stance (eg standing, kneeling, prone).
***Personal safety* needs**	• access to emergency services

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may include:

- access to specific security equipment
- additional training
- appropriate vehicle
- clarification of own responsibility and competence
- maintaining regular communication
- personal protective equipment
- provision of back-up support
- working in a team.

***Protective equipment* may include**:

- body armour
- fire extinguisher
- fire proof clothing
- first aid kit gloves
- head protection
- masks
- safety glasses.

***Social and cultural differences* may relate to**:

- dress and personal presentation
- food
- language
- religion
- social conventions
- traditional practices
- values and beliefs.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising
- two-way interaction
- use of plain English
- use of positive, confident and cooperative language.

***Recognised techniques* may include**:

- baton impact
- blocking
- locking
- redirection and interception.

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Response options **may include**:	• arrest of person • cultural support • defusing the situation • request for assistance • restraint of person using handcuffs • sending alarms • separation or isolation • tactical withdrawal • use of empty hand techniques • use of negotiation techniques • use of specialists or experts.
Target areas **must include**:	• those areas of the body which are non lethal (eg forearm, wrist, hands and fingers).
Factors **may include**:	• hazardous environmental conditions (adverse weather, after dark, difficult terrain, debris, traffic, time pressure, security or safety issues) • infection control • limited access to equipment necessitating the use of improvised techniques • location of emergency services personnel • operating during any response situation • varying time frames (short term, sudden impacts, protracted response operations).
Relevant persons **may include**:	• colleagues • emergency services personnel • medical personnel • specialist teams • supervisor.
Baton *faults* may include:	• cracks • damage • dents • jagged edges.
Documentation **may include**:	• activity logs • incident reports • request for assistance forms • vehicle and personnel movements • written and electronic reports.
Effects of stress **may include**:	• frustration • inability to concentrate • increasing aggression • over-talking

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	• tiredness • uncoordinated movements.
***Stress management techniques* may include**:	• conscious use of personal recreational activities • counselling • formal debriefing processes • informal exploration of incidents with team members and supporters • review of practice and resources.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC3015A Restrain persons using handcuffs

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to use handcuffs to restrain a person. It requires the ability to make sound judgements on the necessity of using handcuffs and the correct procedures for applying handcuffs safely and securely. It also requires knowledge of the procedures for conducting an arrest.

This unit may form part of the licensing and legal requirements for the use of handcuffs and tactical force procedures by persons working in the security industry in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles providing operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Present handcuffs.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to the use of handcuffs are identified and complied with.
	1.2 The need and ***opportunity*** to use ***handcuffs*** is ***assessed*** and evaluated against identified risk factors.
	1.3 Presentation of handcuffs is confident, assertive and allows for additional ***tactical positioning***.
	1.4 Movements and actions of subject are monitored and observed to ensure appropriate approach to subject and defensive distance.
	1.5 Alternative ***response options*** are assessed and implemented where possible to minimise the use of force or prevent continuance of aggressive behaviour.
2 Apply handcuffs.	2.1 Communication is maintained with subject and reflects sensitivity to individual ***social and cultural differences***.
	2.2 Effective ***interpersonal techniques*** are used to facilitate an effective exchange of information.
	2.3 Physical contact during restraint procedures ensures minimal humiliation or indignity suffered by the subject.
	2.4 Contact with subject is limited to ensure safety of self and subject.
	2.5 Handcuffs are applied using appropriate pressure and secured to ensure safe restraint of subject.

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ELEMENT	PERFORMANCE CRITERIA
3 Direct persons.	3.1 Subject is directed to position and stance that maximises control and opportunities for detention.
	3.2 ***Personal safety needs*** are identified and confirmed before removal of handcuffs.
	3.3 Removal of handcuffs is conducted in manner that ensures safe and secure control of subject.
	3.4 Actions to detain subject are undertaken within the limits of legal requirements and tactical force options.
	3.5 Situations requiring assistance are identified and support is sought from ***relevant persons***.
4 Evaluate response.	4.1 Effectiveness of response is reviewed and evaluated against circumstances of the incident.
	4.2 Incident observations are provided accurately and constructively.
	4.3 Review findings identify areas for improvement and recommendations for amendment of response procedures are provided for future practice.
	4.4 Handcuffs are ***inspected*** and ***faults*** are identified and reported in accordance with organisational procedures.
	4.5 Relevant ***documentation*** is completed and securely maintained with due regard to confidentiality in accordance with organisational procedures.
	4.6 ***Effects of stress*** and other issues related to own well-being are recognised and managed using appropriate ***stress management techniques***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- calculate and estimate support requirements
- communicate and negotiate using clear and concise language
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- determine response appropriate to incident situation
- identify and comply with applicable legal and procedural requirements including 'use of force' guidelines

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REQUIRED SKILLS AND KNOWLEDGE

- identify risk factors and assess degree of risk
- interpret and follow instructions and procedures
- maintain handcuffs in a serviceable condition
- minimise threat to self and to others by use of appropriate force options
- operate security and communications equipment
- record, report and process information
- restrain subject with use of handcuffs without causing harm
- use negotiation techniques to defuse and resolve conflict.

Required knowledge

- basic defensive techniques including empty hand techniques
- communication techniques, codes and signals
- correct use of equipment including personal protective equipment
- documentation, reporting and reviewing and debriefing processes
- emergency and evacuation procedures and instructions
- first aid procedures and their application
- incident management and methods of restraint and associated effects including the use of handcuffs
- legal provisions relating to powers of arrest and 'use of force' guidelines
- mental and physical effects of the application of handcuffs to a person
- negotiation techniques for managing conflict
- observation and monitoring techniques
- powers and procedures for effecting an arrest
- principles of effective communication including interpersonal techniques
- problem-solving methods and techniques
- security incidents and appropriate responses.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • identifying current and potential risk factors which might impact on the safety and security of self and others and

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implementing appropriate response measures
- minimising harm to subject when applying handcuffs
- using effective communication techniques to provide warnings and clear directions to subject, and conduct basic negotiation to defuse conflict in a manner which engages minority groups
- reacting in a timely manner to the application and termination of force
- selecting response options using handcuffs within specified legal and strategic limits.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities

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- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Opportunities* may include**:

- distractions
- lapses in concentration
- opportunities for escape
- presence of support.

***Handcuffs* may be**:

- linking
- purpose-designed restraints
- rigid
- security chain link.

***Assessment* may involve an analysis of**:

- access to weapons
- available resources and team backup
- known information about people involved in the incident
- known information about the circumstances of the incident
- nature of the incident
- observation of the environment and physical conditions
- potential and triggers for escalation or defusing
- range of response options available
- safety of self and others.

***Tactical positioning* may relate to**:

- access to cover
- capacity to use handcuffs
- capacity to withdraw or restrain subject
- safety of others
- stance.

***Response options* may include**:

- arrest of person
- cultural support
- defusing the situation
- request for assistance
- restraint of person using handcuffs
- sending alarms
- separation or isolation
- tactical withdrawal
- use of empty hand techniques
- use of negotiation techniques

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	• use of specialists or experts.
***Social and cultural differences* may relate to**:	• dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
***Personal safety* needs may include**:	• access to emergency services • access to specific security equipment • additional training • appropriate vehicle • clarification of own responsibility and competence • maintaining regular communication • personal protective equipment • provision of back-up support • working in a team.
***Relevant persons* may include**:	• colleagues • emergency services personnel • medical personnel • specialist teams • supervisor.
***Inspections* may involve**:	• checking maintenance schedules • cleaning, priming, tightening, basic repairs and adjustments • identification and segregation of unsafe or faulty equipment for repair or replacement

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	• observing and monitoring for correct operation • visual checks for wear and tear.
Handcuff *faults* may include:	• damage • jagged edges • rusty equipment.
***Documentation* may include**:	• activity logs • incident reports • request for assistance forms • vehicle and personnel movements • written and electronic reports.
***Effects of stress* may include**:	• frustration • inability to concentrate • increasing aggression • over-talking • tiredness • uncoordinated movements.
***Stress management techniques* may include**:	• conscious use of personal recreational activities • counselling • formal debriefing processes • informal exploration of incidents with team members and supporters • review of practice and resources.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC3016A Defend persons using spray

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to determine when to use capsicum spray to respond to a threatening situation. It requires the ability to assess current and potential risk situation. Competency also requires knowledge of the procedures for conducting an arrest.

This unit may form part of the licensing and legal requirements for the use of capsicum spray by persons working in the security industry in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Present spray.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to the use of spray are identified and complied with.
	1.2 Risks associated with the presentation of the spray are ***assessed*** and evaluated to determine ***response options*** for containing incident.
	1.3 ***Personal safety needs*** are identified and assistance sought as required in accordance with organisational procedures.
	1.4 Communication is maintained with subject and reflects sensitivity to individual ***social and cultural differences***.
	1.5 Effective ***interpersonal techniques*** are used to facilitate an effective exchange of information.
	1.6 Presentation of spray is controlled and directed to contain source of threat.
2 Discharge spray.	2.1 ***Protective equipment*** is selected and used in accordance with organisational and Occupational Health and Safety (OHS) guidelines.
	2.2 Grip and handling of spray ensures secure retention and continued control.
	2.3 ***Tactical positioning*** during incident is fluid, uses available cover and protection and maintains response options.
	2.4 Discharge of spray is adjusted or discontinued with changing circumstances in accordance with use of force

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ELEMENT	PERFORMANCE CRITERIA
	guidelines.
	2.5 Persons affected by spray are monitored and provided with appropriate aftercare and treatment.
3 Maintain spray safety.	3.1 Use and maintenance of spray is in accordance with manufacturer's instructions.
	3.2 Regular inspections of spray are carried out to ensure continued safe operation.
	3.3 Checks and procedures for the handling and transfer of spray are documented in accordance with organisational procedures.
4 Evaluate spray use.	4.1 Presentation and discharge of spray is reviewed and evaluated against circumstances of the incident.
	4.2 Incident observations are provided accurately and constructively.
	4.3 Review findings identify areas for improvement and recommendations for amendment of response procedures are provided for future practice.
	4.4 Spray faults are identified and reported in accordance with organisational procedures.
	4.5 Relevant ***documentation*** is completed and securely maintained with due regard to confidentiality in accordance with organisational procedures.
	4.6 ***Effects of stress*** and other issues related to own well-being are recognised and managed using appropriate ***stress management techniques***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply first aid
- calculate and estimate support requirements
- communicate and negotiate using clear and concise language
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- determine response appropriate to incident situation
- identify and comply with applicable legal and procedural requirements including

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REQUIRED SKILLS AND KNOWLEDGE

'use of force' guidelines
- identify risk factors and assess degree of risk
- interpret and follow instructions and procedures
- maintain a spray in a serviceable condition
- minimise threat to self and to others by use of appropriate force options
- operate security and communications equipment
- participate in review and debrief procedures
- record, report and process information
- use negotiation techniques to defuse and resolve conflict
- use spray without causing undue harm to subject.

Required knowledge

- communication techniques, codes and signals
- correct use of equipment including personal protective equipment
- documentation, reporting and reviewing and debriefing processes
- emergency and evacuation procedures and instructions
- first aid procedures and their application
- incident management and methods of restraint
- legal provisions relating to powers of arrest and 'use of force' guidelines
- negotiation techniques for managing conflict
- observation and monitoring techniques
- powers and procedures for effecting an arrest
- principles of effective communication including interpersonal techniques
- problem-solving methods and techniques
- security incidents and appropriate responses
- spray safety procedures including maintenance and storage procedures
- spray use and techniques.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate	A person who demonstrates competency in this unit must be able to provide evidence of: • demonstrating correct procedures for selecting, fitting, wearing

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competency in this unit	and maintaining protective equipment including soft body armour • demonstrating safe handling skills of spray including maintaining consistent accuracy when discharging spray • identifying current and potential risk factors which might impact on the safety and security of self and others and implementing appropriate response measures • maintaining licensing requirements relating to the use of spray • using effective communication techniques to provide warnings and clear directions to subject, and conduct basic negotiation to defuse conflict in a manner which engages minority groups • reacting in a timely manner to the application of spray • selecting response options using spray within specified legal and strategic limits.
Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to plain English version of relevant statutes and procedures • access to a registered provider of assessment services • access to a suitable venue and equipment • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written

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assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics

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- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Assessment* may involve an analysis of**:

- access to weapons
- available resources and team backup
- known information about people involved in the incident
- known information about the circumstances of the incident
- nature of the incident
- observation of the environment and physical conditions
- potential and triggers for escalation or defusing
- range of response options available
- safety of self and others.

***Response options* may include**:

- arrest of person
- cultural support
- defusing the situation
- request for assistance
- restraint of person using handcuffs
- sending alarms
- separation or isolation
- tactical withdrawal
- use of empty hand techniques
- use of negotiation techniques
- use of specialists or experts.

***Personal safety* needs may include**:

- access to emergency services
- access to specific security equipment
- additional training
- appropriate vehicle
- clarification of own responsibility and competence
- maintaining regular communication
- personal protective equipment
- provision of back-up support

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	• working in a team.
***Social and cultural differences* may relate to**:	• dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
***Protective equipment* may include**:	• body armour • fire extinguisher • fire proof clothing • first aid kit gloves • head protection • masks • safety glasses.
***Tactical positioning* may include**:	• access to cover and concealment • capacity to reload and unload • capacity to restrain and arrest subject • capacity to withdraw • safety of self and others • stances (eg standing, kneeling, prone).
***Documentation* may include**:	• activity logs • incident reports • request for assistance forms • vehicle and personnel movements • written and electronic reports.

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***Effects of stress* may include**:	• frustration • inability to concentrate • increasing aggression • over-talking • tiredness • uncoordinated movements.
***Stress management techniques* may include**:	• conscious use of personal recreational activities • counselling • formal debriefing processes • informal exploration of incidents with team members and supporters • review of practice and resources.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC3017A Plan and conduct evacuation of premises

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan and conduct an evacuation of premises while providing for the maximum safety and protection of self and others. It requires the ability to contribute to the development of an evacuation policy, arrange and participate in evacuation drills, maintain regular communication with designated fire wardens, and conduct evacuations.

This unit may form part of the licensing requirements for persons engaged in guarding operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving guarding activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Contribute to writing of policy and procedures for an evacuation situation.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to planning and conducting evacuations are identified and complied with. 1.2 Occupational Health and Safety (OHS) requirements for evacuation procedures are obtained and reviewed. 1.3 ***Emergency scenarios*** are discussed and a system of emergency alerting determined in consultation with ***relevant persons***. 1.4 Evacuation policy incorporates outcomes of the consultative process and is presented for review to relevant persons. 1.5 Presented information uses clear and concise language and complies with organisational requirements for format, style and structure. 1.6 Industry information is regularly reviewed to establish the need for new or revised evacuation policy and procedures.
2 Participate in conducting evacuation drills.	2.1 Documented evacuation policy and procedures are disseminated to relevant persons in accordance with organisational procedures. 2.2 Further information and support materials are readily available and accessible. 2.3 Routine and regular evacuation drills are planned and scheduled in consultation with relevant persons. 2.4 Fire wardens are identified and confirmed in strategic

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ELEMENT	PERFORMANCE CRITERIA
	locations.
	2.5 Evacuation drills are conducted in accordance with evacuation policy and procedures.
	2.6 Feedback on evacuation implementation is sought and modifications to evacuation policy and procedures are finalised and reissued in a timely manner.
3 Conduct evacuation.	3.1 Evacuation need is determined and appropriate emergency services agencies are ***notified***.
	3.2 ***Hazards*** are identified and appropriate ***risk control measures*** are implemented within scope of own responsibility, competency and authority.
	3.3 ***Evacuation of premises*** is conducted in accordance with evacuation policy and procedures.
	3.4 Mobility impaired persons are identified and special arrangements implemented in accordance with organisational procedures.
	3.5 Evacuated personnel are accounted for in accordance with evacuation policy and procedures.
	3.6 Relevant ***documentation*** is completed and securely maintained in accordance organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately complete reports and process documentation
- accurately recognise and monitor the likely source of risks and threats
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate using clear and concise language
- conduct evacuation drills
- facilitate commonsense solutions within operating parameters
- identify and comply with applicable legal and procedural requirements including licensing requirements
- identify potential security threats to people, property and premises
- interpret codes and alarm signals and respond accordingly
- maximise the safety and protection of self and others

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REQUIRED SKILLS AND KNOWLEDGE

- plan and prepare evacuation procedures
- present a professional image to members of the public and colleagues
- prioritise planning activities and meet designated timeframes
- recognise support and assistance requirements
- record and report information
- safely and efficiently conduct evacuation procedures.

Required knowledge

- applicable legislation and regulations including licensing requirements
- bomb threat and counter-terrorism procedures
- documentation procedures and processes
- emergency and evacuation requirements for organisations
- first aid principles and procedures
- limits of own responsibility and authority
- location of emergency and security systems
- planning methods
- premises layout and access points
- principles of effective communication including interpersonal techniques
- report and documentation requirements
- types of safety hazards and risks.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- accurately planning and completing an evacuation of premises including maintaining related documentation
- assessing a variety of potentially dangerous situations requiring the movement of persons
- conducting evacuation drills and following emergency procedures in compliance with emergency services requirements
- implementing plans and procedures to control the movement of persons including persons with reduced mobility

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- selecting and using appropriate security equipment throughout evacuation.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

***Organisational requirements* may relate to**:

- access and equity policy, principles and practice
- business and performance plans
- client service standards
- code of conduct
- code of ethics
- communication channels and reporting procedures
- documentation systems, procedures and processes
- emergency and evacuation procedures
- employer and employee rights and responsibilities

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	• legal and organisational policy and procedures including personnel practices and guidelines • legislation relevant to the operation, incident or response • OHS policies, procedures and programs • organisational goals, objectives, plans, systems and processes • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • resource parameters.
Emergency scenarios may include:	• emergencies eg fire, scenes of crime, accidents • hazardous situations eg physical, chemical, electrical, psychological, biological • threats eg bombs, sabotage.
***Relevant persons* may include**:	• building manager • clients • colleagues • emergency services personnel eg fire, ambulance, police, army bomb disposal unit • fire wardens • supervisor.
***Notification* may be made by**:	• dedicated communications link • direct alarm link • telephone and mobile phone • two-way radio (portable and installed).
***Hazards* may include**:	• blocked stairway exits • falling debris • incorrect or insufficient information on evacuation procedures • smoke inhalation.
***Risk control measures* may involve**:	• evacuating the premises • isolating and removal of risk • isolating area of potential risk • notifying relevant emergency services agencies • providing access for emergency services • provision of first aid • request for support and assistance • restraint of person • use of negotiation techniques.
***Evacuation of premises* may be**:	• by designated alternative routes • by prescribed primary routes

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Documentation may include:	• to designated assembly point. • activity logs • incident reports • request for assistance forms • review and feedback of evacuation policy and procedures.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC3018A Provide for the safety of persons at risk

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to ensure the safety of persons at risk under various security assignment conditions. It requires the ability to plan and prepare security arrangements, implement security and safety policies during escort activities, and monitor and review the effectiveness of the security assignment.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for security assignment.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with. 1.2 Assignment instructions and other relevant information is clarified as required with ***relevant persons***. 1.3 ***Resource and equipment*** requirements are confirmed and organised in accordance with organisational procedures. 1.4 Route and site assessment is undertaken in accordance with organisational procedures. 1.5 Equipment is checked for operational effectiveness and faulty or damaged equipment is reported in accordance with organisational procedures. 1.6 Personal dress and presentation is maintained to professional standards at all times. 1.7 ***Communication channels and processes*** are confirmed with relevant persons in accordance with organisational procedures.
2 Monitor and maintain safety of VIPs.	2.1 ***Security procedures*** are conducted and confirmed in accordance with assignment instructions. 2.2 Security operations are continually monitored and adjusted as required to maintain maximum security. 2.3 Communication is maintained continually throughout security operations in accordance with assignment

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ELEMENT	PERFORMANCE CRITERIA
	instructions and organisational procedures.
	2.4 ***Interpersonal techniques*** are used which reflect an awareness of individual ***social and cultural differences***.
	2.5 Potential ***security risk*** situations are identified, risk assessed and ***responded*** to within own scope of responsibility and competence.
	2.6 VIPs are advised of all factors which may affect their personal safety in accordance with organisational procedures.
	2.7 Need for extra assistance or advice is promptly identified and sought from relevant persons in accordance with organisational procedures.
3 Review and evaluate security operations.	3.1 A process of continual ***assessment*** is applied to review and evaluate the efficiency and effectiveness of security operations.
	3.2 Reports and relevant ***documentation*** are prepared in a timely manner presenting all relevant facts and information in accordance with organisational procedures.
	3.3 Incident observations are provided accurately and constructively and opportunities for improvement are identified.
	3.4 Security operations are reviewed and written findings and recommendations are provided to inform future practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- assess client security requirements
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate using appropriate channels and clear and concise language
- determine response appropriate to security risk situation
- escort persons
- estimate and calculate resource and equipment requirements
- identify and comply with applicable legal and procedural requirements including licensing requirements

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REQUIRED SKILLS AND KNOWLEDGE

- identify and comply with security incident response procedures
- identify potential security threats and the likely source of risks
- identify support and assistance requirements
- operate security and communications equipment
- present a professional image to members of the public and colleagues
- record, report and document information
- select and use appropriate personal protection equipment
- use negotiation techniques to defuse and resolve conflict.

Required knowledge

- client confidentiality requirements
- communication channels, codes and signals
- emergency and evacuation procedures
- escort procedures
- first aid procedures and their application
- instructions and procedures for responding to security risk situations
- legal provisions relating to 'use of force' guidelines
- limits of own responsibility and authority
- observation and monitoring techniques
- operational functions and procedures for the use of communications, security and personal protection equipment
- principles of effective communication including interpersonal techniques
- procedures and requirements for documenting security incidents
- reporting structure and processes
- security incidents and appropriate responses
- security risk assessment methods.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • accurately assessing assignment needs and instructions and determining approaches and resources to be applied

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- accurately identifying and assessing factors which might impact on the safety and security of VIPs and formulating and implementing appropriate responses
- reviewing and evaluating security operations through a process of continual assessment, feedback and exchange of information with relevant personnel
- systematically monitoring security activities and varying operational plans as required to meet changing circumstances.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics

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- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Assignment instructions may include:

- assignment purpose and objective
- assignment tasks and procedures
- assignment timeframe
- client identification information
- incident and security risk response procedures
- personal presentation requirements
- personal protection equipment
- premises location and layout
- reporting and documentation requirements
- resource and equipment requirements
- travel routes and schedules.

***Relevant persons* may include**:

- clients
- colleagues
- emergency services personnel and agencies
- security personnel
- supervisor.

Resources and equipment may include:

- communications equipment:
  - earpiece
  - pager
  - portable and mounted two-way radio
  - telephone and mobile phone
- maps
- pen and security notebook
- personal protection equipment
- security equipment:
  - electronic screening equipment
  - video cameras and monitors
- security personnel and specialist services

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	• transport.
Communication channels and processes may relate to:	• direct line supervision paths • established communication protocols • formal communication pathways • lateral supervision paths • organisational communication networks • verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.
***Security procedures* may include**:	• appropriate positioning of relevant persons • communication of 'need to know' information to relevant persons • escort procedures • establishment and guarding of 'no go zones' • establishment of communication strategies • installation and operation of surveillance and communication equipment • issuance of ID cards for relevant persons • keying off lifts • negotiation and communication with VIPs own security staff • search of premises • security checks of relevant persons • setting up a central 'command post'.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
***Social and cultural differences* may relate to**:	• dress and personal presentation • food • language

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	• religion • social conventions • traditional practices • values and beliefs.
Security risks may relate to:	• breaches of law eg criminal damage, offences against people, public order, misuse of drugs and alcohol • emergencies eg fire, scenes of crime, accidents • hazards eg physical, chemical, electrical, psychological, biological • threats eg bombs, sabotage, kidnap, assassination.
***Response* may involve**:	• defusing the situation • evacuating the premises • isolating area of potential risk • isolating risk • notifying relevant emergency services agencies • provision of first aid • request for support and assistance • restraint of person • tactical withdrawal • use of basic defensive techniques • use of negotiation techniques.
***Assessment* may include**:	• review to specifications and other documentation within organisational and industry policy guidelines • competency assessment for recording purposes.
***Documentation* may include**:	• activity logs • incident reports • request for assistance forms • security risk and incident details • vehicle and personnel movements • written and electronic reports.

Unit Sector(s)

Unit sector	Security

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Competency field

Competency field Operations

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CPPSEC3019A Operate specialised security equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to operate a range of specialised equipment in a security context. It requires the ability to employ safe work practices to prepare and use specialised security equipment to carry out designated tasks. Competency also requires an ability to monitor operational effectiveness, diagnose faults and malfunctions, and maintain accurate records.

This unit may form part of the licensing requirements for persons who operate specialised security equipment in those states and territories where these are regulated activities

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles which involve the use of specialised security equipment. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Select and prepare specialised equipment for use.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to operating ***specialised security equipment*** are identified and complied with.
	1.2 Specialised security equipment required to complete work tasks is selected in accordance with ***assignment instructions***.
	1.3 ***Routine pre-operational checks*** are carried out in accordance with manufacturer's instructions.
	1.4 Faulty or damaged equipment is identified and reported in accordance with organisational procedures.
	1.5 Appropriate licensing and certification requirements are identified and complied with prior to and during the operation of specialised security equipment.
2 Operate specialised equipment.	2.1 Potential and existing risks and hazards in the workplace are identified and controlled in accordance with Occupational Health and Safety (OHS) guidelines.
	2.2 Suitable ***personal protection equipment*** is selected, used and maintained in accordance with OHS guidelines.
	2.3 Specialised security equipment is operated in a safe and controlled manner in accordance with manufacturer's instructions.
	2.4 Specialised security equipment is operated for its specified purpose in accordance with assignment instructions.

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ELEMENT	PERFORMANCE CRITERIA
3 Maintain specialised equipment and resources.	3.1 Cleaning and maintenance of specialised security equipment is carried out in accordance with manufacturer's instructions. 3.2 Complex faults or repair requirements outside area of responsibility or competence are reported for specialist advice in accordance with organisational procedures. 3.3 Specialised security equipment is stored in accordance with manufacturer's instructions and organisational procedures. 3.4 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply safe workplace practices and procedures
- carry out routine maintenance
- clean and maintain a safe workplace environment
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- complete documentation and maintain records
- conduct pre-operational checks
- identify and control workplace hazards and risks
- identify faults and determine appropriate repair or replacement action
- observe ergonomic and conservation requirements relevant to the operation of equipment
- obtain relevant licensing or certification
- operate a range of communication and business equipment
- operate a range of specialised equipment
- prepare documentation and maintain records
- read, interpret and analyse technical information.

Required knowledge

- common and complex specialised equipment faults
- emergency procedures
- environmental and waste disposal procedures

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REQUIRED SKILLS AND KNOWLEDGE

- features and functions of a range of business and communication equipment
- licensing requirements for the operation of equipment
- maintenance procedures
- operational principles, functions and limitations of a range of specialised equipment
- pre-operational checking functions and procedures
- procedures to access manufacturer's specifications and other information relevant to the operation of specialised security equipment
- reporting and documentation requirements and processes
- requirements for the securing and storage of specialised equipment and materials
- routine maintenance procedures and repair techniques
- safe workplace procedures relevant to the operation of basic security equipment
- workplace procedures for obtaining and storing tools, equipment and materials.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • complying with applicable licensing, certification and legislative requirements prior and during the operation of specialised security equipment • correctly cleaning, maintaining and storing specialised equipment and maintaining clear and safe operating areas • preparing workplace documentation in a suitable style and format • selecting and operating specialised security equipment appropriate to assignment requirements • undertaking correct pre-operational checks and routine maintenance tasks and accurately identifying faulty, malfunctioning or damaged equipment.
Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

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Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Specialised security equipment may include:

- audible and visual warning devices
- biometric devices
- cameras, monitors and control equipment
- car alarms

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- control panels and intercoms
- detection devices
- electronic and mechanical fire safety and fire locking systems
- electronic readers or recognition controls
- locks and locking systems
- wireless equipment.

***Assignment instructions* may include**:

- assignment objectives and timeframes
- maintenance schedules
- personal protective clothing and equipment requirements
- reporting and documentation requirements
- resource and equipment requirements
- specific client requirements
- work schedules
- work tasks and procedures.

***Routine pre-operational checks* may include**:

- checking log books and maintenance schedules
- cleaning, priming, tightening, basic repairs and adjustments
- identification and segregation of unsafe or faulty equipment for repair or replacement observing and monitoring noise levels for correct operation
- visual checks for wear and tear.

***Personal protection equipment* may include**:

- body armour
- breathing apparatus
- fire extinguisher
- first aid kit
- gloves
- head protection
- knee pads
- masks
- protective shield
- safety boots
- safety glasses.

***Documentation* may include**:

- equipment faults and diagnosis
- materials used, parts and components replaced
- operational reports
- recommended repairs or disposal of equipment
- repairs and servicing undertaken
- testing and inspection results
- written and electronic reports.

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Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC3020A Monitor security from control room

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to monitor the security of persons and premises from a control room perspective. It requires the ability to effectively operate security systems to monitor activities, coordinate appropriate responses to security incidents and organise back-up support to field staff.

This unit may form part of the licensing requirements for persons who operate electronic security systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles which involve the operation of electronic security systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for operations.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with. 1.2 Assignment instructions and ***relevant information*** is obtained and verified with ***relevant persons***.. 1.3 ***Security systems*** are checked for correct operation in accordance with manufacturer's instructions. 1.4 Faults or malfunctions in security systems are identified, corrected or reported for remedial action. 1.5 Security systems are cross-checked with ***companion monitoring systems*** to ensure accurate and consistent exchange of information. 1.6 Established ***communication channels and processes*** are verified with relevant persons.
2 Monitor security activities.	2.1 Security systems are operated and monitored in accordance with assignment instructions. 2.2 Information conveyed by security systems is received and appropriate ***responses*** implemented as required in accordance with organisational procedures. 2.3 Regular and systematic checks are made with field staff and assistance is organised as required in accordance with organisational procedures. 2.4 Irregular or non-responses from field staff are identified and promptly responded to in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	organisational procedures.
	2.5 Incidents are risk assessed on available information and response is implemented in accordance with organisational procedures.
3 Maintain security systems and information.	3.1 Change of shift procedures are carried out and ensure system and monitoring continuity in accordance with organisational procedures.
	3.2 Security database is updated in established styles and formats in accordance with organisational procedures.
	3.3 Identified faults or deficiencies in security systems are corrected or reported for remedial action in accordance with organisational procedures.
	3.4 Relevant ***documentation*** is completed and securely maintained with due regard to confidentiality.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- assess and implement appropriate response to received information
- communicate in a clear and concise manner using appropriate terminology
- estimate and calculate resource and assistance requirements
- identify and diagnose faults or deficiencies in operation of security systems
- interpret security codes and alarm signals
- monitor, evaluate and interpret data and information
- operate and maintain a range of security systems
- prepare and present written and computer-based information
- read and interpret technical data and specifications
- risk assess incidents.

Required knowledge

- approved communication terminology and codes and signals
- back-up procedures
- change of shift procedures
- common faults and malfunctions in security systems
- communication formats (high speed, contact ID etc)

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REQUIRED SKILLS AND KNOWLEDGE

- difference between local and monitored alarms
- different types of transmission methods (dialler, securitel etc)
- emergency procedures
- operational principles and functions of security systems and software and hardware
- phonetic alphabet
- problem solving strategies
- procedures for preparation of surveillance footage
- range of security risk or incident situations and appropriate response procedures implemented from a control room
- reporting and documentation procedures
- risk assessment methods
- surveillance recording systems (digital and analogue) and interfaces
- types of computer operating systems in use in a monitoring centre
- types of detectors (PIR, dual tech etc).

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- operating electronic systems to conduct systematic monitoring activities in compliance with legislative requirements
- diagnosing and rectifying faults or malfunctions in security systems or arranging repair or replacement
- implementing and monitoring the routine hand-over of duties and accurately completing and maintaining documentation records
- implementing appropriate contingency measures in the event of irregular or non-response from field staff
- interpreting and evaluating security alarms and communication status signals as the basis for formulating and coordinating appropriate responses
- using appropriate communication channels and techniques to accurately receive, interpret and relay information in both routine and non-routine circumstances.

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Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to plain English version of relevant statutes and procedures • access to a registered provider of assessment services • access to a suitable venue and equipment • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- casinos
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- gaming
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- surveillance
- telecommunications.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures

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- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Assignment instructions may include:

- assignment tasks
  - GPS monitoring
  - GSM monitoring
  - IT monitoring
  - medical monitoring
  - radio monitoring
- incident and security risk response procedures
- personal presentation requirements
- personal protection equipment
- reporting and documentation requirements
- resource and equipment requirements.

Relevant information *may include*:

- applicable legislation and codes of practice
- field personnel schedules
- manufacturer's specifications
- operations manuals
- organisational operating procedures and policies
- security operational plans.

Relevant persons *may include*:

- clients
- emergency services personnel
- field personnel
- supervisor.

Security systems may include:

- access control systems
- acoustic sensors
- alarms and signals (local and monitored)
- analogue (VCR)
- automatic entrance and exit devices
- biometric devices
- business equipment
- closed circuit television
- communication equipment
- computers and networked systems
- digital
- electronic field detection systems
- electronic screening equipment
- infra-red sensors
- intelligent building systems
- intruder alarm systems
- motion sensors
- movement detectors

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- personal duress alarms
- static alarms
- video cameras and monitors
- wide-angle cameras.

***Companion monitoring systems* are**:

- parallel systems and may be
  - electrical monitoring systems
  - written record.

***Communication channels and processes* may include**:

- direct line supervision paths
- established communication protocols
- formal communication pathways
- lateral supervision paths
- organisational communication networks
- verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.

***Responses* may include**:

- dispatching field support staff
- notifying relevant emergency services agencies
- notifying relevant personnel.

***Documentation* may include**:

- activity logs
- radio and telephone records
- records of conversation
- running sheets
- security logs
- security systems faults and diagnosis
- situation reports
- testing and inspection results
- written and computer-based reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC3021A Maintain and use security database

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to maintain and use database software and hardware in a security context. It requires the ability to use software and hardware appropriate to the task, input verifiable data in a standardised style and format, and fully backup and recover a database. It also requires an ability to identify and solve common database performance problems and compile reports.

This unit may form part of the licensing requirements for persons involved in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles which involve operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to use security database.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to operating a security database are identified and complied with.
	1.2 ***Ergonomic*** and ***conservation*** issues are identified and appropriate risk control measures implemented in accordance with Occupational Health and Safety (OHS) guidelines.
	1.3 Appropriate software and hardware is identified to meet task requirements and installed in accordance with manufacturer's instructions.
	1.4 Virus protection is monitored, maintained regularly updated to ensure the continuous integrity and protection of data.
	1.5 Database storage, ***security and access*** requirements are identified and complied with to ensure the confidentiality and security of data.
	1.6 Established housekeeping, maintenance and ***back-up*** procedures are identified and conducted on a routine basis.
	1.7 Stand-by database and alternative strategies are identified and implemented as required to address operational faults and deficiencies in database systems.
2 Use security database.	2.1 ***Data entry***, ***output and presentation*** requirements are identified and complied with in accordance with assignment instructions.

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Data is obtained from verifiable ***sources***, ***checked*** and monitored for variations in data quality.
	2.3 Data is entered, checked for accuracy and updated as required.
	2.4 Errors and lags in data processing or discrepancies are identified, ***diagnosed*** and reported.
	2.5 Complex faults or repair requirements outside area of responsibility or competence are reported for specialist assistance.
	2.6 Measures to improve database content, interfaces or effectiveness are identified and confirmed with ***relevant persons***.
3 Compile reports.	3.1 Reports are prepared in a timely manner using appropriate formats and presentation methods.
	3.2 Reports are produced using relevant data and are reviewed and checked for accuracy.
	3.3 Constructive ***feedback*** to improve and maintain security database systems is received and used to inform future practice.
	3.4 Procedures for the safe ***storage and protection of data*** are identified and complied with in accordance with organisational procedures.
	3.5 Relevant ***documentation*** is completed and securely maintained with due regard to confidentiality in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply best practice in backup and recovery strategies
- apply keyboarding skills to maintain data
- apply safe and effective ergonomic workplace practices
- collate and present data
- conduct checks for accurate and consistent information
- create simple queries using simple formulae
- interpret and evaluate the purposes and uses of various features of databases

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REQUIRED SKILLS AND KNOWLEDGE

- prepare reports for analysis and evaluation of information in a defined range of areas
- read and interpret complex instructions and technical material
- use processes flexibly and interchangeably to solve routine problems.

Required knowledge

- backup and recovery methodologies
- common database performance problems and solutions
- data analysis techniques
- data entry procedures and processes
- database administration, security and storage requirements
- database diagnostic tools and their functions
- energy and resource conservation
- OHS guidelines including ergonomic requirements
- range of database software and hardware and their application
- report and other documentation formats.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- accurately diagnosing and rectifying errors and lags in data processing
- implementing a broad application of database functions using accurate data inputting techniques to complete work tasks within designated timeframes
- monitoring and reviewing database effectiveness and using constructive feedback to improve and maintain database systems.
- producing reports in required formats in a timely manner and reviewing for accuracy, compatibility and reliability of data
- using established storage, protection and backup procedures and security and access systems to maintain database effectiveness and data integrity.

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Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to plain English version of relevant statutes and procedures • access to a registered provider of assessment services • access to a suitable venue and equipment • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- telecommunications
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Ergonomic considerations may

- avoiding radiation from computer screens
- chair height, seat and back adjustment

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include:	• document holder use • footrest use • lighting • noise minimisation • posture • rest periods and exercise breaks • screen, keyboard and mouse positions • work station height and layout.
***Conservation* techniques may include**:	• recycling used and shredded paper • using of double sided paper • using re-used paper for drafts (observing confidentiality requirements) • utilising power-save options for equipment.
***Security and access* procedures may include**:	• data inputting • search and browse authorities • viewing and operation • write permission.
Back-up:	• facilities range from a single tape unit to more comprehensive and complex backup facilities across the network.
***Data entry*, *output and presentation* procedures include**:	• author's instructions • coding • data input • fault-finding • installation or de-installation of software or hardware • location and storage of data • log-on • password protection • standard formats • start-up or shutdown • troubleshooting • use of templates.
***Sources* may include**:	• computer data files • government documents and registers • media reports • policy statements • statistical summaries • statutes.
***Checks* may include**:	• consistency of data • ensuring accuracy of data • ensuring accuracy of formulae • ensuring instructions with regard to content and format

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	have been followed filtering • proofreading • spelling.
***Diagnosis* may relate to**:	• hardware • input • output • running • software.
***Relevant persons* may include**:	• clients • management • other professional or technical staff • security consultants • security personnel.
***Feedback* may include**:	• comments from management, colleagues or clients • formal and informal performance appraisals • personal, reflective behaviour strategies • workplace assessment.
Procedures for the *storage and protection of data* may relate to:	• authorised access requirements • CD-ROM backup • maintaining hard copies • secure filing locations • storage (eg folders, sub-folders, hard drives, CDs, DVDs)
***Documentation* may include**:	• costings • equipment faults and diagnosis • materials used, parts and components replaced • operational details • recommended repairs or disposal of equipment • repairs or servicing undertaken • testing and inspection results.

Unit Sector(s)

Unit sector	Security

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Competency field

Competency field Operations

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CPPSEC3022A Maintain biometrics database

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to maintain optimal performance of a biometrics database.

It requires the ability to monitor and respond to biometric equipment and systems data and information, receive and verify data, identify discrepancies and potential breaches of security, and implement appropriate responses. It also involves change of shift duties including the processing and maintenance of workplace information.

An understanding of the operating principles of biometric equipment, systems and technology is also required as well as the ability to interpret and apply effective principles and requirements relating to confidentiality, privacy and security in own work.

This unit may form part of the licensing requirements for persons engaged in security operations involving the use of biometric equipment and systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those roles involving the operation and maintenance of biometric equipment and systems in a security environment. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply the principles of confidentiality, privacy and security in own work.	1.1 Applicable ***Occupational Health and Safety*** (***OHS***), ***legislative*** and ***organisational requirements*** relevant to maintaining a ***biometric database*** is complied with. 1.2 Relevant ***privacy legislation*** and codes of ethics relevant to the workplace application of biometric technology are accessed and interpreted. 1.3 Privacy and confidentiality of client data and information, verbal and written, is securely maintained in accordance with legislative and organisational requirements. 1.4 Potential confidentiality issues are promptly identified and clarified as required with ***relevant persons***. 1.5 Effective ***communication*** and ***interpersonal techniques*** are used that reflect sensitivity to individual ***social and cultural differences***.
2 Manage database	2.1 Database ***security and access*** arrangements are

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ELEMENT	PERFORMANCE CRITERIA
security and access.	implemented and maintained in accordance with legislative and organisational requirements.
	2.2 Processes are implemented and monitored to ensure data and information is accessed by authorised personnel.
	2.3 Processes are established to monitor and maintain the quality and integrity of data and information retained on the database.
	2.4 Processes are established and maintained for the routine monitoring of the network server and ***computer system*** for security breaches.
	2.5 Procedures for the safe ***storage and protection*** of data and information are implemented and maintained.
3 Maintain database.	3.1 Biometric equipment and systems ***performance*** history is accessed and assessed and faults or breaches of security are promptly identified.
	3.2 Database is identified and relevant software and hardware installed as required in accordance with manufacturer's specifications.
	3.3 ***Relevant information*** regarding software and hardware maintenance is accessed and reviewed as required.
	3.4 ***Enrolment*** procedures are conducted in a systematic manner to ensure accuracy and currency of data.
	3.5 Virus protection is checked and updated as required to ensure continuous integrity and protection of data.
	3.6 Database ***backup*** procedures are appropriate for type and method of data storage and maintained in accordance with established housekeeping procedures.
4 Monitor database performance problems.	4.1 Operational performance-based biometric testing and reporting requirements are established and conducted in accordance with organisational requirements.
	4.2 ***Performance problems*** are identified and recorded.
	4.3 Appropriate database performance ***diagnostic tool*** is identified and used in accordance with manufacturer's specifications.
	4.4 Appropriate fixes are undertaken based on diagnostic results in consultation with appropriate personnel.
	4.5 Complex faults outside area of responsibility or competence are reported for specialist assistance.
5 Compile reports.	5.1 Results of maintenance operations are accurately and clearly recorded in accordance with workplace procedures.
	5.2 Maintenance operations are reviewed and procedures to

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ELEMENT	PERFORMANCE CRITERIA
	improve effectiveness confirmed in consultation with appropriate personnel.
	5.3 Reports are prepared using ***appropriate formats*** and presentation methods in accordance with organisational requirements.
	5.4 Reports are produced based on gathered data and reviewed and checked for accuracy.
	5.5 ***Records and reports*** are securely maintained in accordance with legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately and securely maintain records, reports and other workplace information
- apply best practice in backup and recovery strategies
- collate, interpret and record data
- comply with applicable confidentiality and privacy requirements
- comply with legislation, regulations, standards, codes of practice relevant to the use and operation of biometric technology and systems including databases
- conduct checks for accurate and consistent information
- create simple queries using simple formulae
- facilitate effective change control mechanisms
- implement and maintain security of biometric technology and systems including databases
- organise work priorities and arrangements and complete work tasks within designated timeframes
- read and interpret technical information including plans, designs and specifications
- relate effectively to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- resolve routine problems
- select and use appropriate information technology
- undertake effective enrolment of biometric and biographical data
- use appropriate communication and interpersonal skills including speaking clearly and questioning
- written communication skills sufficient to document performance problems, results

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REQUIRED SKILLS AND KNOWLEDGE

of monitoring operations and complete relevant records and reports.

Required knowledge

- applicable commonwealth, state or territory legislation, regulations, standards and codes of practice relevant to the full range of processes relating to the use and operation of biometric technology and systems including databases
- appropriate mathematical procedures for estimating, measuring and calculating
- backup and recovery methods
- common database performance problems
- data analysis techniques
- database administration, security and storage requirements
- database maintenance procedures
- ergonomic and safe working practices and procedures
- established threshold levels and their impact on security
- initial enrolment procedures
- management of enrolment data
- operational principles of information technology
- operational principles of local area networks (LANs) and wide area networks (WANs)
- organisational procedures for recording, reporting and maintaining workplace information
- organisational standards, requirements, policies and procedures for maintaining a biometric database
- principles of cultural diversity and access and equity
- types and features of database design
- types, functions and parameters of a biometric database technology including hardware and software including their application
- types, functions and parameters of diagnostic tools
- virus protection procedures
- workplace communication channels, protocols and procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for A person who demonstrates competency in this unit must be able to

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assessment and evidence required to demonstrate competency in this unit

provide evidence of:

- accurately documenting and maintaining operational reports
- complying with applicable legislation and codes of ethics applicable to privacy and client confidentiality in maintaining biometric and biographical data
- complying with organisational policies and procedures, including OHS, relevant to biometric work tasks
- establishing processes to monitor and maintain user access and the secure management of a biometric database
- identifying performance problems of a biometric database and carrying out appropriate fixes under relevant supervision
- operational procedures and best practice standards for the maintenance of a biometric database and the secure storage of data.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment including biometric equipment, systems and databases
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the

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candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Occupational Health and Safety* (*OHS*) *requirements may relate to:

- controlling and minimising risks
- correct manual handling including shifting, lifting and carrying
- elimination of hazardous materials and substances
- identifying hazards
- safe use and operation of equipment including:
  - business technology
  - first aid equipment
  - fire safety equipment
  - personal protective clothing and equipment
  - safety equipment
- safety procedures for the protection of self and others.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- award and enterprise agreements
- Compliance Policy Guidelines (CPGs)
- counter-terrorism
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues

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- equal employment opportunity
- industrial relations
- OHS

- relevant industry codes of practice
- telecommunications.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- environmental management including waste disposal, recycling and re-use guidelines
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- standard operating procedures
- storage and disposal of information
- use and maintenance of equipment and systems.

Biometric refers to:

- a measurable physical characteristic or personal behavioural trait used to recognise the identity or verify the identity of an individual.

Biometric database includes:

- data describing individual behavioural and physiological characteristics.

Privacy legislation may include:

- Commonwealth, State and Territory Privacy Acts
- national information privacy principles
- national privacy principles.

***Relevant persons* may include**:

- biometric technology specialists
- clients
- colleagues
- information technology specialists
- supervisor.

Communication may be:

- face-to-face
- group interaction

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	• in Indigenous languages • in languages other than English • oral reporting • participation in routine meetings • reading independently • recording of discussions • speaking clearly and directly • through the use of assistive technology • via an interpreter • visual or written • writing to audience needs.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
***Social and cultural differences* may relate to**:	• dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs.
***Security and access* may relate to**:	• data inputting • search and browse authorities • viewing and operation • written permission.
Computer system may include:	• hardware and software components that run a computer.
Storage and protection of data procedures	• backups • security and authorised access requirements

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may include:	• storage in folders and sub-folders • storage on CD ROM, hard and floppy disk drives.
***Performance* may relate to**:	• compacting database files • improvements in response time • repairing the database • simultaneous access.
Relevant information may include:	• identification and supply of parts • schedule of maintenance • Standards (ISO, IEC, AS) • technical specialist activities • user recommended activities • version control.
***Enrolment* relates to**:	• the initial process of collecting biometric data from a user and storing it in a template for future comparison.
Backup:	• facilities may be a single tape unit or a more comprehensive, complex networked system • may include quality control and procedural information.
***Performance problems* may relate to**:	• failure to enrol rate (FTE or FER) • false accept rate (FAR) • false non match or reject rate (FRR).
***Diagnostic tools* may include**:	• electronics equipment (eg volt-meter, oscilloscope, data analyser) • software.
***Improvements* may relate to**:	• backup systems • changes to biometric settings • contingency plans • threshold levels.
***Appropriate formats* may include**:	• formats that cater for those with special needs for example, producing documents in large print.

Records and reports:	• may be:
	  • computer-based
	  • manual
	  • other appropriate organisational communication system
	• may detail:
	  • faults and diagnosis
	  • maintenance undertaken
	  • operational details
	  • recommended repairs
	  • security breaches

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- testing and inspection results.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Biometrics

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CPPSEC3023A Coordinate biometric equipment and systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to coordinate processes for the implementation of biometric equipment and systems in a workplace environment.

It requires the ability to determine requirements for biometric equipment and systems based on an evaluation of risk assessment information, existing architecture, and security requirements. It involves organising schedules, allocating roles and responsibilities, and applicable security authorisations. It also involves the systematic monitoring of biometric equipment and systems to maintain operational security and ensure integrity of data and information.

An understanding of the operating principles of biometric equipment, systems and technology is also required as well as the ability to interpret and apply effective principles and requirements relating to confidentiality, privacy and security in own work.

This unit may form part of the licensing requirements for persons engaged in security operations involving biometric equipment and systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those roles involving the implementation of biometric equipment and systems to maintain security. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply the principles of confidentiality, privacy and security in own work.	1.1 Applicable ***Occupational Health and Safety*** (***OHS***), ***legislative*** and ***organisational requirements*** relevant to the coordination of workplace ***biometric equipment and systems*** are identified and complied with. 1.2 Relevant ***privacy legislation*** and codes of ethics relevant to the workplace application of biometric technology are accessed and interpreted. 1.3 Privacy and confidentiality of client data and information, verbal and written, is securely maintained in accordance with legislative and organisational requirements. 1.4 Potential confidentiality issues are promptly identified and clarified as required with ***relevant persons***. 1.5 Effective ***communication*** and ***interpersonal techniques*** are used that reflect sensitivity to individual ***social and cultural differences***.

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ELEMENT	PERFORMANCE CRITERIA
2 Evaluate requirements for biometric equipment and systems.	2.1 ***Work order*** requirements are reviewed and verified in consultation with relevant persons. 2.2 Risk assessment information is reviewed and assessed for existing and potential ***threats*** or ***risks*** to organisational security. 2.3 ***Existing*** architecture is identified and assessed for effective integration with biometric equipment and systems. 2.4 Purpose, functions, ***modes*** and threshold levels of biometric equipment and systems are investigated and assessed against work order requirements. 2.5 Biometric equipment and systems are recommended, recorded and presented to relevant persons in accordance with workplace procedures.
3 Coordinate and implement processes.	3.1 Work schedules and roles and responsibilities are organised and allocated to relevant persons in accordance with workplace procedures. 3.2 ***Resources*** are organised and scheduled in accordance with workplace procedures. 3.3 Relevant ***administrative*** requirements are organised in accordance with legislative and organisational requirements. 3.4 Biometric equipment and systems are organised and located in accordance with work order requirements. 3.5 Required isolations of systems and networks and equipment are coordinated with relevant persons in accordance with workplace procedures.
4 Maintain biometric equipment and systems and information.	4.1 Biometric equipment and systems are systematically and routinely monitored for optimum performance and ensure integrity of data and information. 4.2 Operational variations or non-conformance of biometric equipment and systems are identified and reported in accordance with workplace procedures. 4.3 Errors and deficiencies in data and information are identified and reported in accordance with workplace procedures. 4.4 Alternative options or recommendations for biometric equipment and systems to meet changing workplace needs and industry trends are reported in accordance with workplace procedures. 4.5 ***Records and reports*** are completed and maintained in accordance with legislative and organisational requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately and securely maintain records, reports and other workplace information
- comply with applicable confidentiality and privacy requirements
- comply with legislation, regulations, standards, codes of practice relevant to workplace biometric equipment and systems
- conduct a risk assessment and identify potential threats or risks to organisational security
- coordinate systems and networks and equipment isolations
- coordinate the implementation of biometric equipment and systems
- determine type and mode of biometric equipment and system to meet security requirements
- identify errors and deficiencies in received data and information
- identify operational variations or non-conformance of biometric equipment and systems
- make effective decisions
- organise work priorities and arrangements and complete work tasks within designated timeframes
- read and interpret technical information including plans, designs and specifications
- relate effectively to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- resolve problems
- select and use equipment and technology appropriate to the work task
- undertake effective enrolment of biometric and biographical data
- use appropriate communication and interpersonal skills including speaking clearly and questioning
- written communication skills sufficient to recommend and record biometric equipment and to complete records and reports.

Required knowledge

- applicable commonwealth, state or territory legislation, regulations, standards and codes of practice relevant to the full range of processes relating to workplace biometric technology
- appropriate mathematical procedures for estimating, measuring and calculating
- biometric equipment and systems installation and implementation processes, procedures and requirements

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REQUIRED SKILLS AND KNOWLEDGE

- ergonomic and safe working practices and procedures
- established threshold levels and their impact on security
- information gathering techniques
- initial enrolment procedures
- operational principles of information technology
- organisational procedures for recording, reporting and maintaining workplace information
- organisational security plans, goals and objectives
- organisational standards, requirements, policies and procedures for the use of biometric technology
- performance testing methods
- principles of cultural diversity and access and equity
- privacy and ethics issues associated with biometric equipment and systems
- problem identification and resolution procedures
- project management tools and techniques
- security risk management processes and techniques
- threats, risks and hazards associated with biometric equipment and systems
- types, functions and parameters of biometric technology including software, hardware and acquisition devices
- workplace communication channels, protocols and procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • allocating roles and responsibilities, and organising schedules, resources, security authorisations, and isolations appropriate to implementing biometric equipment and systems • complying with applicable legislation and codes of ethics applicable to privacy and client confidentiality • complying with organisational policies and procedures, including OHS, relevant to biometric work tasks • determining requirements for biometric equipment and systems based on an accurate assessment of immediate security

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requirements
- evaluating operational effectiveness of integrating biometric equipment and systems with existing architecture
- maintaining operational security and ensuring integrity of data and information by the systematic monitoring of biometric equipment and systems
- recommending alternative options or recommendations of biometric equipment and systems to meet changing workplace needs and industry trends.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment including biometric equipment and systems
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team

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leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Occupational Health and Safety* (*OHS*) *requirements may relate to:

- controlling and minimising risks
- correct manual handling including shifting, lifting and carrying
- elimination of hazardous materials and substances
- identifying hazards
- safe use and operation of equipment including:
  - business technology
  - first aid equipment
  - fire safety equipment
  - personal protective clothing and equipment
  - safety equipment
- safety procedures for the protection of self and others.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- award and enterprise agreements
- Compliance Policy Guidelines (CPGs)
- counter-terrorism
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS

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- relevant industry codes of practice
- telecommunications.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- environmental management including waste disposal, recycling and re-use guidelines
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- standard operating procedures
- storage and disposal of information
- use and maintenance of equipment and systems.

Biometric refers to:

- a measurable physical characteristic or personal behavioural trait used to recognise the identity or verify the identity of an individual.

Biometric equipment and systems are:

- automated systems able to capture a biometric sample from an individual person, extract biometric data from the sample, compare the data with one or more reference templates, determine the quality of a match, and indicate whether or not an identification or verification of identity has been achieved.

Biometric equipment and systems may include:

- acquisition devices:
  - cameras (video, infrared-enabled video, single-image)
  - chip or reader embedded in peripheral device
  - microphones
  - optical scanners
- biometric servers
- hardware
- interconnecting infrastructure
- software:
  - server-based authentication software for biometric

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	authentication and logging • software associated with acquisition devices.
Privacy legislation may include:	• Commonwealth, State and Territory Privacy Acts • national information privacy principles • national privacy principles.
***Relevant persons* may include**:	• biometric technology specialists • clients • colleagues • information technology specialists • supervisor.
Communication may be:	• face-to-face • group interaction • in Indigenous languages • in languages other than English • oral reporting • participation in routine meetings • reading independently • recording of discussions • speaking clearly and directly • through the use of assistive technology • via an interpreter • visual or written • writing to audience needs.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
***Social and cultural differences* may relate to**:	• dress and personal presentation • food • language

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	• religion • social conventions • traditional practices • values and beliefs.
Work order instructions and information may include:	• access and authorisation requirements • OHS, confidentiality and other legal requirements • personal protection equipment • reporting and documentation requirements • resource and equipment requirements • risk and threat assessment assessments • security goals and objectives • work tasks and schedules.
Threats:	• are intentional or unintentional potential events that could compromise the security integrity of physical and technical organisational systems.
***Risks* may relate to**:	• data and information • personnel • property.
***Existing architecture* may include**:	• desktop PCs • local area networks (LANs) • mainframe systems • servers • websites • wide area networks (WANs).
***Mode* may be**:	• multiple (a biometric system that integrates two ore more biometric technologies) • single.
***Resources* may include**:	• biometric equipment and systems • equipment • human resources • tools.
***Administrative requirements* may relate to**:	• access • authorisations • licensing.

Records and reports:	• may be:
	  • computer-based
	  • manual
	  • other appropriate organisational communication system
	• may detail:
	  • activity reports

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- allocated roles and responsibilities
- biometric equipment and systems
- errors in received data and information
- operational faults and deficiencies
- resource requirements
- security requirements
- technical data and specifications
- work schedules.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Biometrics

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CPPSEC3024A Install biometric equipment and systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to install a range of biometric equipment and systems in a security environment.

It requires the ability to read and interpret specifications, and use tools and equipment to effectively locate, install and commission biometric equipment and systems.

An understanding of the operating principles of biometric equipment, systems and technology is also required and well as the ability to apply effective principles and requirements relating to confidentiality, privacy and security in own work.

This unit may form part of the licensing requirements for persons engaged in security operations involving the use of biometric equipment and systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those roles involving the installation and operation of biometric equipment and systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply the principles of confidentiality, privacy and security in own work.	1.1 Applicable ***Occupational Health and Safety*** (***OHS***), ***legislative*** and ***organisational requirements*** relevant to the installation of ***biometric equipment and systems*** are identified and complied with. 1.2 Relevant ***privacy legislation*** and codes of ethics relevant to the workplace application of biometric technology are accessed and interpreted. 1.3 Privacy and confidentiality of client data and information, verbal and written, is securely maintained in accordance with legislative and organisational requirements. 1.4 Potential confidentiality issues are promptly identified and clarified as required with ***relevant persons***. 1.5 Effective ***communication*** and ***interpersonal techniques*** are used that reflect sensitivity to individual ***social and cultural differences***.
2 Prepare for installation.	2.1 ***Work order*** requirements are reviewed and confirmed as required with relevant persons. 2.2 Relevant plans, drawings and specifications are accessed and interpreted against the work order.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Biometric equipment and system to be installed is identified and confirmed against work order specifications.
	2.4 ***Tools***, ***equipment*** and testing devices are selected appropriate to job requirement and checked for operational effectiveness in accordance with manufacturer's specifications.
	2.5 Licensing and site access requirements are identified and complied with.
	2.6 Coordination requirements, including requests for isolations, are requested and confirmed with relevant persons.
	2.7 Potential and existing risks and ***hazards*** in the work area are identified and controlled in accordance with OHS and organisational requirements.
3 Install biometric equipment and systems.	3.1 All work is conducted using safe operating procedures in accordance with OHS and organisational requirements.
	3.2 Biometric equipment and system is assembled, positioned and secured in accordance with relevant plans, drawings and specifications.
	3.3 Biometric equipment and system is installed in specified positions and locations in accordance with manufacturer's specifications.
	3.4 Biometric equipment and system is decommissioned and connected in accordance with manufacturer's specifications.
	3.5 Biometric equipment and system is installed without damage or distortion to the surrounding environment or services and in a manner that maximises safety of self and others.
4 Complete installation.	4.1 Basic operational testing of biometric equipment and system is conducted in accordance with manufacturer's specifications.
	4.2 Commission and test results confirm that biometric equipment and system is fully operational and meets installation performance specifications.
	4.3 Visual inspection of completed work is conducted to ensure installed biometric equipment and system complies with safety and environmental requirements.
	4.4 Faults, errors or omissions are identified and prompt remedial action is determined and arranged with relevant persons.
	4.5 Notification of completed installation is received and

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ELEMENT	PERFORMANCE CRITERIA
	confirmed in accordance with workplace procedures.
	4.6 ***Records and reports*** are completed and maintained in accordance with legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately and securely maintain records, reports and other workplace information
- comply with applicable confidentiality and privacy requirements
- comply with legislation, regulations, standards, codes of practice relevant to the installation of biometric equipment and systems
- install biometric equipment and systems
- make effective decisions
- organise work priorities and arrangements and complete work tasks within designated timeframes
- read and interpret technical information including plans, designs and specifications
- relate effectively to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- resolve problems
- select and use appropriate information technology
- select and use appropriate tools and equipment, including hand and power tools
- use appropriate communication and interpersonal skills including speaking clearly and questioning
- written communication skills sufficient to complete relevant records and reports.

Required knowledge

- applicable commonwealth, state or territory legislation, regulations, standards and codes of practice relevant to the full range of processes relating to the installation of biometric equipment and systems
- appropriate mathematical procedures for estimating, measuring and calculating
- cable identification and handling requirements
- earthing systems arrangements and requirements
- electrical concepts and connections
- ergonomic and safe working practices and procedures
- established threshold levels and their impact on security

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REQUIRED SKILLS AND KNOWLEDGE

- installation risks and hazards
- methods of installing biometric equipment and systems
- operational principles of information technology
- operational principles of local area networks (LANs) and wide area networks (WANs)
- organisational procedures for recording, reporting and maintaining workplace information
- organisational standards, requirements, policies and procedures for installing biometric equipment and systems
- physical environment requirements for the operation of biometric equipment and systems
- principles of cultural diversity and access and equity
- problem identification and resolution procedures
- types, functions and parameters of biometric equipment and systems
- workplace communication channels, protocols and procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- complying with applicable legislation and codes of ethics applicable to privacy and client confidentiality
- complying with organisational policies and procedures, including OHS, relevant to work tasks undertaken in the workplace
- conducting commissioning and visual inspections of installed biometric equipment and system to ensure installation conforms to required specifications
- organising relevant licensing and accessing authorisations relevant to undertaking the installation of biometric equipment and systems
- preparing for the installation of biometric equipment and system in the workplace including coordinating personnel and arranging required isolations
- selecting and using correct tools, equipment and testing devices

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and applying appropriate methods to safely position and installing biometric equipment and system.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment including biometric equipment and systems
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Occupational Health and Safety **(*OHS*) *requirements may relate to***:

- controlling and minimising risks
- correct manual handling including shifting, lifting and carrying
- elimination of hazardous materials and substances
- identifying hazards
- safe use and operation of equipment including:
  - business technology
  - first aid equipment
  - fire safety equipment
  - personal protective clothing and equipment
  - safety equipment
- safety procedures for the protection of self and others.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- award and enterprise agreements
- Compliance Policy Guidelines (CPGs)
- counter-terrorism
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- telecommunications.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards

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- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- environmental management including waste disposal, recycling and re-use guidelines
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- standard operating procedures
- storage and disposal of information
- use and maintenance of equipment and systems.

Biometric:

- data and information describes individual behavioural and physiological characteristics.

Biometric equipment and systems are:

- automated systems able to capture a biometric sample from an individual person, extract biometric data from the sample, compare the data with one or more reference templates, determine the quality of a match, and indicate whether or not an identification or verification of identity has been achieved.

Biometric equipment and systems may include:

- acquisition devices:
  - cameras (video, infrared-enabled video, single-image)
  - chip or reader embedded in peripheral device
  - microphones
  - optical scanners
- biometric servers
- hardware
- interconnecting infrastructure
- software:
  - server-based authentication software for biometric authentication and logging
  - software associated with acquisition devices.

Privacy legislation may include:

- Commonwealth, State and Territory Privacy Acts
- national information privacy principles
- national privacy principles.

***Relevant persons* may**

- biometric technology specialists

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include:	• clients • colleagues • information technology specialists • supervisor.
Communication may be:	• face-to-face • group interaction • in Indigenous languages • in languages other than English • oral reporting • participation in routine meetings • reading independently • recording of discussions • speaking clearly and directly • through the use of assistive technology • via an interpreter • visual or written • writing to audience needs.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
***Social and cultural differences* may relate to**:	• dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs.
Work order instructions and information may	• access and authorisation requirements • installation location • licensing requirements

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include:	• OHS, confidentiality and other legal requirements • personal protection equipment • personnel coordination and isolation requirements • reporting and documentation requirements • resource and equipment requirements • work tasks and schedules.
Tools and equipment may include:	• communications equipment • hand tools • multimeter • personal protective equipment • power tools • testing equipment.
***Hazards* may be**:	• associated with electrical or mechanical faults • environmental (improper use of materials and chemicals) • ergonomic (improper manual handling methods) • obstructive (blocked access to emergency entry and exit points).

Records and reports:	• may be:
	  • computer-based
	  • manual
	  • other appropriate organisational communication system
	• may detail:
	  • activity reports
	  • biometric equipment and systems installation
	  • commissioning details
	  • faults and repair requirements in processes
	  • technical data and specifications.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Biometrics

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CPPSEC3025A Identify and diagnose biometric system fault

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to conduct diagnostic testing of biometric systems to locate and verify faults.

It requires the ability to use and operate testing and diagnostic tools and equipment, collate data, and prepare reports based on an accurate assessment of test results and operational data.

An understanding of the basic operating principles, processes and parameters of biometric systems, together with applicable legislation including privacy requirements is also required.

This unit may form part of the licensing requirements for persons engaged in security operations involving biometric systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those roles involving the use and diagnostic testing of biometric systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for fault diagnosis.	1.1 Applicable ***Occupational Health and Safety*** (***OHS***), ***legislative*** and ***organisational requirements*** relevant to diagnosing faults in ***biometric systems*** are identified and complied with. 1.2 Relevant ***privacy legislation*** and codes of ethics relevant to the workplace application of biometric technology are accessed and interpreted. 1.3 Work order is reviewed, confirmed and clarified as required with ***relevant persons***. 1.4 ***Resources*** appropriate to work requirements are organised and checked for operational effectiveness in accordance with manufacturer's specifications. 1.5 ***Information*** relevant to fault diagnosis activities is accessed and interpreted. 1.6 Relevant authorisation for access to biometric system is arranged as required in accordance with workplace procedures. 1.7 Requests for system isolation are coordinated and arranged with relevant persons in accordance with workplace procedures.

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ELEMENT	PERFORMANCE CRITERIA
	1.8 Effective ***communication*** and ***interpersonal techniques*** are used that reflect sensitivity to individual ***social and cultural*** differences.
2 Diagnose faults.	2.1 Normal operational functions and performance of biometric system is confirmed and checked against specifications.
	2.2 System components are inspected for obvious faults and connections and cables checked for operation in accordance with manufacturer's specifications.
	2.3 ***Systematic fault-finding methods*** are used to identify and locate system fault.
	2.4 Appropriate diagnostic techniques are used to conduct tests of system in accordance with manufacturer's specifications.
	2.5 Test results are assessed against normal operational performance of system.
	2.6 Complex faults outside area of responsibility or competence are reported for specialist assistance.
3 Complete and report diagnosis.	3.1 Reports are prepared based on an assessment of diagnostic testing results and reviewed and checked for accuracy.
	3.2 Reports are prepared using ***appropriate formats*** and presentation methods in accordance with organisational requirements.
	3.3 Reports include valid and verifiable conclusions about the type and cause of identified system fault.
	3.4 Work area is reinstated to original condition and waste from work activities is collected, treated and disposed of in accordance with organisational requirements.
	3.5 ***Records and reports*** are completed and securely maintained in accordance with legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately and securely maintain records, reports and other workplace information

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REQUIRED SKILLS AND KNOWLEDGE

- collate and record biometric data
- comply with applicable confidentiality and privacy requirements
- comply with legislation, regulations, standards, codes of practice relevant to the use and operation of a biometric system including privacy
- conduct checks for accurate and consistent information
- organise work priorities and arrangements and complete work tasks within designated timeframes
- read and interpret technical information including plans, designs and specifications
- read and interpret test results and data
- relate effectively to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- resolve problems
- safely and correctly handle system components including connections and cables
- select and use testing tools and equipment and measurement instruments appropriate to work task
- undertake effective enrolment of biometric and biographical data
- use appropriate communication and interpersonal skills including speaking clearly and questioning
- verify and determine system faults
- written communication skills sufficient to develop a diagnosis report and complete other relevant records and reports.

Required knowledge

- applicable commonwealth, state or territory legislation, regulations, standards and codes of practice relevant to the full range of processes relating to workplace biometric systems
- appropriate mathematical procedures for estimating, measuring and calculating
- biometric system administration and security requirements
- biometric system testing and diagnostic methods and techniques
- common biometric system performance problems
- data analysis techniques
- earthing systems arrangements and requirements
- electrical concepts (voltage, current, resistance and impedance)
- ergonomic and safe working practices and procedures
- established threshold levels and their impact on security
- initial enrolment procedures
- organisational procedures for recording, reporting and maintaining workplace information
- organisational standards, requirements, policies and procedures for the use, testing and operation of a biometric system
- principles of cultural diversity and access and equity
- problem identification and resolution procedures

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REQUIRED SKILLS AND KNOWLEDGE

- processes for the management of enrolment data
- system components and cabling handling requirements
- system fault-finding techniques
- types, functions and parameters of a biometric system
- types, functions and parameters of testing tools and equipment
- workplace communication channels, protocols and procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- complying with applicable legislation and codes of ethics applicable to privacy and client confidentiality
- complying with operational procedures for the use and testing of a biometric system including use of tools, equipment and measurement instruments
- complying with organisational policies and procedures, including OHS, relevant to biometric work tasks
- identifying and verifying faults in a biometric system and preparing data for presentation in a report
- reading, interpreting and assessing test results and biometric system data.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment including biometric systems
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and

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assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Occupational Health and Safety* (*OHS*) *requirements may relate to:

- controlling and minimising risks
- correct manual handling including shifting, lifting and carrying
- elimination of hazardous materials and substances
- identifying hazards
- safe use and operation of equipment including:
  - business technology

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- first aid equipment
- fire safety equipment
- personal protective clothing and equipment
- safety equipment

- safety procedures for the protection of self and others.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- award and enterprise agreements
- Compliance Policy Guidelines (CPGs)
- counter-terrorism
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- telecommunications.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- environmental management including waste disposal, recycling and re-use guidelines
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- standard operating procedures

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- storage and disposal of information
- use and maintenance of equipment and systems.

Biometric refers to:
- a measurable physical characteristic or personal behavioural trait used to recognise the identity or verify the identity of an individual.

Biometric systems are:
- automated systems able to capture a biometric sample from an individual person, extract biometric data from the sample, compare the data with one or more reference templates, determine the quality of a match, and indicate whether or not an identification or verification of identity has been achieved.

Biometric systems may include:
- acquisition devices:
  - cameras (video, infrared-enabled video, single-image)
  - chip or reader embedded in peripheral device
  - microphones
  - optical scanners
- biometric servers
- hardware
- interconnecting infrastructure
- software:
  - server-based authentication software for biometric authentication and logging
  - software associated with acquisition devices.

Privacy legislation may include:
- Commonwealth, State and Territory Privacy Acts
- national information privacy principles
- national privacy principles.

***Relevant persons* may include**:
- biometric technology specialists
- clients
- colleagues
- information technology specialists
- supervisor.

***Resources* may include**:
- communications equipment
- computer
- hand tools
- personal protective equipment and clothing
- software and hardware
- testing equipment (multimeter).

***Information* may include**:
- current system trending data
- system configuration diagrams and installation records
- system fault history
- system specification schedules
- system test data.

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Communication may be:	• face-to-face • group interaction • in Indigenous languages • in languages other than English • oral reporting • participation in routine meetings • reading independently • recording of discussions • speaking clearly and directly • through the use of assistive technology • via an interpreter • visual or written • writing to audience needs.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
***Social and cultural differences* may relate to**:	• dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs.
Systematic fault-finding may involve:	• progressively isolating fault • reviewing available data and information • using a methodical approach • verification of existence of problem.
Fault-finding methods may include:	• equipment program • functionality tests

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- visual inspection.

Appropriate formats may include:

- formats that cater for those with special needs for example, producing documents in large print.

Records and reports:

- may be:
  - computer-based
  - manual
  - other appropriate organisational communication system
- may detail:
  - activity reports
  - faults and diagnosis
  - operational details
  - technical data and specifications
  - testing and inspection results.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Biometrics

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CPPSEC3026A Work effectively in investigative services

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to work in the investigative services sector. It requires the ability to interpret and comply with legal and procedural requirements, organise and complete daily work activities, and identify opportunities for professional development. It also requires use of methods for improving own knowledge base and maintaining a professional approach in carrying out investigations.

This unit may form part of the licensing requirements for persons engaged in investigative work in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of work roles in investigative services. Work is performed under limited supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Interpret and comply with legal and procedural requirements.	1.1 The range of ***legislative and procedural requirements*** relevant to investigative services are identified and complied with. 1.2 ***Assignment instructions*** are reviewed to interpret legal and procedural compliance requirements. 1.3 ***Personal limitations*** in completing assignment instructions are identified and assistance sought as required from ***relevant persons***. 1.4 Own ***work performance and conduct*** demonstrates a commitment to compliance with applicable legislative and client requirements.
2 Model high standards of performance.	2.1 ***Investigative tasks*** are organised and completed within designated timeframes. 2.2 ***Factors*** affecting the achievement of work tasks are promptly identified and corrective actions implemented in consultation with relevant persons. 2.3 Trust and confidence of clients and colleagues is gained and maintained through demonstration of high standards of investigative services. 2.4 Breaches of industry codes of ethics or practices are identified and reported to relevant persons.
3 Develop and maintain investigative	3.1 ***Feedback*** is used to identify and develop ways to improve own competence in providing investigative services.

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ELEMENT	PERFORMANCE CRITERIA
competence.	3.2 Personal knowledge and skills are assessed against occupational ***competency standards and other relevant benchmarks*** to determine professional development needs and priorities. 3.3 ***Opportunities for professional development*** are identified, planned and implemented to improve own competence level. 3.4 ***Professional networks*** are participated in to identify and build relationships and improve personal knowledge of investigative practices, technologies and trends.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- basic risk assessment
- communicate in a clear and concise manner in both written and verbal modes
- complete workplace documentation in a legally appropriate manner
- driving and navigation
- numeracy skills to estimate time to complete activities and prioritise tasks
- observation
- personal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- planning and prioritising work tasks
- questioning to confirm legal issues and procedures associated with job specifications
- questioning to confirm technical issues associated with work tasks or equipment
- request advice, support or further information
- research
- seek and receive feedback on performance and areas requiring improvement
- self reflection to identify skill improvement needs
- source, organise and record information
- use and interpret maps and street directories
- use business equipment and technology to plan tasks and complete reports
- work on an individual basis and as part of a team.

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

- evidence management principles
- legal requirements relating to a range of investigative services
- legislative restrictions on the use of recording devices
- limits of own responsibilities and authority to undertake investigations
- range of investigative client services
- range of professional networks for investigative services
- reporting requirements for investigative work
- surveillance equipment, techniques and listening devices
- techniques for factual investigation
- terms and conditions of own employment
- types and uses of information gathering equipment
- types and uses of investigative equipment.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • accessing, interpreting and complying with a range of legislative and procedural requirements relevant to the provision of investigative services • using information technology to organise, prioritise and complete work tasks within designated timeframes • communicating with relevant persons to facilitate information exchange and safety, and reporting personal limitations in the conduct and completion of investigative tasks • using feedback and professional networks to identify and access applicable learning opportunities to enhance own investigative skills and expertise.
Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include:

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- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative and procedural requirements may relate to:

- applicable commonwealth, state and territory legislation which affects investigative work such as:
  - insurance contracts act
  - workplace safety

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- environmental issues
- equal employment opportunity
- industrial relations
- anti-discrimination and diversity

- Australian standards and quality assurance
- authority to conduct investigation
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- restrictions in the use of recording devices
- surveillance and listening devices.

***Assignment instructions* may relate to**:

- assignment objectives and timeframes
- back-up support
- client identification and information details
- communication equipment and procedures
- instructions from client, supervisor or colleagues
- legislative requirements relating to work tasks
- Occupational Health and Safety (OHS) including use of personal protective equipment
- preferred investigative methods
- resource and equipment needs
- site layout including access points
- use of force
- use of workplace documentation
- verbal and non-verbal reporting
- work schedules including budget
- work tasks and procedures.

***Personal limitations* may relate to**:

- being unsure of best method to complete task
- compliance with OHS requirements
- current competence level
- difficulties in meeting timelines
- inability to fulfil own role and responsibilities
- licensing requirements
- technical expertise
- understanding of assignment instructions
- understanding of legal requirements.

Relevant persons may include:

- clients
- colleagues

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- legal representatives
- police
- specialist investigators
- supervisor
- workplace trainer or mentor.

Work performance and conduct may relate to:

- code of conduct and ethics
- professionalism
- use of initiative to improve own performance
- use of initiative to update knowledge-base and information related to work tasks and security issues
- use of interpersonal skills and communication skills which show respect for individual cultural and social differences and the principles of access and equity.

Investigative tasks may relate to:

- conducting interviews and taking statements
- evaluating evidence and information
- gathering factual information
- mobile and static monitoring of persons or property
- surveillance by foot or vehicle
- use of information gathering equipment
- use of specialist surveillance equipment.

***Factors* may include**:

- budget constraints
- competing work demands
- environmental factors (time, weather)
- lack of back-up support
- limits defined through common law, contract law or statutes which apply to the nature of the work being performed
- limits described in job specifications, policies and procedures
- non-availability of resources or materials
- own competency level
- technology or equipment faults
- unforeseen incidents
- unforeseen incidents
- workplace hazards, risks or controls.

***Feedback* may be sought from**:

- comments from supervisor, colleagues, trainer or clients
- formal or informal performance appraisals
- personal reflection
- workplace assessment.

***Competency standards and other relevant benchmarks* may**

- client standards
- codes
- industry codes of conduct and ethics

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relate to:

- licensing requirements
- occupational or functional roles
- other relevant industry, cross-industry and enterprise units of competency
- professional accreditation and re-accreditation requirements
- professional bodies' competencies and codes of practice or ethics
- quality assurance standards for investigative work
- regulations
- statutory and legislative requirements in terms of qualification levels and investigation practices
- units of competency relevant to investigations work.

***Opportunities for professional development* may include**:

- career planning or development
- internal or external training provision
- participating in formal or informal learning programs
- performance appraisals
- personal study
- quality assurance assessments and recommendations
- Recognition of Prior Learning assessment
- work experience or exchange opportunities
- workplace coaching, mentoring or supervision
- workplace skills assessment.

***Professional networks* may relate to**:

- government agencies
- industry peak bodies
- national and international professional or occupational associations
- project specific and ad hoc consultative or reference groups
- regional associations
- relevant committees and reference groups
- specific interest or support groups
- suppliers
- tertiary and vocational education providers
- work team.

Unit Sector(s)

Unit sector Security

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Competency field

Competency field Investigative services

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CPPSEC3027A Develop investigative plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to develop and document an investigative plan. It requires an ability to assess the scope of the investigation, select a preferred investigative method based on client requirements and time, resource and legal parameters, and plan for contingencies in the conduct of the investigation.

This unit may form part of the licensing requirements for persons engaged in investigative work in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in a range of work roles in the investigative services industry. Work is performed under limited supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify scope of investigation.	1.1 ***Assignment instructions*** and ***relevant information*** is obtained to review client and ***legislative requirements***. 1.2 Clarification of instructions or further information is sought as required from ***relevant persons***. 1.3 Necessary ***resources and equipment*** are identified and availability checked against assignment instructions and budget. 1.4 ***Limitations*** in conducting investigation are recognised and assistance sought as required from relevant persons.
2 Determine method of investigation.	2.1 An effective ***method of investigation*** is determined in accordance with assignment instructions, client brief and continuity of evidence requirements. 2.2 ***Background information*** and an assessment of benefits and limitations is conducted to confirm suitability of recommended investigative method. 2.3 Necessary modifications to investigative methods are identified and implemented where practicable based on an assessment of risk. 2.4 Proposed investigative method is discussed and confirmed with client using appropriate ***communication techniques***.
3 Develop investigation plan.	3.1 Investigation plan is prepared based on assignment instructions, client requirements, and identified investigative methods and resources.

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Plan includes identified ***sources*** and ***methods for collecting information*** which are valid, lawful, reliable and make efficient use of resources.
	3.3 Plan incorporates contingency measures to maximise safety of self and others and preserve evidence in line with legislative requirements.
	3.4 Investigation plan is recorded and documented using ***business equipment and technology*** and securely maintained with due regard to privacy.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- basic analysis
- complete workplace documentation and reports
- evaluate diverse or conflicting pieces of information
- identify and access relevant information from reliable sources
- information technology
- interview skills
- literacy skills to understand and communicate information (reading, writing, speaking, numeracy and listening)
- make discretionary decisions
- numeracy skills to estimate time to complete work tasks and resource requirements
- personal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- planning
- prioritise work tasks and complete activities within designated timeframes
- problem solving and negotiation
- questioning to check understanding
- research
- risk assessment
- surveillance.

Required knowledge

- basic investigation techniques
- how to safeguard confidential information

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REQUIRED SKILLS AND KNOWLEDGE

- how to use business equipment to present information which may be used as evidence
- information management systems and methods
- legal and ethical obligations with regard to the gathering and distribution of information
- legislative requirements applicable to the conduct and reporting of investigations
- legislative restrictions on the use of recording devices
- Occupational Health and Safety (OHS) requirements for investigative activities
- operational principles and capabilities of investigative equipment
- purpose, benefits and limitations of factual versus surveillance for investigations
- reliable sources and methods for collecting information
- requirements for collecting, preserving and presenting evidence
- requirements for continuity of evidence
- standards and procedures for client service.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- planning an investigation to meet client requirements within resource, time and legislative compliance parameters, and incorporating contingency measures to ensure safety and evidence is preserved
- accurately interpreting assignment instructions and relevant information to enable a full understanding of the scope and objectives of the investigation
- using reliable information sources and valid information gathering methods to plan investigative activities in compliance with legal requirements
- using a computer record and document investigation plan and maintaining information with due regard to client confidentiality
- selecting a preferred investigative method and alternative options based on an assessment of all gathered information, viable investigative techniques and available resources and

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equipment.

Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to a registered provider of assessment services • access to a suitable venue and equipment • access to plain English version of relevant statutes and procedures • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency should be assessed using questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Assignment instructions may include:

- assignment tasks and procedures
- client brief and details
- incident and security risk response procedures
- investigation purpose and objectives
- investigation timeframe
- methods of investigation
- personal presentation requirements
- reporting and documentation requirements
- resource and equipment allocations.

***Relevant information* may include**:

- acceptable modes of enquiry
- audio or video recordings
- cost schedules
- evidence
- investigative limitations and exclusions
- maps, plans or schematics
- photographs or drawings
- sources of information and contact requirements
- summary of case history.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects investigative work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian standards and quality assurance
- authority to conduct investigation
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- restrictions in the use of recording devices
- surveillance and listening devices.

***Relevant persons* may include**:

- client
- industry or government representatives
- police

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- security personnel
- supervisor or manager
- technical specialist.

***Resources and equipment* may include**:

- 35mm camera
- binoculars
- computers, computer applications, modems
- diary, note pads and pens
- digital imaging equipment
- e-mail, internet
- facsimile
- guise, torch, mirrors
- measuring tape
- mobile phone
- night vision equipment
- own time management
- pager
- personal hygiene aids
- telephone directories, maps, street directories
- telephoto lens
- transcript recorder
- transport
- tripod
- video camera
- voice recorder.

***Limitations* may relate to**:

- compliance with safety requirements
- current competence level
- difficulties in meeting timelines
- inability to fulfil own role and responsibilities
- inadequate information to plan investigation
- lack of resources
- licensing requirements
- technical expertise
- understanding of assignment instructions
- understanding of legal requirements.

***Method of investigation* may be**:

- factual investigation
- surveillance
- combination of factual investigation and surveillance.

Communication techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- control of tone of voice and body language
- culturally aware and sensitive use of language and

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	concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing and receiving constructive feedback • providing sufficient time for questions and responses • reflection, summarising and paraphrasing • two-way interaction • use of plain English • use of positive, confident and cooperative language.
***Background information* may relate to**:	• legislation relating to conduct of surveillance • readily accessible information provided by relevant persons • requirements for collecting evidence • research and preliminary enquiries • research of public records • use of surveillance equipment • verbal details and documents supplied by client.
***Sources* may include**:	• colleagues, supervisor, manager • government departments or agencies • industry networks • informants • internet • interviews, meetings • library • police • related records, reports, case notes • specialists.
***Methods for collecting information* may include**:	• advertising • electronic • interview • photographed and filmed evidence • pretext inquiries • questioning • researching public records • surveillance • testing of rumour • undercover operations • use of informants.
***Business equipment and technology* may**	• computers and software applications • databases • email

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include:

- personal schedulers
- printers.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Investigative services

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CPPSEC3028A Compile investigative report

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to organise and present information gathered by surveillance or factual investigation. It requires the ability to organise and evaluate gathered information and data and prepare and present reports and attachments in a format suitable for review and dissemination.

This unit may form part of the licensing requirements for persons engaged in investigative work in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in a range of work roles in investigative services. Work is performed under limited supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Organise information.	1.1 Investigative information is obtained within the specified time and budget constraints in accordance with client and ***legislative requirements***.
	1.2 Information is assessed for relevance and accuracy and is consistent with client terms of reference, reporting and legislative requirements.
	1.3 Investigative ***information*** is gathered, prioritised and organised with regard to continuity of evidence in accordance with ***assignment instructions***.
2 Compile investigative report.	2.1 Report is prepared presenting all relevant facts and observations from ***investigation*** in an appropriate ***format*** according to client requirements.
	2.2 Content is reviewed and additional information relating to the investigation is sought as required.
	2.3 Content uses clear and concise language is supported by information gathered and verifiable evidence.
	2.4 ***Attachments*** are relevant and consistent with references made in body of the report.
3 Complete report.	3.1 Report printing and collation is negotiated and organised to meet identified timelines.
	3.2 Report including all attachments is forwarded safely and securely to ***relevant persons*** in accordance with legislative guidelines.

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ELEMENT	PERFORMANCE CRITERIA
	3.3 ***Feedback*** is sought and any areas of client dissatisfaction promptly rectified.
	3.4 All information relating to the investigation is safely and securely maintained in accordance with client confidentiality and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- basic analysis
- complete workplace documentation and reports
- evaluate diverse or conflicting pieces of information
- identify and access relevant information from reliable sources
- information technology
- literacy skills to understand and communicate information (reading, writing, speaking, numeracy and listening)
- make discretionary decisions
- numeracy skills to estimate time to complete work tasks and resource requirements
- personal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- prioritise work tasks and complete activities within designated timeframes
- problem solving and negotiation
- questioning to check understanding
- research
- verify information for accuracy and relevance.

Required knowledge

- basic investigation techniques
- how to safeguard confidential information
- how to use business equipment to present information
- information gathering methods and techniques
- information management systems and methods
- legal and ethical obligations with regard to the gathering and distribution of information
- legislative requirements applicable to the conduct and reporting of investigations
- methods to ensure validity and reliability of gathered information

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REQUIRED SKILLS AND KNOWLEDGE

- Occupational Health and Safety (OHS) requirements
- operational principles and capabilities of investigative equipment
- reliable sources of information
- requirements for the presentation of investigative information
- standards and procedures for client service.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- gathering and organising relevant and accurate investigative information in a logical manner within specified time and budgetary constraints
- compiling and reviewing report content to identify any gaps pertaining to the investigation and ensuring accuracy and relevance to client requirements
- seeking and using client feedback to improve investigative report
- safely and securely maintaining investigative information with due regard to client confidentiality and privacy.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes

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where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning and written assessment should be used to assess underpinning knowledge.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects investigative work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian standards and quality assurance
- authority to conduct investigation
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements

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- privacy requirements
- relevant industry codes of practice
- restrictions on the use of recording devices
- surveillance and listening devices.

***Information* may include**:

- acceptable modes of enquiry
- cost schedules
- deliverables
- investigative limitations and exclusions
- maps, plans or schematics
- photographs
- sources of information and contact requirements
- summary of case history
- terms of reference
- timeframes.

Assignment instructions may include:

- assignment tasks and procedures
- assignment timeframe
- client information
- investigation purpose and objective
- methods of investigation
- reporting and documentation requirements and timeframes
- resource and equipment allocations.

***Investigation* may be**:

- factual
- surveillance.

***Format* may relate to**:

- enclosures
- hardcopy or electronic format
- length
- sequence of content
- style
- use of abbreviations
- use of appendices
- use of common industry terminology
- use of plain English.

***Attachments* may include**:

- background documents
- notes
- photographs
- physical evidence
- plans
- recordings
- sketches
- statements

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	• videos.
***Relevant persons* may include**:	• supervisor • client • police • colleagues.
***Feedback* may be sought from**:	• client feedback questionnaire • comments from supervisor, colleagues or client • formal or informal performance appraisals • personal, reflective behaviour strategies • workplace assessment.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Investigative services

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CPPSEC3029A Provide quality investigative services to clients

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to provide quality investigative services to clients. It requires the ability to identify the investigation needs of clients and identify and resolve client service problems. It also requires an ability to review the investigative services to identify required improvements.

This unit may form part of the licensing requirements for persons engaged in investigative work in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in a range of work roles in investigative services. Work is performed under limited supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify client needs.	1.1 Relationship with client is established using appropriate ***interpersonal techniques*** to confirm needs and expectations.
	1.2 Clients are provided with information about available ***investigative services*** to meet their needs and assisted in selection of a preferred option.
	1.3 Benefits and limitations of preferred investigative options to meet client needs are discussed with client using appropriate ***communication skills***.
	1.4 ***Limitations*** in meeting client needs are recognised and assistance sought as required from ***relevant persons***.
2 Deliver investigative services.	2.1 Effective investigative services are provided to meet identified client needs in accordance with ***assignment instructions*** and ***legislative requirements***.
	2.2 Special requirements of client are identified and service adjusted as required in accordance with client requirements.
	2.3 Information regarding ***possible problems*** is promptly communicated to clients and contingency management plans implemented within an appropriate timeframe.
	2.4 ***Investigative evidence*** is gathered and organised in accordance with client and legislative requirements.
3 Review customer	3.1 Client satisfaction is regularly reviewed using ***verifiable***

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ELEMENT	PERFORMANCE CRITERIA
service.	***evidence*** in accordance with assignment instructions. 3.2 Client feedback is analysed in consultation with relevant persons and used as the basis for improvements to service delivery. 3.3 Client complaints are handled promptly and courteously and details recorded. 3.4 Investigative records are safely and securely maintained in accordance with client confidentiality and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- communicate using appropriate channels and communication modes
- identify and comply with applicable legal and procedural requirements, including licensing requirements, relevant to investigative activities
- interpret and follow instructions and procedures
- operate basic investigative equipment
- organise investigative equipment and resources
- participate effectively in meetings, discussions and interviews
- record, report and document information which may be used as evidence
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- risk assessment
- source, collect and organise information
- use and interpret maps and street directories.

Required knowledge

- applicable licensing and legal requirements relevant to investigative operations
- communication channels and modes
- information gathering techniques
- interviewing, reviewing and debriefing processes
- investigative methods using surveillance and factual investigation
- legislative restrictions on the use of recording devices
- observation and monitoring techniques
- operational functions of a range of investigative equipment

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REQUIRED SKILLS AND KNOWLEDGE

- principles of effective communication including interpersonal techniques
- reliable sources and methods for collecting information
- reporting and documentation requirements
- requirements for collecting, preserving and presenting evidence
- requirements for continuity of evidence.
- standards and procedures for client service.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- using communication skills to identify scope of required investigative services and advising client of available options
- conducting an investigation to meet client needs ensuring evidence is valid and gathered in a legal manner
- identifying and promptly handling possible problems and areas of client dissatisfaction and using these as the basis for improvements to service delivery
- ensuring all investigative records and information are maintained with due regard to client confidentiality.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes

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where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Interpersonal techniques* may include**:

- active listening
- being respectful and non-discriminatory to others
- control of tone of voice and body language
- demonstrating flexibility and willingness to negotiate
- interpreting non-verbal and verbal messages
- maintaining professionalism
- providing and receiving constructive feedback
- questioning to clarify and confirm understanding
- two-way communication
- use of communication appropriate to cultural differences
- use of positive, confident and cooperative language.

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***Investigation* may be**:	• factual • surveillance.
Investigative services may include:	• conducting interviews and taking statements • evaluating evidence and information • gathering factual information • mobile and static monitoring of persons or property • surveillance by foot or vehicle.
***Communication skills* may include**:	• active listening • comprehension • note-taking • positive body language • negotiation • questioning • reading accurately • speaking clearly • summarising • writing.
***Limitations* may relate to**:	• authority to conduct investigation • being unsure of best method for investigation • current competence level • difficulties in meeting timelines • insufficient or outdated investigations technology or equipment • licensing requirements • technical expertise or knowledge relating to required investigation • understanding of investigative requirements • understanding or compliance with legal requirements.
***Relevant persons* may include**:	• client • colleagues • investigations specialists • police • security personnel • supervisor.
Assignment instructions may include:	• client identification information • incident and security risk response procedures • investigation purpose and objective • investigation tasks and procedures • investigation timeframe • personal presentation requirements • premises location and layout

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- reporting and documentation requirements
- resource and equipment requirements
- surveillance plan
- travel routes and schedules.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects investigative work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian standards and quality assurance
- authority to conduct investigation
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- restrictions on the use of recording devices
- surveillance and listening devices.

***Possible problems* may relate to**:

- cash flow
- delivery of services
- insurance, time penalties, disputes
- legal or licensing requirements
- limited access to assistance and resources
- limited access to investigative information
- own investigative skills and knowledge
- quality or currency of investigative equipment and technology
- restricted access to subject of investigation
- risks and hazards
- vehicles
- weather and environment conditions.

***Evidence* may relate to**:

- audio evidence
- documentation, records and information relating to investigation
- facts which have been gathered
- films or videos
- photographs
- sketches or drawings
- statements

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***Verifiable evidence* may include**:	• written and electronic notes. • audit documentation and reports • complaints • customer satisfaction questionnaires • lapsed customers • quality assurance data.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Investigative services

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CPPSEC3030A Conduct surveillance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to gather information through surveillance operations. It requires the ability to select appropriate surveillance methods, plan and organise the sequence of activities, and use specialist equipment appropriate to the task. It also requires compliance with legislation applicable to surveillance processes.

This unit may form part of the licensing requirements for persons engaged in investigative work in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in a range of work roles in investigative services. Work is performed under limited supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for surveillance operation.	1.1 Applicable provisions of ***legislative requirements*** relevant to ***assignment instructions*** are identified and complied with.
	1.2 ***Surveillance methods*** are identified and ***background enquiries*** conducted in consultation with ***relevant persons***.
	1.3 ***Resource and equipment*** requirements are confirmed and organised in accordance with client requirements.
	1.4 Equipment is checked for operational effectiveness and faulty or damaged equipment reported or replaced as appropriate.
	1.5 Inspection of surveillance site is conducted to identify and record ***factors*** which may impact upon assignment instructions.
2 Conduct surveillance operation.	2.1 ***Surveillance*** is conducted in accordance with assignment instructions and legislative requirements.
	2.2 Surveillance equipment is positioned and operated in accordance with ***manufacturer's instructions***.
	2.3 Individuals or groups behaving in a suspicious or unusual manner are identified and monitored.
	2.4 Alternate plans are implemented where surveillance integrity is threatened or compromised and reported to relevant persons.
	2.5 ***Evidence*** of surveillance is completed and processed in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with assignment instructions.
3 Complete surveillance operation.	3.1 Report is prepared presenting all relevant facts and observations in appropriate ***format***.
	3.2 Opportunities for improvement are identified and recommendations provided to inform future surveillance.
	3.3 Surveillance records are securely maintained with due regard to confidentiality.
	3.4 Surveillance equipment is checked, cleaned and stored in accordance with manufacturer's instructions.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- advanced driving
- communicate using appropriate channels and communication modes
- covert observation
- defensive driving techniques
- framing digital or video image collection
- identify and comply with applicable legal and procedural requirements, including licensing requirements, relevant to investigative activities
- interpret and follow instructions and procedures
- navigation
- operate basic investigative equipment
- organise equipment and resource requirements
- participate in meetings and interviews
- record, report and document information
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- risk assessment
- source, collect and organise information
- use and interpret maps and street directories.

Required knowledge

- applicable licensing and legal requirements relevant to investigative operations
- communication channels and modes

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REQUIRED SKILLS AND KNOWLEDGE

- evidence management principles
- information gathering techniques
- interviewing, reviewing and debriefing processes
- investigative service options
- legislative restrictions on the use of recording devices
- observation and monitoring techniques
- operational functions of a range of investigative equipment
- principles of effective communication including interpersonal techniques
- reliable and verifiable sources of information
- reporting and documentation requirements
- surveillance equipment, techniques and listening devices.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- complying with applicable legislation, licensing and client requirements for the conduct and reporting of surveillance operations
- conducting surveillance operations using agreed surveillance methods and equipment
- sourcing, organising and managing surveillance information, evidence and records with appropriate regard to client confidentiality and evidence management principles
- presenting surveillance report in a suitable format ensuring coverage of all relevant facts and observations.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment

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- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects investigative work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations

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- anti-discrimination and diversity
- Australian standards and quality assurance
- authority to conduct investigation
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- restrictions in the use of recording devices
- surveillance and listening devices.

Assignment instructions may include:

- client identification information
- incident and security risk response procedures
- investigation purpose and objective
- investigation tasks and procedures
- investigation timeframe
- personal presentation requirements
- premises location and layout
- reporting and documentation requirements
- resource and equipment requirements
- surveillance plan
- travel routes and schedules.

***Surveillance methods* may involve**:

- mobile or static surveillance by vehicle
- mobile or static surveillance by foot
- use of cameras and video equipment
- use of electronic or specialist surveillance equipment.

***Background enquiries* may involve**:

- tracing whereabouts (skiptracing) of subject
- identification of subject using sources such as
  - electoral rolls
  - public records
  - client records
  - visual observation
  - descriptions
  - photographs.
- inspection or observation of likely surveillance sites.

***Relevant persons* may include**:

- client
- industry or government representatives
- police
- security personnel
- supervisor or manager
- technical specialist.

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Resources and equipment may include:

- business equipment
- communication equipment (pager, portable two-way radio, mobile phone)
- laptop computer
- maps and street directories
- pen and notebook
- personal protection equipment
- surveillance equipment:
  - 35mm camera
  - video camera
  - binoculars
  - guise
  - torch
  - mirrors
  - measuring tape
  - infrared
  - telephoto lens
  - tripod
  - voice recorders
  - night vision equipment
  - personal hygiene aids
- transport.

***Factors* may include**:

- competing work demands
- environmental factors (time, weather)
- non-availability of resources and materials
- specialist equipment requirements
- surveillance site layout
- technical specialist requirements
- unforeseen incidents
- workplace hazards, risks and controls.

***Surveillance* may be**:

- covert
- mobile
- overt
- static.

***Manufacturer's instructions* may be found in**:

- equipment specifications
- operator's manual
- plans and diagrams
- printed instruction leaflets
- warranty documents.

***Evidence* may include**:

- audio
- film or video

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- photographs
- sketches
- written and electronic notes.

***Format* may relate to**:

- accuracy
- common industry terminology
- enclosures and attachments
- length
- sequence of coverage
- style
- use of abbreviations
- use of appendices
- use of plain English.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Investigative services

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CPPSEC3031A Organise and operate a surveillance vehicle

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to select a suitable surveillance vehicle to perform required investigative duties. It requires the ability to operate a vehicle to perform both static and mobile surveillance functions while following road and traffic laws and assignment instructions. It also requires the ability to use surveillance equipment to gather information and evidence.

This unit may form part of the licensing requirements for persons engaged in investigative work in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in a range of work roles in investigative services. Work is performed under limited supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Select vehicle.	1.1 ***Assignment instructions*** and ***relevant information*** is used to identify vehicle requirements in accordance with client and ***legislative requirements***.
	1.2 Vehicle is selected based on assessment of all ***factors*** and confirmed with ***relevant persons***.
	1.3 Routine ***pre-operational checks*** are conducted in accordance with ***manufacturer's instructions*** and ***Occupational Health and Safety*** (***OHS***) ***requirements***.
	1.4 Faults and malfunctions are reported and action initiated to rectify problems or seek replacement as appropriate.
	1.5 ***Consumables and spares*** are obtained to allow for contingencies in accordance with investigation objectives.
2 Equip and maintain vehicle.	2.1 ***Suitability of vehicle*** is checked against required ***surveillance*** activities.
	2.2 Internal layout of vehicle is arranged for full use of ***surveillance equipment***.
	2.3 Surveillance equipment is safely secured to maximise comfort and minimise risk in accordance with OHS requirements.
	2.4 Accessibility to ***stores*** is maintained during surveillance in accordance with OHS requirements.
3 Operate vehicle.	3.1 Vehicle is used for surveillance operation in the manner intended in accordance with manufacturer's instructions.

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Driving hazards are anticipated, identified and controlled through the application of safe and defensive driving techniques.
	3.3 Vehicle is driven in a safe and controlled manner to avoid damage to persons, property or the environment.
	3.4 Vehicle is positioned to enable surveillance of person or asset and information gathered in accordance with assignment instructions.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- advanced driving
- apply advanced driving techniques as applies to following from in-front or behind another vehicle and anticipate its movement
- communicate using appropriate channels and communication modes
- covert observation
- identify and comply with applicable legal and procedural requirements, including licensing requirements, relevant to investigative activities
- interpret and follow instructions and procedures
- navigation
- operate basic investigative equipment
- organise equipment and resource requirements
- participate in meetings and interviews
- record, report and document information
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- risk assessment
- source, collect and organise information
- surveillance
- use and interpret maps and street directories
- use listening and recording devices.

Required knowledge

- applicable licensing and legal requirements relevant to surveillance
- body's reaction to exposure to prolonged heat, cold and confined spaces (vehicle)

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REQUIRED SKILLS AND KNOWLEDGE

and strategies to increase endurance
- configuration and operation of information gathering equipment used from a vehicle
- information gathering techniques
- interviewing, reviewing and debriefing processes
- laws of trespass
- legislative restrictions on the use of recording devices
- observation and monitoring techniques
- operational functions of a range of investigative equipment and vehicle
- principles of effective communication including interpersonal techniques
- range of surveillance activities likely to involve use of a vehicle
- reliable and verifiable sources of information
- reporting and documentation requirements
- surveillance techniques.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • selecting and safely operating and stocking a surveillance vehicle and equipment to complete investigative activities within required timeframes and assignment instructions • checking suitability of vehicle for surveillance activities and configuring internal layout to safely secure required equipment and stores • carrying out regular safety checks of vehicle, performing routine maintenance, reporting faults for repair • identifying, interpreting and complying with licensing, legal and procedural requirements for operation of a surveillance vehicle.
Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements,

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performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Assignment

- client identification information

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instructions may include:	• incident and security risk response procedures • investigation purpose and objective • investigation tasks and procedures • investigation timeframe • personal presentation requirements • premises location and layout • reporting and documentation requirements • resource and equipment requirements • surveillance plan • travel routes and schedules.
***Relevant information* may include**:	• applicable legislation and codes of practice • log books • maintenance schedules • manufacturer's instructions • operational plans • operator manual • summary of case history • surveillance terms of reference.

***Legislative requirements* may relate to**:	• applicable commonwealth, state and territory legislation which affects investigative work such as:
	  • workplace safety
	  • environmental issues
	  • equal employment opportunity
	  • industrial relations
	  • anti-discrimination and diversity
	• Australian standards and quality assurance
	• authority to conduct investigation
	• award and enterprise agreements
	• evidence collection
	• freedom of information
	• licensing arrangements and certification requirements
	• privacy requirements
	• relevant industry codes of practice
	• restrictions on the use of recording devices
	• surveillance and listening devices.

Factors which may affect vehicle selection may include:	• area and distance of operation (eg city, suburbs, country) • cost • personal requirements • range of likely uses • surveillance requirements.
***Relevant persons* may**	• manufacturer or car dealer

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include:	• police • security personnel • supervisor • technical specialist.
***Pre-operational checks* may involve**:	• checking log books and maintenance schedule • cleaning, basic repairs and adjustments • identification and segregation of unsafe or faulty equipment for repair or replacement • observing and monitoring noise levels for correct operation • roadworthiness check (age, condition, insurances, licenses and registration) • visual checks for wear and tear.
***Manufacturer's instructions* may be found in**:	• operator's manual • plans and diagrams • printed instruction leaflets • vehicle • vehicle specifications • warranty documents.
Occupational Health and Safety* (*OHS*) *requirements may relate to:	• potential hazards or risks • safety of self and others.
***Consumables and spares* may include**:	• brake fluid • fuel • spare tyre • water.
***Suitability of vehicle* may relate to**:	• curtains • number plates • paint colour • paint style • radio antennas • roof racks • sporting and tradesmen accessories • wheel covers • window tinting.
***Surveillance* may be**:	• covert • mobile • overt • static.
Surveillance	• 35mm camera

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***equipment* may include**:	• binoculars • diary, note pads and pens • guise, torch, mirrors • measuring tape • mobile phone • night vision equipment • personal hygiene aids • telephone directories, maps, street directories • telephoto lens • tripod • video camera • voice recorders.
***Stores* may include**:	• changes of clothing • disguises • electrical adaptation • food and water • open tool box • personal protective equipment • props (books and magazines, salespersons samples, sporting gear) • repair equipment • toilet fittings.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Investigative services

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CPPSEC3032A Gather information by factual investigation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to gather oral, written and electronic information for the carriage of investigation tasks. It requires the ability to plan and carry out factual information gathering activities, analyse and verify information, and present clear and accurate recommendations.

This unit may form part of the licensing requirements for persons engaged in investigative work in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in a range of work roles in investigative services. Work is performed under limited supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for investigative activities.	1.1 Client and ***legislative requirements*** relevant to conducting and investigation and related information are identified and complied with.
	1.2 ***Assignment instructions*** are obtained, reviewed and clarified as required with ***relevant persons***.
	1.3 ***Resource and equipment*** requirements including ***technical specialists*** are confirmed and organised.
	1.5 ***Information sources and systems*** are reliable and used in accordance with assignment objectives.
	1.6 A plan detailing key activities and their sequence is developed taking into consideration all known factors, client instructions and legal requirements.
	1.7 Research and preliminary inquiries are carried out to gather information and ***evidence*** in accordance with legislative requirements.
2 Gather information.	2.1 ***Methods*** used for collecting information are valid and reliable and make efficient use of resources.
	2.2 Interviews and meetings are conducted using effective ***communication skills*** and ***interpersonal techniques*** and demonstrating sensitivity to ***individual social and cultural differences***.
	2.3 Comprehensive statements are taken and physical evidence collected to support ***available facts*** in accordance with legislative requirements.
	2.4 Information is assessed for relevance and accuracy and additional information sought as required from identified sources.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Gathered information is prioritised and organised in a logical manner with regard to continuity of evidence.
3 Report information.	3.1 Report is prepared presenting all relevant facts and observations in appropriate ***format***.
	3.2 Content is evaluated in terms of validity, reliability and relevance in consultation with relevant persons.
	3.3 Client satisfaction with service delivery is reviewed using verifiable data and feedback and recommendations for improvement to service identified.
	3.4 All investigative information and records are securely maintained with due regard to confidentiality.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately record, report and document information and evidence
- analysis
- communicate using appropriate channels and communication modes
- diagramming
- identify and comply with applicable legal and procedural requirements, including licensing requirements, relevant to investigative activities
- illustration
- image compilation
- information technology
- interpret and follow instructions and procedures
- literacy skills to understand and communicate information (reading, writing, speaking, numeracy and listening)
- organise equipment and resource requirements
- plan and conduct meetings and interviews
- problem solving and negotiation
- questioning to check understanding
- reconstruction of facts
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- research

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REQUIRED SKILLS AND KNOWLEDGE

- risk assessment.

Required knowledge

- applicable licensing and legal requirements relevant to investigative activities
- basic investigation techniques
- communication channels and modes
- evidence management principles
- factual information gathering techniques
- how to safeguard confidential information
- how to use business equipment to present information which may be used as evidence
- information management systems and methods
- interviewing, reviewing and debriefing processes
- legislative requirements applicable to the conduct and reporting of investigations
- legislative restrictions on the use of recording devices
- principles of effective communication including interpersonal techniques
- reliable and verifiable sources of information
- reliable sources and methods for collecting information
- reporting and documentation requirements
- requirements for continuity of evidence.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- using reliable sources and methods to gather information that is factual, lawful and relevant to the investigation in compliance with legislative and client requirements
- conducting interviews and meetings using appropriate interpersonal techniques and communication skills, and taking accurate and complete contemporaneous notes and statements
- evaluating and presenting gathered information in an appropriate format within designated timeframes
- collecting, storing and maintaining evidence in accordance with

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evidence management principles.

Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to plain English version of relevant statutes and procedures • access to a registered provider of assessment services • access to a suitable venue and equipment • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different

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work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:	• applicable commonwealth, state and territory legislation which affects investigative work such as:
	  • workplace safety
	  • environmental issues
	  • equal employment opportunity
	  • industrial relations
	  • anti-discrimination and diversity
	• Australian standards and quality assurance
	• authority to conduct investigation
	• award and enterprise agreements
	• evidence collection
	• freedom of information
	• licensing arrangements and certification requirements
	• privacy requirements
	• relevant industry codes of practice
	• restrictions in the use of recording devices.

Assignment instructions may include:	• assignment tasks and procedures • assignment timeframe • client information • investigation purpose and objective • methods of investigation • reporting and documentation requirements • resource and equipment allocations.
Relevant persons **may include**:	• client • industry or government representatives • police • security personnel • supervisor or manager • technical specialist.
Resources and equipment	• 35mm and video cameras • compass • lap-top computer • mobile phones, pagers • personnel • scales • scanners (audio, document, computer)

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	• tape measures • transport • voice recorder, transcript recorder • writing instruments.
***Technical specialists* may be**:	• accountants • engineers • forensic experts • information technology experts • photographers • solicitors, lawyers • specialist investigators • undercover operatives.
Information sources	• colleagues, supervisor, management • government departments or agencies • industry networks • industry specialists • internet and other electronic sources • interviews and meetings • library • newspapers and other print media • photographs • plans, map and schematic drawings • police • professional bodies • records, reports, case notes.
***Information systems* may depend on**:	• importance of information • reliability of information • sensitivity of information • source or origin of information • where information is to be disseminated.
***Evidence* may be**:	• circumstantial • direct • documentary • hearsay • opinion • physical.
***Methods* for collecting information may include**:	• electronic • meetings and interviews • photograph and filmed evidence • pretext inquiries • questioning

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- researching public records
- taking statements
- testing of rumour
- undercover operations
- use of informants.

***Communication skills* may include**:

- active listening
- comprehension
- negotiation
- note-taking
- positive body language
- questioning
- reading accurately
- speaking clearly
- summarising
- writing.

***Interpersonal techniques* may include**:

- active listening
- being respectful and non-discriminatory to others
- control of tone of voice and body language
- demonstrating flexibility and willingness to negotiate
- interpreting non-verbal and verbal messages
- maintaining professionalism
- providing and receiving constructive feedback
- questioning to clarify and confirm understanding
- two-way communication
- use of communication appropriate to cultural differences
- use of positive, confident and cooperative language.

***Social and cultural differences* may relate to**:

- dress and personal presentation
- food
- language
- religion
- social conventions
- traditional practices
- values and beliefs.

***Available facts* may relate to**:

- accident reports
- claims
- employer accident records
- machinery reports
- medical reports
- personal records
- personnel records
- policies

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- travel documents.

***Format* may relate to**:

- accuracy
- common industry terminology
- enclosures and attachments
- length
- sequence of coverage
- style
- use of abbreviations
- use of appendices
- use of plain English.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Investigative services

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CPPSEC3033A Conduct interviews and take statements

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to acquire information by interview and take statements to assist or initiate an investigation. It requires the ability to plan and carry out effective information gathering activities through interview and post-interview processes, use recording equipment, take accurate statements and manage all investigative information in a secure and confidential manner.

This unit may form part of the licensing requirements for persons engaged in investigative work in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in a range of work roles in investigative services. Work is performed under limited supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for interview.	1.1 Client and ***legislative requirements*** relevant to briefing and debriefing procedures and processes are identified and complied with.
	1.2 ***Assignment instructions*** and ***background material*** is obtained, reviewed and clarified as required with ***relevant persons***.
	1.3 ***Resource*** requirements are confirmed and organised in accordance with investigative objectives.
	1.4 Interview location is accessible and non-threatening and encourages safety, confidentiality and confidence.
	1.5 Recording equipment is checked for correct operation in accordance with ***manufacturer's instructions***.
	1.6 Arrangements are made as required for a witness to be present at interview to ensure information is not compromised in accordance with legislative requirements.
2 Conduct interview.	2.1 Interview is conducted using effective ***communication skills***, ***interpersonal techniques*** and sensitivity to individual ***social and cultural differences***.
	2.2 Appropriate ***protocols and procedures*** are used in accordance with legislative requirements.
	2.2 Interview ***plan*** and ***strategies*** are followed and adjusted and ***contingencies*** implemented to address changing circumstances.
	2.4 Appropriate equipment and recording methods are used in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with manufacturer's instructions.
	2.5 Contradictions, ambiguity, uncertainty or misunderstandings are identified and clarified during the interview.
	2.7 Physical evidence presented during interview is described in full in accordance with legislative requirements.
3 Take statements.	3.1 ***Format*** and ***procedures*** for taking ***statements*** are observed and complied with.
	3.2 Statements are taken in the first person and accurately reflect the interviewee's knowledge of the interview subject matter.
	3.3 Statement includes written affirmation from interviewee as to their understanding of its contents and the conditions under which it was made.
	3.4 Statement is signed and dated by interviewee and witnessed by interviewer or sworn in front of a ***duly authorised person*** in accordance with legislative requirements.
4 Complete interview.	4.1 Interview is terminated in a sincere, courteous and friendly manner.
	4.2 Copy of records of interview are provided to interviewee and receipted in accordance with legislative requirements.
	4.3 Notes made during interview and other relevant information are retained and secured with due regard to confidentiality and principles of evidence management.
	4.4 Post-interview procedures are conducted as required and records updated.
	4.5 Interview results are reviewed, reported and securely maintained in accordance with legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately record, report and document information and evidence
- communicate using appropriate channels and communication modes
- disseminate information with due regard to confidentiality issues

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REQUIRED SKILLS AND KNOWLEDGE

- elicit accurate information from interviewee
- evaluate diverse pieces of information and promptly clarify misunderstandings, ambiguity or contradictions
- identify and comply with applicable legal and procedural requirements, including licensing requirements, relevant to conduct of interviews and evidence collection
- information technology
- organise and operate recording and other equipment
- plan and conduct meetings and interviews
- prepare and compile statements in required formats
- prioritise work tasks and complete activities within designated timeframes
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- risk assessment
- use information storage and retrieval systems
- verify information for accuracy and relevance.

Required knowledge

- applicable licensing and legal requirements for conducting interviews and taking statements
- continuity of evidence
- effective interpersonal techniques
- information management systems and methods
- interview strategies and techniques
- interviewing, reviewing and debriefing processes
- post-interview procedures
- principles of continuity of evidence
- principles of effective communication including interpersonal techniques
- procedures for the security and storage of information
- procedures for the use of interpreters
- recording methods and use of recording equipment
- reliable and verifiable sources of information
- reporting and documentation requirements
- requirements for duly authorised persons to swear statements
- rights of individuals in relation to the conduct of interviews and statement compilation
- techniques for negotiation, conflict resolution and problem solving.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- effectively planning the sequence of key questions for eliciting relevant information and arranging appropriate resources, equipment and location for the conduct of interviews
- conducting interviews and meetings using appropriate interpersonal techniques and taking accurate and complete contemporaneous notes and statements
- collecting information in an accurate and systematic manner and handling all information in a safe and secure manner with due regard to confidentiality requirements and principles of evidence management.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all

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cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects investigative work such as:
  - Insurance Contracts Act
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian standards and quality assurance
- authority to conduct investigation
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- restrictions in the use of recording devices.

Assignment instructions may include:

- assignment purpose and objective
- assignment tasks and procedures
- assignment timeframe

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- client information
- methods of interview
- reporting and documentation requirements
- resource and equipment allocations.

***Background material* may include**:

- client instructions
- file notes
- records of previous interviews
- reports
- results of preliminary inquiries.

***Relevant persons* may include**:

- client
- counsellor
- industry or government representatives
- investigative specialist
- medical staff
- police
- security personnel
- supervisor.

Business equipment and technology may include:

- calculators
- facsimile machines
- standard commercial computer software and hardware
- telephones.

Resources may include:

- calculators
- facilities
- finance
- information
- information technology
- interpreter
- personnel
- specialist services and support
- time
- transport.

***Manufacturer's instructions* may be found in**:

- equipment specifications
- operator's manual
- plans and diagrams
- printed instruction leaflets
- warranty documents.

***Communication skills* may include**:

- accepting and listening to responses
- active listening
- comprehension
- displaying objectivity and impartiality
- frank and fair questioning

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- negotiation
- note-taking
- positive body language
- reading accurately
- speaking clearly
- summarising
- writing.

***Interpersonal techniques* may include**:

- active listening
- being respectful and non-discriminatory to others
- control of tone of voice and body language
- demonstrating flexibility and willingness to negotiate
- interpreting non-verbal and verbal messages
- maintaining professionalism
- providing and receiving constructive feedback
- questioning to clarify and confirm understanding
- two-way communication
- use of communication appropriate to cultural differences
- use of positive, confident and cooperative language.

***Social and cultural differences* may relate to**:

- dress and personal presentation
- food
- language
- religion
- social conventions
- traditional practices
- values and beliefs.

***Interview plan* may include**:

- interview schedules
- key questions
- list of interview participants
- presentation of physical evidence
- sequence of activities.

***Interview strategies* may include consideration of**:

- avoiding cross-examinations
- excluding leading questions
- excluding multiple questions
- interview method (direct questioning, empathetic questions)
- interviewee status (disability, age, gender, ethnicity, race)
- location and timing
- strategies for developing rapport.

***Contingencies* may include**:

- age of interviewee (eg, minor)
- allegations of misconduct
- change in demeanour of interviewee

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	• disclosed information • equipment failure • inadequate language skills • physical or psychological disabilities • refusal to answer questions • suspect request.
***Protocols and procedures* may include**:	• confidentiality assurances • informing interviewee of - their rights - the purpose of the interview - the sequence of activities - how the interview will be recorded • introductions • verification of identification.
***Format requirements* may include**:	• established style and structure • handwritten or typed • question and answer • record of interview (written, typed, audio, video).
***Statements* may include**:	• affidavits • records of interview • statutory declarations • witness record.
***Procedures* for taking statements may include**:	• clear and concise reporting • detailing in writing all statements made by interviewee • summarising of relevant points • taking contemporaneous notes.
***Duly authorised person* may be**:	• justice of the peace • magistrate • solicitor.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Investigative services

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CPPSEC3034A Operate information gathering equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to operate equipment to gather information about persons, items or assets. It requires the ability to determine surveillance methods, operate surveillance equipment and document information. It also requires compliance with legislation applicable to investigation processes.

This unit may form part of the licensing requirements for persons engaged in investigative work in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in a range of work roles in investigative services. Work is performed under limited supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Select equipment required.	1.1 ***Assignment instructions*** are reviewed to identify ***information gathering activities*** and ***equipment*** needs in accordance with client and ***legislative requirements***.
	1.2 Necessary equipment is ***sourced*** and accessed in accordance with assignment instructions.
	1.3 Routine ***pre-operational checks*** are carried out according to ***manufacturer's instructions***.
	1.4 Faults and malfunctions are reported and action initiated to rectify problems or seek replacement as appropriate.
2 Operate equipment.	2.1 Training, licensing and legislative requirements are identified and complied with prior to and during equipment operation.
	2.2 Equipment is operated in a safe and controlled manner according to manufacturer's instructions.
	2.3 ***Occupational Health and Safety*** (***OHS***) ***issues*** are identified and appropriate risk control measures implemented.
3 Maintain and store equipment.	3.1 Cleaning and maintenance of equipment are conducted in accordance with manufacturer's instructions.
	3.2 Complex faults or repair requirements outside area of responsibility or competence are reported for specialist advice.
	3.3 Equipment is stored in a safe and secure area in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with manufacturer's instructions.
	3.4 Records and ***documentation*** are completed and maintained with due regard to client confidentiality.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply safe workplace practices and procedures
- communicate in a clear and concise manner
- communicate using appropriate channels and communication modes
- identify and comply with applicable legal and procedural requirements, including licensing requirements relevant to information gathering activities
- identify faults and determine appropriate repair or replacement action
- interpret and follow instructions and procedures
- maintain inventory of equipment and consumables
- measure and calculate consumption and servicing requirements
- operate a range of information gathering equipment
- organise equipment and resource requirements
- read and interpret basic technical information
- record, report and document information which may be used as evidence
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- risk assessment
- solve routine problems
- use and interpret maps and street directories.

Required knowledge

- applicable licensing and legal requirements relevant to investigative operations
- common and complex equipment faults
- configuration and operation of information gathering equipment used from a vehicle
- interviewing, reviewing and debriefing processes
- legal implications relating to use of ancillary equipment for listening, tracking, observation, record keeping associated with note taking
- observation and monitoring techniques

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REQUIRED SKILLS AND KNOWLEDGE

- operational functions of a range of investigative equipment
- pre-operational checking functions and procedures
- principles of effective communication including interpersonal techniques
- procedures for gathering information by factual investigation or surveillance
- reporting and documentation requirements
- requirements for the securing and storage of information gathering equipment and consumables
- routine maintenance procedures for investigative equipment.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- selecting information gathering equipment appropriate to the investigative operation based on information gathered and a review of client and assignment instructions
- carrying out pre-operational checks and identifying and reporting faulty, malfunctioning or damaged equipment for repair or replacement
- safely and effectively operating a range of information gathering equipment in compliance with applicable legislative and licensing requirements
- Cleaning, maintaining and storing information gathering equipment and completing and maintaining associated records and documentation.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and

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procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Assignment instructions may include:

- client identification information
- incident and security risk response procedures
- investigation purpose and objective
- investigation tasks and procedures
- investigation timeframe
- personal presentation requirements
- premises location and layout

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- reporting and documentation requirements
- resource and equipment requirements
- surveillance plan
- travel routes and schedules.

***Information gathering activities* may include**:

- mobile and static foot surveillance
- mobile and static vehicle surveillance
- use of 35mm camera
- use of electronic surveillance equipment
- use of video equipment.

Equipment for information gathering may include:

- audible and visual warning devices
- binoculars, telephoto lens, tripod
- detection devices
- electronic counter surveillance equipment
- electronic readers and recognition controls
- infra-red, night vision equipment
- measuring tape
- mirrors
- mobile phone and other means of communication
- scanners
- spares and consumables (notepads, guise, pens, film, batteries, licences, street maps, telephone directories, light bulbs, credit cards, cash, protective clothing, public transport tickets, vehicle fuel)
- torch
- videos, cameras, recorders
- voice recorders.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects investigative work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian standards and quality assurance
- authority to conduct investigation
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- restrictions in the use of recording devices

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	• surveillance and listening devices • trade practices.
***Sources* of information gathering equipment may include**:	• data • distributor • internal records • manufacturer • market availability • organisational stores • publications such as industry newsletters, advertising brochures, magazines, professional association magazines • retailer.
***Routine pre-operational checks* may include**:	• checking log books and maintenance schedule • cleaning, priming, tightening, basic repairs and adjustments • identification and segregation of unsafe or faulty equipment for repair or replacement • observing and monitoring noise levels for correct operation • visual checks for wear and tear.
***Manufacturer's instructions* may be found in**:	• attached to the equipment • equipment specifications • operator manual • plans and diagrams • printed instruction leaflets • warranty documents.
Occupational Health and Safety* (*OHS*) *issues may relate to:	• potential or existing hazards or risks • safety of self and others.
***Documentation* may include**:	• computer-based information • diary logs • inventory • maintenance records • original and back-up tapes • original, copy and negative film or photographs • record of usage of equipment (written, card, electronic).

Unit Sector(s)

Unit sector	Security

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Competency field

Competency field Investigative services

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CPPSEC3035A Identify technical security requirements

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to determine the technical security requirements for small domestic or commercial environments. It requires the ability to use appropriate methods and techniques to gather and assess information to accurately determine and recommend security options to meet identified client needs.

This unit may form part of the licensing requirements for persons providing advice, solutions or strategies to minimise security risks in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the assessment of technical security requirements for domestic and commercial environments. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to identify security requirements.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with. 1.2 Assignment instructions are obtained, reviewed and clarified as required with ***relevant persons***. 1.3 Consultative processes are conducted to establish the ***scope*** and immediate, short and long term security requirements of the ***client***. 1.4 Appropriate communication and ***interpersonal techniques*** are used which reflect sensitivity to individual ***social and cultural differences***. 1.5 Specialist resources and sources of information are accessed and assessed as required. 1.6 Limitations in determining client needs are recognised and specialist advice is sought as required.
2 Identify security requirements.	2.1 ***Site access and specific site requirements*** are identified and appropriate arrangements made in accordance with organisational procedures. 2.2 ***Relevant information*** appropriate to assignment instructions is gathered from reliable sources in accordance with organisational procedures. 2.3 A ***site assessment*** is conducted and ***documented*** in accordance with organisational procedures. 2.4 Site ***security risk factors*** are identified and assessed in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisational procedures.
3 Document security requirements.	3.1 ***Business equipment and technology*** is used to prepare and present information in required format and style.
	3.2 An assessment of client security requirements is completed within designated timeframes and presented for review to relevant persons.
	3.3 Assessment contains comprehensive information about available security equipment, systems and services to meet identified security requirements.
	3.4 Recommendations and alternative options are prioritised and supported by verifiable evidence.
	3.5 Information is securely maintained with due regard to client confidentiality.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply active listening
- apply basic numeracy techniques
- apply safe and efficient work practices
- assess existing site security systems
- communicate in a clear and concise manner
- comply with relevant legislative and regulatory requirements including licensing
- determine site technical security requirements
- enter data using basic keyboarding skills
- identify potential security threats to people, property and premises
- organise work tasks in a methodical manner
- prepare and present reports
- present a professional image to members of the public and colleagues
- prioritise tasks and complete work within designated timeframes
- read and interpret plans, designs and specifications
- relate to people from different social and cultural backgrounds.

Required knowledge

- basic problem solving strategies

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REQUIRED SKILLS AND KNOWLEDGE

- building construction methods and types
- duty of care
- legislative and organisational policies and procedures including licensing requirements
- operational principles of business equipment and information technology
- organisational and client confidentiality requirements
- principles of effective communication
- procedures to assess security systems including security manpower
- relevant industry standards and codes of conduct
- reporting procedures and documentation requirements and processes
- security risk assessment methods
- types and functions of technical security equipment, systems and services.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- identifying applicable legislative requirements which will impact on security assessment and accurately completing all documentation
- preparing a summary of assessed client needs and prioritising security recommendations in a format suitable for review
- sourcing and gathering relevant information and conducting a comprehensive site assessment to identify client assets, activities and existing security arrangements
- using appropriate methods to determine suitable technical security requirements and options to meet client needs and expectations
- using appropriate security assessment methods to determine client security requirements.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

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Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian building codes and regulations
- Australian Communications Authority cabling standards
- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- Occupational Health and Safety (OHS) policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Assignment instructions* may include**:

- access to site, security clearance and specific site requirements
- budget constraints
- equipment requirements:
  - business equipment
  - communication equipment

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- reporting and documentation requirements
- specific client requirements
- timeframes
- work schedules and completion dates
- work tasks and procedures.

***Relevant persons* may include**:

- clients
- colleagues
- engineers and technicians
- equipment and systems manufacturers
- security consultants
- security personnel
- site managers or project managers
- supervisor.

***Scope* may relate to**:

- conformance with insurance requirements
- legislative, regulatory or industry requirements
- protection of persons, property or assets.

***Client* may be**:

- building supervisor
- government authorities
- manager
- project manager
- property agent
- property owner
- tenant.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising
- two-way interaction
- use of plain English
- use of positive, confident and cooperative language.

***Social and cultural differences* may relate to**:

- dress and personal presentation
- food
- language

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	• religion • social conventions • traditional practices • values and beliefs.
***Site access and specific site requirements* may relate to**:	• access and egress points • access codes, keys or passes • building codes and regulations • heritage requirements • noise control • obtaining security clearance • OHS requirements • time of access to site • union requirements.
***Relevant information* may include**:	• areas requiring a higher level of security • business and operational plans • core business activities and functions • current and proposed operating environments, assets and systems • current management strategies • existing security systems and equipment • insurance policies • security incident history.
***Site assessment* may involve identifying**:	• access and egress patterns • existing security equipment and systems • floor plan • site restrictions and regulations • type and condition of building structures.
Assessment *documentation* may include:	• checklists • client briefs • existing security equipment and systems • floor plans • recommendations • specifications • written and electronic reports.
***Security risks factors* may relate to**:	• adequacy of street lighting • break-in • burglary • client habits eg doors left unlocked • deliberate or accidental damage • entry points screened from public view • external doors without deadlocks or with hinges opening outward

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- neighbourhood crime rating
- pilferage
- proximity of other buildings
- sabotage
- theft
- threats of loss, harm or damage to persons or property
- traffic flow
- trespass
- unauthorised access
- unsecured windows and doors
- vandalism.

Business equipment and technology may include:

- calculators
- facsimile machines
- internet
- personal schedulers
- photocopiers
- printers
- standard commercial computer software and hardware
- telephones.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Technical security

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CPPSEC3036A Program security equipment and system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to program a range of security equipment and systems. It requires the ability to accurately determine configuration parameters and program security equipment and systems to meet client requirements. This work applies in extra low voltage as defined through the Australian standards AS 2201 (1986) environments.

This unit may form part of the licensing requirements for persons responsible for programming security equipment and systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the programming of security equipment and systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for programming.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with. 1.2 Assignment instructions are obtained, reviewed and confirmed as required with ***relevant persons***. 1.3 ***Security equipment and system*** to be configured and programmed is identified and confirmed. 1.4 Programming requirements and configuration parameters appropriate to the security equipment and system are confirmed and clarified as required. 1.5 ***Tools***, ***equipment and materials*** needed to carry out the work are selected and checked for correct operation and safety. 1.6 Potential and existing ***risks and hazards*** in the work area are identified and controlled in accordance with ***Occupational Health and Safety*** (***OHS***) requirements and own role, competence and authority.
2 Program security equipment and system.	2.1 ***Personal protection equipment*** is selected and used in accordance with OHS requirements. 2.2 Security equipment and system is powered, programmed and configured in accordance with assignment instructions. 2.3 Correct operational procedures and compliance requirements are observed and followed in accordance

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ELEMENT	PERFORMANCE CRITERIA
	with manufacturer's instructions.
	2.4 Configuration of security equipment and system is tested and checked using approved procedures.
	2.5 Required adjustments to programming instructions are determined and confirmed with relevant persons.
	2.6 Safe workplace practices are applied throughout programming process in accordance with OHS requirements.
3 Complete programming activities.	3.1 Programmed security equipment and system is inspected to confirm operational effectiveness and conformance with assignment instructions.
	3.2 Work area is restored to original condition, waste disposed of and tools and equipment cleaned and stored in accordance with organisational requirements.
	3.3 Malfunctions, faults, wear or damage to tools or equipment is documented and reported for repair or replacement in accordance with organisational procedures.
	3.4 Notification of work completion is made to relevant persons in accordance with organisational procedures.
	3.5 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately identify and handle cables
- apply safe and environmentally aware work practices
- communicate in a clear and concise manner
- complete documentation
- download and upload digital information
- estimate and organise materials, tools and equipment requirements
- identify and comply with applicable legislative requirements including licensing
- identify and control workplace hazards
- identify and follow routine workplace safety procedures
- identify and report faulty equipment

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REQUIRED SKILLS AND KNOWLEDGE

- operate security equipment and systems
- organise and prioritise work tasks
- power security systems
- program and configure security equipment and systems
- read a multimeter
- read and interpret plans and specifications
- solve routine problems
- test security equipment and systems
- use suitable tools and equipment, including hand and power tools
- work in confined spaces.

Required knowledge

- applicable legislative requirements including licensing and client confidentiality
- building construction methods and types
- cable identification methods and techniques
- earthing systems arrangements and requirements
- electrical concepts
- emergency procedures
- keypad and control panel types and functions
- methods of equipment and system programming
- procedures for accessing and storing tools, equipment and materials
- procedures for reporting malfunctioning or faulty tools and equipment
- procedures to power systems
- reporting and documentation requirements
- requirements for compliance with Australian building codes and regulations and Australian Communications Authority cabling standards
- requirements for working at height and in a confined space
- risks and hazards associated with programming procedures
- safe workplace procedures
- technical terminology
- types and functions of computer software
- types of security equipment and system configurations
- types, functions and features of security equipment and systems
- waste disposal procedures.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- interpreting and complying with all applicable legislative and licensing requirements for programming work
- accessing security equipment and systems with minimal disruption to client, services or normal work routines
- accurately determining programming requirements and configuration parameters of security equipment and systems
- applying appropriate methods to program and configure security equipment and systems
- cleaning and storing tools and equipment and reinstating work site to a clean and safe condition
- following safe and efficient work practices in the use of tools and equipment and managing risks and hazards in the work area
- organising own work tasks within specified programming timeframes and completing documentation related to programming services
- carrying out checks to ensure the integrity, security and safety of security equipment and system.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures

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- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian building codes and regulations
- Australian Communications Authority cabling standards
- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice

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- telecommunications
- trade practices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Assignment instructions* may include**:

- access to site and specific site requirements
- equipment, tools and material requirements
- equipment and system location information
- personal protection clothing and equipment requirements
- reporting requirements
- security equipment and system information:
  - features, functions and capabilities
  - installation procedures
  - manufacturer's instructions
  - service and maintenance requirements
  - type
  - warranties and guarantees
- specific client requirements
- timeframes
- work schedules
- work tasks and procedures.

***Relevant persons* may include**:

- clients
- colleagues
- engineers and technicians
- equipment and systems manufacturers
- security consultants
- security personnel

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- site managers or project managers
- supervisor.

Security equipment and systems may include:

- access control systems
- audible and visual warning devices
- cameras and monitors
- commercial and residential alarm systems
- detection devices
- electric and mechanical fire safety and fire locking systems
- electronic locks and locking systems
- electronic readers
- electronic screen equipment
- intercoms and control panels
- security doors and door controls
- specialised access control systems eg biometrics.

Security systems may be:

- computerised
- electronic
- mechanical
- procedural.

***Tools, equipment and materials* may include**:

- cable testing equipment
- communications equipment
- computer disks
- crimp tools
- hand tools
- ladder
- multimeter
- personal protection equipment
- power tools
- templates.

***Risks and hazards* may relate to**:

- chemical hazards eg battery corrosion
- exposed electrical wiring
- exposure to:
  - asbestos
  - building debris
  - dust
  - glass fibre
  - live power
  - natural and other gas build-up
  - noise
  - vermin
  - water

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	• manual handling • non-compliance with building codes and regulations.

***Occupational Health and Safety* (*OHS*) *requirements* may relate to**:	• emergency procedures
	• following confined spaces procedures
	• implementation of safety policies and procedures
	  • chemicals, gas and vapour
	  • isolation procedures
	  • monitoring and testing procedures
	  • use of personal protection equipment and clothing
	  • work clearance procedures
	• risk and hazard recognition
	• safety training
	• working with electrical wiring and cables
	• working with tools and equipment.

***Personal protection equipment* may include**:	• breathing apparatus • fire extinguisher • first aid kit • gloves • head protection • hearing protection • knee pads • masks • safety boots • safety glasses. • warning signs and tapes • witches hats.
***Documentation* may include**:	• adjustments to original cable plan • faulty or malfunctioning tools and equipment • materials used • security equipment and system positioning • testing and inspection results • work activity report • written and electronic reports.

Unit Sector(s)

Unit sector	Security

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Competency field

Competency field Technical security

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CPPSEC3037A Test installed security equipment and system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to test a range of security equipment and systems including cable systems, equipment components and programming. It requires the ability to select and carry out tests suitable to confirm the integrity, security and safety of the security equipment and system. This work applies in extra low voltage as defined through the Australian Standards AS 2201 (1986) environments.

This unit may form part of the licensing requirements for persons responsible for testing security systems and equipment in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the testing of security equipment and systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for testing.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with. 1.2 Assignment instructions are obtained, reviewed and confirmed as required with ***relevant persons***. 1.3 ***Security equipment and system*** to be ***tested*** is identified and confirmed. 1.4 Testing parameters appropriate to the security equipment and system are confirmed in accordance with manufacturer's instructions. 1.5 ***Tools***, ***equipment and materials*** needed to carry out the work are selected and checked for correct operation and safety. 1.6 Potential and existing ***risks and hazards*** in the work area are identified and controlled in accordance with ***Occupational Health and Safety*** (***OHS***) requirements and own role, competence and authority.
2 Test security equipment and system.	2.1 ***Personal protection equipment*** is selected and used in accordance with OHS requirements. 2.2 Parts or connections of security equipment and system are removed in accordance with approved procedures and safely stored to protect against loss or damage. 2.3 Tests are conducted in accordance with approved procedures and manufacturer's instructions.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Tests provide reliable and accurate test data on the operation and functioning of security equipment and system.
	2.5 Security equipment and system is reassembled and returned to pre-test condition in accordance with manufacturer's instructions.
	2.6 Safe workplace practices are applied throughout programming process in accordance with OHS requirements.
	2.7 Personal limitations in conducting testing procedures are identified and assistance is sought from relevant persons in accordance with organisational procedures.
3 Complete testing.	3.1 Security equipment and system is checked to confirm operational effectiveness.
	3.2 Operational errors or deficiencies in security equipment and system is documented and reported in accordance with organisational procedures.
	3.3 Test results are accurately recorded and processed in accordance with organisational procedures.
	3.4 Work area is restored to original condition, waste disposed of and tools and equipment cleaned and stored in accordance with organisational requirements.
	3.5 Malfunctions, faults, wear or damage to tools or equipment is documented and reported for repair or replacement in accordance with organisational procedures.
	3.6 Notification of work completion is made to relevant persons in accordance with organisational procedures.
	3.7 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately identify and handle cables
- apply safe and environmentally aware work practices
- communicate in a clear and concise manner

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REQUIRED SKILLS AND KNOWLEDGE

- complete documentation
- download and upload digital information
- estimate and organise materials, tools and equipment requirements
- evaluate test results
- identify and comply with applicable legislative requirements including licensing
- identify and control workplace hazards
- identify and follow routine workplace safety procedures
- identify and report faulty equipment
- identify, isolate, test and tag cables
- operate security equipment and systems
- organise and prioritise work tasks
- power security systems
- read a multimeter
- read and interpret plans and specifications
- solve routine problems
- test security equipment and systems
- use keypads and control panels
- use suitable tools and equipment, including hand and power tools and testing devices
- work in confined spaces.

Required knowledge

- applicable legislative requirements including licensing and client confidentiality
- building construction methods and types
- cable identification methods and techniques
- circuit protection requirements
- earthing systems arrangements and requirements
- electrical concepts
- electrical connections and types of electrical circuits
- emergency procedures
- isolating and testing procedures
- keypad and control panel types and functions
- procedures for accessing and storing tools, equipment and materials
- procedures for reporting malfunctioning or faulty tools and equipment
- procedures to power systems
- reporting and documentation requirements
- requirements for compliance with Australian building codes and regulations and Australian Communications Authority cabling standards
- requirements for working at height and in a confined space
- risks and hazards associated with programming procedures
- safe workplace procedures

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REQUIRED SKILLS AND KNOWLEDGE

- technical terminology
- types and functions of computer software
- types of security equipment and system configurations
- types, functions and features of security equipment and systems
- types, functions and features of tools and equipment including testing devices
- waste disposal procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- determining testing parameters appropriate to type of security equipment and system and accurately interpreting test results
- following safe and efficient work practices in the use of tools and equipment and managing risks and hazards in the work area
- interpreting and complying with applicable legislative and licensing requirements for testing work
- organising own work tasks within specified testing timeframes and completing documentation related to testing services
- using appropriate methods and approved procedures to disassemble and reassemble components of security equipment and system
- cleaning and storing tools and equipment and reinstating work site to a clean and safe condition
- using appropriate procedures to carrying out tests to check and confirm security equipment and system performance and operational effectiveness.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and

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procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements* may**

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety

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relate to:

- environmental issues
- equal employment opportunity
- industrial relations
- anti-discrimination and diversity
- Australian building codes and regulations
- Australian Communications Authority cabling standards
- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Assignment instructions* may include**:

- access to site and specific site requirements
- equipment and system location information
- equipment, tools and material requirements
- personal protection clothing and equipment requirements
- reporting requirements
- security equipment and system information:
  - features, functions and capabilities
  - installation procedures
  - manufacturer's instructions

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- service and maintenance requirements
- type
- warranties and guarantees
- specific client requirements
- timeframes
- work schedules
- work tasks and procedures.

***Relevant persons* may include**:

- clients
- colleagues
- engineers and technicians
- equipment and systems manufacturers
- security consultants
- security personnel
- site managers or project managers
- supervisor.

Security equipment and systems may include:

- access control systems
- audible and visual warning devices
- cameras and monitors
- commercial and residential alarm systems
- detection devices
- electric and mechanical fire safety and fire locking systems
- electronic locks and locking systems
- electronic readers
- electronic screen equipment
- intercoms and control panels
- security doors and door controls
- specialised access control systems eg biometrics.

Security systems may be:

- computerised
- electronic
- mechanical
- procedural.

Tests may involve:

- alarm tests
- calibration tests
- correct relaying of information and data
- coverage tests
- detection tests
- functional tests
- safety tests
- testing of cables
- testing of wiring and connections:

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- continuity
- resistance
- earth leakage
- voltage

- testing to specifications
- walk tests.

Tools**, **equipment and materials **may include**:

- cable testing equipment
- communications equipment
- computers and computer software
- crimp tools
- hand tools
- ladder
- multimeter
- personal protection equipment
- power tools
- templates
- test board
- test tape.

Risks and hazards **may relate to**:

- chemical hazards eg battery corrosion
- exposed electrical wiring
- exposure to:
  - asbestos
  - building debris
  - dust
  - glass fibre
  - live power
  - natural and other gas build-up
  - noise
  - vermin
  - water
- manual handling
- non-compliance with building codes and regulations.

Occupational Health and Safety** (**OHS**) **requirements **may relate to**:

- emergency procedures
- following confined spaces procedures
- implementation of safety policies and procedures:
  - chemicals, gas and vapour
  - isolation procedures
  - monitoring and testing procedures
  - use of personal protection equipment and clothing
  - work clearance procedures

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- risk and hazard recognition
- safety training
- working with electrical wiring and cables
- working with tools and equipment.

***Personal protection equipment* may include**:

- breathing apparatus
- fire extinguisher
- first aid kit
- gloves
- head protection
- hearing protection
- knee pads
- masks
- safety boots
- safety glasses.
- warning signs and tapes
- witches hats.

***Documentation* may include**:

- adjustments to original cable plan
- cable identification records
- faulty or malfunctioning tools and equipment
- location of security equipment and system
- materials used
- testing and inspection results
- work activity report
- written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Technical security

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CPPSEC3038A Commission and decommission security equipment and system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to commission and decommission a range of security equipment and systems. It requires the ability to apply appropriate procedures and use suitable tools and equipment to commission and decommission security equipment and systems. This work applies in extra low voltage as defined through the Australian standards AS 2201 (1986) environments.

This unit may form part of the licensing requirements for persons responsible for commissioning and decommissioning security systems and equipment in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving security equipment and systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for commissioning or decommissioning activities.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with. 1.2 Assignment instructions are obtained, reviewed and confirmed as required with ***relevant persons***. 1.3 ***Security equipment and system*** to be ***commissioned*** or ***decommissioned*** is identified and confirmed. 1.6 ***Tools***, ***equipment and materials*** needed to carry out the work are selected and checked for correct operation and safety. 1.7 ***Site access and specific site requirements*** are confirmed and organised in accordance with organisational procedures. 1.8 Appropriate ***interpersonal techniques*** are used to consult with relevant persons to ensure the work is coordinated effectively with others in the work area. 1.9 Potential and existing ***risks and hazards*** in the work area are identified and controlled in accordance with ***Occupational Health and Safety*** (***OHS***) requirements and own role, competence and authority.
2 Commission security equipment and	2.1 ***Personal protection equipment*** is selected and used in accordance with OHS requirements.

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ELEMENT	PERFORMANCE CRITERIA
system.	2.2 Security equipment and system is accessed with minimal disruption to surrounding environment and services. 2.3 Equipment interconnections and parameters are confirmed in accordance with system specifications. 2.4 ***Customisation*** of security equipment and system to meet assignment instructions is conducted in accordance with approved procedures. 2.5 Non-software configurations are set and confirmed and software is installed and hardware data loaded in accordance with manufacturer's instructions. 2.6 Performance tests are conducted to ensure security equipment and system operation meets prescribed parameters and specifications. 2.7 Malfunctions or deviations from recommended specifications are documented and reported. 2.8 ***Hand-over*** of commissioned security equipment and system is conducted in accordance with organisational procedures. 2.9 Safe workplace practices are applied throughout programming process in accordance with OHS requirements.
3 Decommission security equipment and system.	3.1 Personal protection equipment is selected and used in accordance with OHS requirements. 3.2 Security equipment and system is accessed with minimal disruption to surrounding environment and services. 3.3 Isolation procedures to protect the operation of existing services are confirmed with relevant persons and implemented in accordance with manufacturer's instructions. 3.4 Sources of energy are safely terminated in accordance with manufacturer's instructions. 3.5 Security equipment and system components are ***removed*** in accordance with approved procedures and manufacturer's instructions. 3.6 Clear and concise communication is maintained with relevant persons during decommissioning procedures in accordance with organisational procedures. 2.7 Safe workplace practices are applied throughout programming process in accordance with OHS requirements.
4 Complete commissioning and	4.1 Work is completed in an efficient and effective manner within designated timeframes. 4.2 ***Results of commissioning*** are documented and processed

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ELEMENT	PERFORMANCE CRITERIA
decommissioning activities.	in accordance with organisational procedures. 4.3 Notification of work completion is made in accordance with organisational procedures. 4.4 Work area is cleaned and restored in accordance with organisational procedures. 4.5 ***Disposal*** of decommissioned security equipment and system or components is arranged in accordance with site and organisational procedures. 4.6 Waste from commissioning and decommissioning procedures is collected, treated and disposed of in accordance with organisational procedures. 4.7 All relevant ***documentation*** is completed and securely maintained with due regard to confidentiality in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately identify and correctly handle cables
- communicate in a clear and concise manner
- confirm systems are ready to be commissioned
- confirm that systems and their performance meet the required operational specification
- customise equipment and systems to client requirements
- demonstrate the operation of systems during hand-over
- download and upload digital information
- effectively operate a range of security systems and networks
- estimate and organise resource requirements
- identify and comply with applicable legislative requirements including licensing
- identify and control workplace hazards
- identify and follow routine workplace safety procedures
- identify and report faulty equipment
- methodically prioritise and organise work tasks
- minimise disruption to surrounding work activities
- read and interpret plans and specifications

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REQUIRED SKILLS AND KNOWLEDGE

- safely disable security equipment and systems
- select and use suitable tools and equipment
- solder, weld and carry out basic carpentry
- solve routine problems
- source relevant commissioning and decommissioning information
- test security equipment systems and read a multimeter.
- use keypads and control panels
- use suitable tools and equipment, including hand and power tools and testing devices
- work in confined spaces.

Required knowledge

- applicable legislative requirements including licensing and client confidentiality
- building construction methods and types
- cable identification methods and techniques
- circuit protection requirements
- earthing systems arrangements and requirements
- electrical concepts
- electrical connections and types of electrical circuits
- emergency procedures
- isolating and testing procedures
- keypad and control panel types and functions
- methods and procedures to commission and decommission security equipment and systems
- procedures for accessing and storing tools, equipment and materials
- procedures for reporting malfunctioning or faulty tools and equipment
- reporting and documentation requirements
- requirements for compliance with Australian building codes and regulations and Australian Communications Authority cabling standards
- requirements for working at height and in a confined space
- risks and hazards associated with commissioning and decommissioning procedures
- safe workplace procedures
- technical terminology
- types and functions of computer software
- types, functions and features of security equipment and systems
- types, functions and features of tools and equipment including testing devices
- waste disposal procedures.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- accessing security equipment and systems and methodically carrying out commissioning and decommissioning procedures with minimal disruption to client services, existing structures or normal work routines
- clearly identifying commissioning and decommissioning requirements of security equipment and systems from assignment instructions and organising appropriate tools, equipment and materials to carry out work
- following safe and efficient work practices in the use of tools and equipment and accurately identifying and managing risks and hazards in the work area
- handing over security equipment and system to client ensuring a full and complete understanding of systems and network operations and functions through the provision of clear and effective instructions, information and training
- reinstating work area to a clean and safe condition, and preparing and submitting all required documentation in an accurate and prompt manner.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

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Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian building codes and regulations
- Australian Communications Authority cabling standards
- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection

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- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Assignment instructions* may include**:

- access to site and specific site requirements
- equipment and system location information
- equipment, tools and material requirements
- personal protection clothing and equipment requirements
- reporting requirements
- security equipment and system information:
  - features, functions and capabilities
  - installation procedures
  - manufacturer's instructions
  - service and maintenance requirements
  - type
  - warranties and guarantees
- specific client requirements
- timeframes
- work schedules
- work tasks and procedures.

***Relevant persons* may include**:

- clients
- colleagues

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	• engineers and technicians • equipment and systems manufacturers • security consultants • security personnel • site managers or project managers • supervisor.
Security equipment and systems may include:	• access control systems • audible and visual warning devices • cameras and monitors • commercial and residential alarm systems • detection devices • electric and mechanical fire safety and fire locking systems • electronic locks and locking systems • electronic readers • electronic screen equipment • intercoms and control panels • security doors and door controls • specialised access control systems eg biometrics.
Security systems may be:	• computerised • electronic • mechanical • procedural.
***Commission requirements* may relate to**:	• customisation requirements • hand over information and documentation • monitoring and response procedures • scheduling of commissioning • training requirements • type, functions and features of equipment and system.
***Decommissioning* may involve**:	• adjustments to equipment and system • changes to hardware and software • default system-held information • disablement • disconnection • downloading system information • reconnecting components • removal of components.
***Tools*, *equipment and materials* may include**:	• cable testing equipment • communications equipment • computer disks • computer leads and cables

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- computers and computer software
- crimp tools
- drop sheet
- file
- fixing tools
- flexible rods
- hand tools
- hand-held programmers
- insulation mega
- interface PCBs
- keypads
- ladder
- multimeter
- personal protection equipment
- power tools
- router
- soldering iron
- spirit level
- strippers
- templates
- welder.

***Site access and specific site requirements* may relate to**:

- access and egress points
- access codes, keys or passes
- building codes and regulations
- obtaining security clearance
- OHS requirements
- time of access to site
- union requirements.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising
- two-way interaction
- use of plain English

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- use of positive, confident and cooperative language.

***Risks and hazards* may relate to**:

- chemical hazards eg battery corrosion
- exposed electrical wiring
- exposure to:
  - asbestos
  - building debris
  - dust
  - glass fibre
  - live power
  - natural and other gas build-up
  - noise
  - vermin
  - water
- manual handling
- non-compliance with building codes and regulations.

***Occupational Health and Safety* (*OHS*) *requirements* may relate to**:

- emergency procedures
- following confined spaces procedures
- implementation of safety policies and procedures:
  - chemicals, gas and vapour
  - isolation procedures
  - monitoring and testing procedures
  - use of personal protection equipment and clothing
  - work clearance procedures
- risk and hazard recognition
- safety training
- working with electrical wiring and cables
- working with tools and equipment.

***Personal protection equipment* may include**:

- breathing apparatus
- fire extinguisher
- first aid kit
- gloves
- head protection
- hearing protection
- knee pads
- masks
- safety boots
- safety glasses.
- warning signs and tapes
- witches hats.

***Customisation* may**

- adding system functions

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relate to:
- changing password or user code
- changing volume or length of alarms
- modifying system functions.

***Hand-over* procedures may involve**:
- a comprehensive explanation and demonstration of security equipment and system operations and functions
- clear instructions on security equipment and system maintenance
- effective user training:
  - demonstration
  - practice
  - question and answer session
  - verbal and written explanations
- provision of all relevant information and documentation:
  - company contact details
  - keying plan
  - maintenance requirements
  - manufacturer's instructions and user manuals
  - monitoring procedures
  - warranty requirements.

***Removal* procedures may involve**:
- disconnection
- dismantling
- reconnecting components
- removal.

***Results of commissioning* may include**:
- customisation of equipment and system
- date and time of commissioning
- information and documentation provided to client during hand-over
- persons equipment and system commissioned to
- type of commissioning undertaken.

***Disposal* may involve**:
- destruction
- return to client
- return to manufacturer
- return to store
- special disposal requirements for hazardous components eg radioactive components and batteries
- special storage or disposal requirements for classified or high security equipment and systems.

***Documentation* may include**:
- adjustments made to security equipment and system
- cable identification records
- client authorisations
- faulty or malfunctioning tools and equipment

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- location of security equipment and system
- materials used
- records of decommissioning procedures
- results of commissioning
- testing and inspection results
- work activity report
- written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Technical security

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CPPSEC3039A Identify and diagnose electronic security equipment and system fault

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to identify and diagnose faults in electronic security equipment and systems. It requires the ability to conduct fault-finding inspections and checks against normal operational performance and identify and diagnose faults. This work applies in extra low voltage as defined through the Australian Standards AS 2201 (1986) environments.

This unit may form part of the licensing requirements for persons responsible for inspecting and testing security systems and equipment in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the inspection and testing of security equipment and systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for diagnosis of faults.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with.
	1.2 Assignment instructions and other ***relevant information*** is obtained and reviewed.
	1.3 Appropriate ***interpersonal techniques*** are used to consult with ***relevant persons*** to determine extent of ***faults***.
	1.4 Normal operational functions and performance parameters of ***security equipment and system*** are confirmed against specifications.
	1.5 ***Tools***, ***equipment and materials*** are organised and checked for correct operation and safety.
	1.6 ***Site access and specific site requirements*** are identified and confirmed with relevant persons in accordance with organisational procedures.
	1.7 Potential and existing ***risks and hazards*** in the work area are identified and controlled in accordance with ***Occupational Health and Safety*** (***OHS***) requirements and own role, competence and authority.
2 Diagnose faults.	2.1 Suitable ***personal protection equipment*** is selected, used and maintained in accordance with OHS and organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Equipment and system isolation requirements are complied with in accordance with OHS guidelines.
	2.3 Networked security system components are checked and tested for operational performance in accordance with manufacturer's instructions.
	2.4 Logical diagnostic and ***systematic fault-finding methods*** are applied to diagnose faults employing measurements and estimations of system operating parameters.
	2.5 Suspected fault scenarios are tested as being the source of system problems.
	2.6 Faults are diagnosed on the basis of an accurate assessment of test results, historical information and ***operational data***.
	2.7 Specialist advice is sought as required to assist with fault diagnosis in accordance with organisational procedures.
3 Complete and report diagnosis.	3.1 Findings of fault diagnosis are documented and presented to relevant persons in accordance with organisational procedures.
	3.2 Recommendations include options for fault rectification and are supported by verifiable data.
	3.3 Presented information uses clear and concise language and meets organisational standards for style, format and accuracy.
	3.4 Complex faults are referred for specialist advice in accordance with organisational procedures.
	3.5 Work area is cleaned and restored in accordance with organisational procedures.
	3.6 Waste is collected, treated and disposed of in accordance with organisational procedures.
	3.7 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately identify and diagnose faults

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REQUIRED SKILLS AND KNOWLEDGE

- accurately identify and handle cables
- communicate in a clear and concise manner
- complete documentation
- demonstrate basic logic and lateral thinking processes
- download and upload digital information
- estimate and organise materials, tools and equipment requirements
- evaluate test results
- identify and comply with applicable legislative requirements including licensing
- identify and control workplace hazards
- identify and follow routine workplace safety procedures
- identify and report faulty equipment
- operate security equipment and systems
- organise and prioritise work tasks
- read a multimeter
- read and interpret plans and specifications
- solve routine problems
- test security equipment and systems
- use keypads and control panels
- use suitable tools and equipment, including hand and power tools and testing devices
- work in confined spaces.

Required knowledge

- applicable legislative requirements including licensing and client confidentiality
- basics of circuit diagrams
- building construction methods and types
- cable identification methods and techniques
- circuit protection requirements
- common equipment and system faults
- earthing systems arrangements and requirements
- electrical concepts
- emergency procedures
- fault-finding techniques
- isolating and testing procedures
- keypad and control panel types and functions
- operational principles of data transmission networks
- procedures for accessing and storing tools, equipment and materials
- procedures for reporting malfunctioning or faulty tools and equipment
- reporting and documentation requirements
- requirements for compliance with Australian building codes and regulations and Australian Communications Authority cabling standards

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REQUIRED SKILLS AND KNOWLEDGE

- requirements for working at height and in a confined space
- risks and hazards associated with working with security equipment and systems
- safe workplace procedures
- technical terminology
- tests to confirm equipment and system operation
- types and functions of computer software
- types of security equipment and system configurations
- types, functions and features of security equipment and systems
- types, functions and features of tools and equipment including testing devices
- waste disposal procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • ascertaining normal performance of security equipment and systems against specification schedules • cleaning and storing tools and equipment, reinstating work area in a clear and safe condition, and updating and submitting all required documentation in an accurate and prompt manner • conducting inspections and tests of security equipment and systems in a methodical manner and accurately identifying and diagnosing faults based on an assessment of test data, site variables, operational and historical information • following safe and efficient work practices in the use of tools and equipment and effectively managing risks and hazards in the work area • organising appropriate tools, equipment and materials to carry out checks and testing of a range of security equipment and systems • preparing and presenting accurate and concise documentation detailing fault diagnosis and repair recommendations based on verifiable data.
Context of and specific	Context of assessment includes:

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resources for assessment	• a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to plain English version of relevant statutes and procedures • access to a registered provider of assessment services • access to a suitable venue and equipment • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian building codes and regulations
- Australian Communications Authority cabling standards
- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Assignment instructions* may include**:

- access to site and specific site requirements
- equipment and system location information
- equipment, tools and material requirements
- personal protection clothing and equipment requirements

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- reporting requirements
- security equipment and system information:
  - features, functions and capabilities
  - installation procedures
  - manufacturer's instructions
  - service and maintenance requirements
  - type
  - warranties and guarantees
- specific client requirements
- timeframes
- work schedules
- work tasks and procedures.

***Relevant information* may relate to**:

- historical performance information
- operational data
- site variables:
  - equipment and system usage
  - environmental conditions
  - building structures
  - client habits.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising
- two-way interaction
- use of plain English
- use of positive, confident and cooperative language.

***Relevant persons* may include**:

- clients
- colleagues
- engineers and technicians
- equipment and systems manufacturers
- security consultants
- security personnel
- site managers or project managers

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	• supervisor.
***Faults* may be**:	• due to operational misuse • due to previous installation • electronic • environmental • mechanical • procedural • software-related.
Security equipment and systems may include:	• access control systems • audible and visual warning devices • cameras and monitors • commercial and residential alarm systems • detection devices • electric and mechanical fire safety and fire locking systems • electronic locks and locking systems • electronic readers • electronic screen equipment • intercoms and control panels • security doors and door controls • specialised access control systems eg biometrics.
Security systems may be:	• computerised • electronic • mechanical • procedural.
***Tools*, *equipment and materials* may include**:	• cable testing equipment • circuit board cleaner • communications equipment • computer cables and leads • computers and computer software including back-up disks • crimp tools • drop sheet • file • glass break tester • hand tools • interface PCBs • ladder • multimeter • personal protection equipment • power tools • routers • spirit level.

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***Site access and specific site requirements* may relate to**:	• access and egress points • access codes, keys or passes • building codes and regulations • heritage requirements • noise control • obtaining security clearance • OHS requirements • time of access to site • union requirements.

***Risks and hazards* may relate to**:	• chemical hazards eg battery corrosion
	• exposed electrical wiring
	• exposure to:
	  • asbestos
	  • building debris
	  • dust
	  • glass fibre
	  • live power
	  • natural and other gas build-up
	  • noise
	  • vermin
	  • water
	• manual handling
	• non-compliance with building codes and regulations.

***Occupational Health and Safety* (*OHS*) *requirements* may relate to**:	• emergency procedures
	• following confined spaces procedures
	• implementation of safety policies and procedures:
	  • chemicals, gas and vapour
	  • isolation procedures
	  • monitoring and testing procedures
	  • use of personal protection equipment and clothing
	  • work clearance procedures
	• risk and hazard recognition
	• safety training
	• working with electrical wiring and cables
	• working with tools and equipment.

***Personal protection equipment* may include**:	• breathing apparatus • fire extinguisher • first aid kit • gloves • head protection

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- hearing protection
- knee pads
- masks
- safety boots
- safety glasses
- warning signs and tapes
- witches hats.

***Systematic fault-finding* methods may involve**:

- identifying fault in shortest time possible
- progressively isolating fault
- reviewing all available information
- using a methodical approach
- using testing equipment
- verifying continued existence of problem.

Operational data may be found in:

- back-up information
- central monitoring station records
- maintenance documentation
- manufacturer's instructions
- software records
- visual inspections.

***Documentation* may include**:

- faulty or malfunctioning tools and equipment
- location of security equipment and system
- materials used
- recommendations for repair
- security equipment and system faults
- testing and inspection results
- warranty conditions
- work activity report
- written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Technical security

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CPPSEC3040A Plan and coordinate installation of security equipment and system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan, schedule and supervise the installation of a range of security equipment and systems. It requires the ability to organise and allocate equipment and resources and implement and monitor the installation process.

This unit may form part of the licensing requirements for persons responsible for facilitating the installation of security equipment and systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the facilitation of installing security equipment and systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan for installation.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with.
	1.2 Assignment instructions are obtained, reviewed and ***client requirements*** confirmed.
	1.3 ***Security equipment and system*** to be installed is identified and ***resources*** needed to carry out the work are organised in preparation for installation work.
	1.4 ***Site access and specific site requirements*** are identified and confirmed with ***relevant persons*** in accordance with organisational procedures.
	1.5 Installation plan is determined, scheduled and appropriate notification provided to relevant persons.
2 Coordinate installation.	2.1 Installation work is implemented and monitored to ensure compliance with relevant ***Occupational Health and Safety*** (***OHS***), legislative and industry requirements.
	2.2 Installation work is monitored against work schedules to ensure completion occurs within designated timeframes.
	2.3 ***Contingency factors*** are identified and variations to installation plan are agreed with relevant persons.
	2.4 Installation plan is adjusted as required to include new or changed details and is communicated to relevant persons in accordance with organisational procedures.
	2.5 Established ***communication channels and processes*** are

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ELEMENT	PERFORMANCE CRITERIA
	used to ensure an accurate exchange of information throughout installation activities.
	2.6 Potential and existing ***risks and hazards*** in the work area are identified and controlled in accordance with OHS requirements and own role, competence and authority.
3 Check and document installation.	3.1 Notification of completed installation work is received and checked against assignment instructions.
	3.2 Visual inspection of completed work is conducted to ensure installed equipment and system complies with client requirements and assignment instructions.
	3.3 Commissioning and test results are inspected to confirm that security equipment and system is fully operational and meets installation performance specifications.
	3.4 Performance faults, errors or omissions are identified and reported in accordance with organisational procedures.
	3.5 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- allocate work and resources
- apply safe and environmentally aware work practices
- communicate in a clear and concise manner
- complete documentation
- estimate and organise materials, tools and equipment requirements
- identify and comply with applicable legislative requirements including licensing
- identify and control workplace hazards
- identify and follow routine workplace safety procedures
- implement and monitor the installation of a range of security equipment and systems
- methodically organise, prioritise and schedule work tasks
- plan and supervise installation projects
- read and interpret plans and specifications
- relate to people from different social and cultural backgrounds

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REQUIRED SKILLS AND KNOWLEDGE

- solve routine problems
- supervise and evaluate work progress against assignment instructions.

Required knowledge

- applicable legislative requirements including licensing and client confidentiality
- building construction methods and types
- communication channels and processes
- contingency factors
- duty of care
- emergency procedures
- installation methods and procedures relevant to security equipment and systems
- noise control requirements
- procedures for organising tools, equipment and materials
- project planning procedures
- reporting and documentation requirements
- requirements for compliance with Australian building codes and regulations and Australian Communications Authority cabling standards
- risks and hazards associated with installation procedures
- safe workplace procedures
- scheduling methods
- site restriction and access requirements
- skill requirements for the installation, testing and commissioning of security equipment and systems
- technical terminology
- types, functions and features of security equipment and systems
- waste disposal procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • conducting a visual inspection to ensure installed equipment and system conforms to standards and specifications and client requirements

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- maintaining clear communication with personnel during installation activities
- monitoring installation progress and making adjustments where required in order to minimise deviation from work schedule or budget constraints
- organising and allocating personnel, tools, equipment requirements appropriate to install security equipment and systems
- organising appropriate site access arrangements
- planning and preparing efficient and realistic installation schedules which allow for contingencies.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team

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leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian building codes and regulations
- Australian Communications Authority cabling standards
- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority

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- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Assignment instructions* may include**:

- personal protection clothing and equipment requirements
- resource, equipment, tools and material requirements
- reporting requirements
- security equipment and system information:
  - features, functions and capabilities
  - manufacturer's instructions
- specific client requirements
- work schedules
- work tasks and procedures.

Client requirements may relate to:

- budget constraints
- equipment and system type
- installation schedules
- security equipment system locations and positions
- security system capabilities and functions
- warranties and guarantees.

Security equipment and systems may include:

- access control systems
- audible and visual warning devices
- cameras and monitors
- commercial and residential alarm systems
- detection devices
- electric and mechanical fire safety and fire locking systems
- electronic locks and locking systems
- electronic readers
- electronic screen equipment
- intercoms and control panels
- security doors and door controls
- specialised access control systems eg biometrics.

***Resources* may relate to**:

- communications equipment
- computer and computer software
- drop sheet
- ladder
- materials:
  - cable

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- fixings
- grease
- patch materials
- screws
- sealants
- wiring
- solder

- personal protective equipment
- personnel
- testing devices eg multimeter
- tools and equipment:
  - crimp tools
  - drill
  - file
  - fixing tools
  - hand tools
  - IDC tools
  - power tools
  - router
  - soldering iron
  - spirit level
  - strippers
  - welder
- training
- transport.

***Site access and specific site requirements* may relate to**:

- access and egress points
- access codes, keys or passes
- building codes and regulations
- obtaining security clearance
- OHS requirements
- time of access to site
- union requirements.

***Relevant persons* may include**:

- clients
- colleagues
- equipment and systems manufacturers
- maintenance technician
- security consultants
- security personnel
- subcontractors
- supervisor.

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***Occupational Health and Safety* (*OHS*) *requirements* may relate to**:	• emergency procedures
	• following confined spaces procedures
	• implementation of safety policies and procedures:
	  • chemicals, gas and vapour
	  • isolation procedures
	  • monitoring and testing procedures
	  • use of personal protection equipment and clothing
	  • work clearance procedures
	• risk and hazard recognition
	• safety training
	• working with electrical wiring and cables
	• working with tools and equipment.

***Contingency factors* may relate to**:	• budget constraints • building delays • competing work demands • environmental factors eg time and weather • industrial disputes • non-availability of resource and materials • public holidays and shut-down periods • technology and equipment breakdowns • unforeseen incidents • workplace hazards, risks and controls.
***Communication channels and processes* may relate to**:	• direct line supervision paths • established communication protocols • formal communication pathways • lateral supervision paths • organisational communication networks • verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.

***Risks and hazards* may relate to**:	• chemical hazards eg battery corrosion
	• exposed electrical wiring
	• exposure to:
	  • asbestos
	  • building debris
	  • dust
	  • glass fibre
	  • live power
	  • natural and other gas build-up
	  • noise
	  • vermin

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- water
- manual handling
- non-compliance with building codes and regulations.

***Documentation* may include**:

- activity reports
- adjustments to installation plan
- completion work reports
- OHS risks and hazard reports
- personnel reports
- work schedules
- written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Technical security

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CPPSEC3041A Maintain and service security equipment and system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to carry out routine servicing of a range of security equipment, systems, plant and equipment. It requires the ability to identify maintenance requirements, follow correct procedures, use safe and efficient work practices, maintain a hazard-free work area, accurately document and maintain information systems. This work applies in extra low voltage as defined through the Australian standards AS 2201 (1986) environments.

This unit may form part of the licensing requirements for persons responsible for maintaining security equipment and systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the maintenance of security equipment and systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for maintenance.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with. 1.2 Assignment instructions are obtained, reviewed and confirmed as required with ***relevant persons***. 1.3 ***Maintenance*** requirements of ***security equipment and system*** are confirmed. 1.4 Security equipment and systems to be inspected and serviced are identified and confirmed. 1.5 ***Tools***, ***equipment and materials*** needed to carry out the work are selected and checked for correct operation and safety. 1.6 Faulty or unsafe tools are identified and segregated for repair or replacement in accordance with organisational procedures. 1.7 Potential and existing ***risks and hazards*** in the work area are identified and controlled in accordance with ***Occupational Health and Safety*** (***OHS***) requirements and own role, competence and authority.

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ELEMENT	PERFORMANCE CRITERIA
2 Carry out service of security equipment and systems.	2.1 ***Personal protection equipment*** is selected and used in accordance with OHS requirements. 2.2 Security equipment and system identified for maintenance is ***accessed*** with minimal ***disruption*** to services and others in the work area. 2.3 Inspections and checks are conducted to identify any damage, obstruction or component wear. 2.4 Routine servicing of security equipment and system is carried out in accordance with manufacturer's instructions. 2.5 Common faults in security equipment and system are diagnosed and appropriate adjustments made in accordance with manufacturer's instructions. 2.6 Complex faults and repair requirements are identified and reported for specialist attention.
3 Complete maintenance activities.	3.1 Serviced security equipment and system is checked and confirmed for correct operation and serviceability. 3.2 Work area is restored and tools and equipment are cleaned, maintained and stored in accordance with organisational procedures. 3.3 Waste from service activities is collected, treated and disposed of or recycled in accordance with organisational procedures. 3.4 Malfunctions, faults, wear or damage to tools or equipment is documented and reported for repair or replacement in accordance with organisational procedures. 3.5 Notification of work completion is made to relevant persons in accordance with organisational procedures. 3.6 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply safe and environmentally aware work practices
- carry out maintenance of a range of security equipment and systems
- communicate in a clear and concise manner

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REQUIRED SKILLS AND KNOWLEDGE

- complete documentation
- estimate and organise materials, tools and equipment requirements
- identify and comply with applicable legislative requirements including licensing
- identify and control workplace hazards
- identify and diagnose faults and malfunctions
- identify and follow routine workplace safety procedures
- maintain an inventory of equipment and consumables associated with maintenance activities
- measure and calculate volumes, consumption and servicing requirements
- read and interpret a multimeter
- read and interpret plans and specifications
- recognise routine and complex faults and malfunctions of a range of security equipment and systems
- solve routine problems
- test and confirm operational effectiveness of security equipment and systems
- use suitable tools and equipment, including hand and power tools
- work in confined spaces.

Required knowledge

- applicable legislative requirements including licensing and client confidentiality
- cable identification, termination and connection procedures
- common security equipment and system faults
- earthing systems arrangements and requirements
- electrical concepts
- emergency procedures
- equipment calibration requirements
- fault-finding techniques
- maintenance schedules and procedures relevant to security equipment and systems
- procedures for accessing and storing tools, equipment and materials
- procedures for reporting malfunctioning or faulty tools and equipment
- reporting and documentation requirements
- requirements for compliance with Australian building codes and regulations and Australian Communications Authority cabling standards
- requirements for working in a confined space
- risks and hazards associated with maintenance procedures
- safe workplace procedures
- technical terminology
- tests to confirm security equipment and system operation
- types of faults associated with security equipment and systems
- types, functions and features of security equipment and systems
- waste disposal procedures.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- accessing security equipment and system functioning with minimal disruption to others in the work area and normal services
- accurately diagnosing and rectifying security equipment and system irregularities and referring complex faults for specialist advice
- applying appropriate methods and using suitable tools and equipment to carry out maintenance of a range of security equipment and systems
- cleaning and storing tools and equipment and reinstating work site to a clean and safe condition
- organising own work tasks within specified maintenance timeframes and completing documentation related to maintenance services
- determining and implementing maintenance strategies and support processes to maintain the continuity of operations
- interpreting and complying with all applicable legislative and licensing requirements.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

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	Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements* may relate to**:	• applicable commonwealth, state and territory legislation which affects work such as:
	  • workplace safety
	  • environmental issues
	  • equal employment opportunity
	  • industrial relations
	  • anti-discrimination and diversity
	• Australian building codes and regulations

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- Australian Communications Authority cabling standards
- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Assignment instructions* may include**:

- access to site and specific site requirements
- equipment, tools and material requirements
- personal protection clothing and equipment requirements
- reporting requirements
- security equipment and system information:
  - features, functions and capabilities
  - manufacturer's instructions
  - service and maintenance requirements
  - warranties and guarantees
- security equipment and system location information
- specific client requirements
- timeframes
- work schedules
- work tasks and procedures.

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***Relevant persons* may include**:	• clients • colleagues • engineers and technicians • equipment and systems manufacturers • security consultants • security personnel • site managers or project managers • supervisor.
Maintenance may include:	• back-ups • changing user codes • cleaning • confirmation of operational effectiveness • identification and replacement of worn parts • inspections • lubrication • minor modifications and adjustments • servicing.
Security equipment and systems may include:	• access control systems • audible and visual warning devices • cameras and monitors • commercial and residential alarm systems • detection devices • electric and mechanical fire safety and fire locking systems • electronic locks and locking systems • electronic readers • electronic screen equipment • intercoms and control panels • security doors and door controls • specialised access control systems eg biometrics.
***Tools*, *equipment and materials* may include**:	• cable testing equipment • communications equipment • computer and software • diagnostics and testing equipment eg multimeter • extension cords • fixing tools • generators • hand tools • installation tools • ladder • materials:

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- cable
- fixings
- grease
- patch materials
- screws
- sealants
- wiring
- solder

- personal protection equipment
- power tools
- staple guns
- torches and lighting.

***Risks and hazards* may relate to**:

- chemical hazards eg battery corrosion
- exposed electrical wiring
- exposure to:
  - asbestos
  - building debris
  - dust
  - glass fibre
  - live power
  - natural and other gas build-up
  - noise
  - vermin
  - water
- manual handling
- non-compliance with building codes and regulations.

***Occupational Health and Safety* (*OHS*) *requirements* may relate to**:

- emergency procedures
- following confined spaces procedures
- implementation of safety policies and procedures:
  - chemicals, gas and vapour
  - isolation procedures
  - monitoring and testing procedures
  - use of personal protection equipment and clothing
  - work clearance procedures
- risk and hazard recognition
- safety training
- working with electrical wiring and cables
- working with tools and equipment.

***Personal protection equipment* may**

- breathing apparatus
- fire extinguisher

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include:

- first aid kit
- gloves
- head protection
- hearing protection
- knee pads
- masks
- safety boots
- safety glasses.
- warning signs and tapes
- witches hats.

***Access* may relate to**:

- disablement of system
- modem access
- phone line access
- removal of housing
- use of access code
- use of access token
- use of keys.

***Disruptions* may affect**:

- access
- business operations
- noise
- security
- time
- use of equipment.

***Documentation* may include**:

- adjustments, modifications and servicing undertaken
- faulty or malfunctioning tools and equipment
- materials used, parts and components replaced
- operational checks and maintenance conducted
- recommended repairs or disposal of equipment
- security equipment and system faults and diagnosis
- testing and inspection results
- warranty conditions
- written and electronic reports.

Unit Sector(s)

Unit sector Security

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Competency field

Competency field Technical security

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CPPSEC3042A Identify and diagnose CCTV equipment and system fault

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to identify and diagnose faults in CCTV (Closed Circuit Television) equipment and systems. It requires the ability to conduct fault-finding inspections and checks against normal operational performance and identify and diagnose faults. This work applies in extra low voltage as defined through the Australian standards AS 2201 (1986) environments.

This unit may form part of the licensing requirements for persons responsible for inspecting and testing CCTV equipment and systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the inspection and testing of CCTV equipment and systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for diagnosis of faults.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with.
	1.2 Assignment instructions and other ***relevant information*** is obtained and reviewed.
	1.3 Appropriate ***interpersonal techniques*** are used to consult with ***relevant persons*** to determine extent of ***faults***.
	1.4 Normal operational functions and performance parameters of ***CCTV equipment and systems*** are confirmed against specifications.
	1.5 ***Tools***, ***equipment and materials*** are organised and checked for correct operation and safety.
	1.6 ***Site access and specific site requirements*** are identified and confirmed with relevant persons in accordance with organisational procedures.
	1.7 Potential and existing ***risks and hazards*** in the work area are identified and controlled in accordance with ***Occupational Health and Safety*** (***OHS***) requirements and own role, competence and authority.
2 Diagnose faults.	2.1 Suitable ***personal protection equipment*** is selected, used and maintained in accordance with OHS and organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
	2.2 CCTV equipment and system isolation requirements are complied with in accordance with OHS guidelines.
	2.3 CCTV equipment and system components are inspected and tested for operational performance in accordance with manufacturer's instructions.
	2.4 Logical diagnostic and ***systematic fault-finding methods*** are applied to diagnose faults employing measurements and estimations of system operating parameters.
	2.5 Suspected fault scenarios are tested as being the source of system problems.
	2.6 Faults are diagnosed on the basis of an accurate assessment of test results, historical information and ***operational data***.
	2.7 Specialist advice is sought as required to assist with fault diagnosis in accordance with organisational procedures.
3 Complete and report diagnosis.	3.1 Findings of fault diagnosis are documented and presented to relevant persons in accordance with organisational procedures.
	3.2 Recommendations include options for fault rectification and are supported by verifiable data.
	3.3 Presented information uses clear and concise language and meets organisational standards for style, format and accuracy.
	3.4 Complex faults are referred for specialist advice in accordance with organisational procedures.
	3.5 Work area is cleaned and restored in accordance with organisational procedures.
	3.6 Waste is collected, treated and disposed of in accordance with organisational procedures.
	3.7 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately diagnose faults in cameras, monitors and recording systems

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REQUIRED SKILLS AND KNOWLEDGE

- accurately identify and handle cables
- adjust screen or monitor output controls
- clean lenses, recording equipment and video heads
- communicate in a clear and concise manner
- complete documentation
- demonstrate basic logic and lateral thinking processes
- estimate and organise materials, tools and equipment requirements
- evaluate test results
- identify and comply with applicable legislative requirements including licensing
- identify and control workplace hazards
- identify and follow routine workplace safety procedures
- identify and report faulty equipment
- operate CCTV equipment and systems
- organise and prioritise work tasks
- read a multimeter
- read and interpret plans and specifications
- solve routine problems
- test CCTV equipment and systems
- use keypads and control panels
- use suitable tools and equipment, including hand and power tools and testing devices
- work in confined spaces.

Required knowledge

- applicable legislative requirements including licensing and client confidentiality
- basics of circuit diagrams
- building construction methods and types
- cable identification methods and techniques
- circuit protection requirements
- cleaning requirements for lenses
- cleaning requirements for recording equipment and video heads
- common CCTV equipment and system faults
- earthing systems arrangements and requirements
- electrical concepts
- emergency procedures
- fault-finding techniques
- isolating and testing procedures
- keypad and control panel types and functions
- operational principles of data transmission networks
- procedures for accessing and storing tools, equipment and materials
- procedures for reporting malfunctioning or faulty tools and equipment

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REQUIRED SKILLS AND KNOWLEDGE

- reporting and documentation requirements
- requirements for compliance with Australian building codes and regulations and Australian Communications Authority cabling standards
- requirements for working at height and in a confined space
- risks and hazards associated with working with CCTV equipment and systems
- safe workplace procedures
- technical terminology
- tests to confirm CCTV equipment and system operation
- types and functions of computer software
- types, functions and features of CCTV equipment and systems
- types, functions and features of tools and equipment including testing devices
- waste disposal procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- ascertaining normal performance of CCTV equipment and systems against specification schedules
- cleaning and storing tools and equipment, reinstating work area in a clear and safe condition, and updating and submitting all required documentation in an accurate and prompt manner
- conducting inspections and testing of CCTV equipment and systems in a methodical manner and accurately identifying and diagnosing faults based on an assessment of test data, site variables, operational and historical information
- following safe and efficient work practices in the use of tools and equipment and effectively managing risks and hazards in the work area
- organising appropriate tools, equipment and materials to carry out checks and testing of a range of CCTV equipment and systems
- preparing and presenting accurate and concise documentation detailing fault diagnosis and repair recommendations based on

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verifiable data.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different

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work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian building codes and regulations
- Australian Communications Authority cabling standards
- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Assignment instructions* may**

- access to site and specific site requirements
- CCTV equipment and system information:

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include:

- features, functions and capabilities
- installation procedures
- manufacturer's instructions
- service and maintenance requirements
- type
- warranties and guarantees
- CCTV equipment and system location information
- equipment, tools and material requirements
- personal protection clothing and equipment requirements
- reporting requirements
- specific client requirements
- timeframes
- work schedules
- work tasks and procedures.

***Relevant information* may relate to**:

- historical performance information
- operational data
- site variables:
  - equipment and system usage
  - environmental conditions
  - building structures
  - client habits.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising
- two-way interaction
- use of plain English
- use of positive, confident and cooperative language.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language

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- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising
- two-way interaction
- use of plain English
- use of positive, confident and cooperative language.

***Relevant persons* may include**:

- clients
- colleagues
- engineers and technicians
- equipment and systems manufacturers
- security consultants
- security personnel
- site managers or project managers
- supervisor.

***Faults* may be**:

- due to operational misuse
- due to previous installation
- electronic
- environmental
- mechanical
- procedural
- software-related.

***CCTV equipment and systems* may include**:

- cable connections monitors
- camera brackets including housings
- cameras
- microphones
- process equipment
- recording equipment:
  - DVD
  - VCR
  - tape
  - still
  - digital
- speakers.

***Tools*, *equipment and materials* may include**:

- cable testing equipment
- circuit board cleaner
- cleaning rags
- communications equipment

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- computer cables and leads
- computers and computer software including back-up disks
- crimp tools
- drop sheet
- file
- fixings
- glass break tester
- hand tools
- ladder
- lens cleaner
- multimeter
- personal protection equipment
- power tools
- routers
- spirit level.

***Site access and specific site requirements* may relate to**:

- access and egress points
- access codes, keys or passes
- building codes and regulations
- heritage requirements
- noise control
- obtaining security clearance
- OHS requirements
- time of access to site
- union requirements.

***Risks and hazards* may relate to**:

- chemical hazards eg battery corrosion
- exposed electrical wiring
- exposure to:
  - asbestos
  - building debris
  - dust
  - glass fibre
  - live power
  - natural and other gas build-up
  - noise
  - vermin
  - water
- manual handling
- non-compliance with building codes and regulations.

***Occupational Health and Safety* (*OHS*) *requirements* may**

- emergency procedures
- following confined spaces procedures
- implementation of safety policies and procedures:

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relate to:	• chemicals, gas and vapour • isolation procedures • monitoring and testing procedures • use of personal protection equipment and clothing • work clearance procedures • risk and hazard recognition • safety training • working with electrical wiring and cables • working with tools and equipment.
***Personal protection equipment* may include**:	• breathing apparatus • fire extinguisher • first aid kit • gloves • head protection • hearing protection • knee pads • masks • safety boots • safety glasses. • warning signs and tapes • witches hats.
***Systematic fault-finding* methods may involve**:	• identifying fault in shortest time possible • progressively isolating fault • reviewing all available information • using a methodical approach • using testing equipment • verifying continued existence of problem.
Operational data may be found in:	• back-up information • central monitoring station records • maintenance documentation • manufacturer's instructions • software records • visual inspections.
***Documentation* may include**:	• CCTV equipment and system faults • faulty or malfunctioning tools and equipment • location of CCTV equipment and system • materials used • recommendations for repair • testing and inspection results • warranty conditions • work activity report

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- written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Technical security

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CPPSEC3043A Establish and set up electronic monitoring parameters

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to determine the monitoring parameters for a range of electronic security equipment and systems. It requires the ability to determine the monitoring functions, capabilities and parameters of security equipment and systems to receive information and data.

This unit may form part of the licensing requirements for persons engaged in determining monitoring parameters to facilitate the receipt of security information in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in the security industry in those roles involving the establishment of monitoring parameters for the receipt of security information and data. This work would usually be conducted off-site at an electronic reporting facility or monitoring centre. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine monitoring parameters.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with. 1.2 ***Security equipment and systems*** are identified and confirmed. 1.3 Monitoring functions and capabilities of electronic security equipment and system are confirmed in accordance with manufacturer's instructions. 1.4 ***Monitoring parameters*** are determined and meet monitoring capabilities of security equipment and system and monitoring station. 1.5 Information and data required to establish monitoring parameters is obtained, reviewed and clarified as required with ***relevant persons***.
2 Establish and test monitoring parameters.	2.1 Electronic security equipment and system template is designed and data is entered accurately in established format and style. 2.2 Entered data and information is cross-checked and verified against established monitoring parameters in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisational procedures.
	2.3 ***Tests*** to evaluate monitoring performance and functions are determined and conducted in accordance with manufacturer's instructions.
	2.4 Monitoring signals and data is tested in accordance with organisational procedures.
	2.5 Communication is maintained with relevant persons during testing procedures in accordance with organisational procedures.
3 Evaluate and document test results.	3.1 Transmitted test data is accurately interpreted and compared against test requirements to determine monitoring performance and functioning of security equipment and system.
	3.2 Errors or deviations from specifications are identified, documented and reported in accordance with organisational procedures.
	3.3 Test results are accurately recorded and organised in suitable formats for review in accordance with organisational procedures.
	3.4 All ***documentation*** is completed and securely maintained with due regard to confidentiality in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately enter data
- apply safe and efficient work practices
- communicate in a clear and concise manner using appropriate terminology
- comply with relevant legislative requirements including licensing
- demonstrate understanding of basic numeracy
- evaluate test results
- identify basic faults or malfunctions in operation of security systems
- interpret security codes and alarm signals
- monitor, evaluate and interpret data and information
- operate a range of electronic security alarm monitoring management software

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REQUIRED SKILLS AND KNOWLEDGE

relating to electronic security systems and tracking equipment
- prepare and present written and computer-based information
- read and interpret data, information and instructions
- solve routine problems and make decisions according to set procedures
- test monitoring parameters
- use keypads and control panels
- use relevant testing tools and equipment.

Required knowledge

- alarm monitoring and management software
- approved communication terminology and codes and signals
- back-up procedures
- client confidentiality requirements
- common faults and malfunctions in security equipment and systems
- computer software used for monitoring functions
- electronic equipment and system configurations and programs
- emergency procedures
- keypad and control panel types and functions
- monitoring and response requirements
- operational principles and functions of electronic security systems and equipment
- relevant legislative provisions including Occupational Health and Safety (OHS) and licensing requirements
- reporting, documentation requirements and processes
- security equipment and system configurations and programs
- software templates for electronic security equipment and systems
- technical terminology
- templates for electronic security equipment and systems
- testing methods and requirements
- verification procedures and requirements for confirming authenticity of received information.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for A person who demonstrates competency in this unit must be able to

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assessment and evidence required to demonstrate competency in this unit	provide evidence of: • designing templates and accurately keying in data and cross-checking against monitoring parameters • determining and conducting appropriate tests to confirm operation and performance of monitoring • determining monitoring functions and capabilities of electronic security equipment and system • evaluating and documenting test results and completing relevant documentation • gathering and reviewing information and data to establish monitoring parameters • recognising faults or malfunctions in security equipment and systems • using appropriate communication channels and processes to accurately receive and convey information.
Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to plain English version of relevant statutes and procedures • access to a registered provider of assessment services • access to a suitable venue and equipment • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess

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underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian building codes and regulations
- Australian Communications Authority cabling standards
- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures

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- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Assignment instructions* may include**:

- equipment, tools and material requirements
- reporting requirements
- security equipment and system information:
  - features, functions and capabilities
  - manufacturer's instructions
- specific client requirements
- work schedules
- work tasks and procedures.

Security equipment and systems may include:

- access control systems
- audible and visual warning devices
- cameras and monitors
- commercial and residential alarm systems
- detection devices
- electric and mechanical fire safety and fire locking systems
- electronic locks and locking systems
- electronic readers
- electronic screen equipment
- intercoms and control panels
- security doors and door controls
- specialised access control systems eg biometrics.

Monitoring parameters may relate to:

- functions monitored:
  - alarms
  - access times
  - levels of access
  - identity of person gaining access
- levels of integrity of systems
- passwords and codes
- recording functions

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- response requirements:
  - people to contact
  - emergency services to contact
  - armed guard or patrol send out
  - no action
- testing and report functions.

***Relevant persons* may include**:
- clients
- colleagues
- equipment and systems manufacturers
- maintenance technician
- security consultants
- security personnel
- supervisor.

***Tests* may include**:
- alarm test
- detection test
- functional tests
- reporting tests
- testing alarm response to electronic security system
- testing communication links
- testing for correct relaying of information and data
- testing to specifications.

***Tests* may be conducted using**:
- computer terminals and computer screens
- field technicians
- intercoms
- listening equipment
- radios
- software
- telephones
- tracking and location equipment
- video cameras.

***Documentation* may include**:
- established monitoring parameters
- faulty or malfunctioning systems and equipment
- test results
- written and electronic reports.

Unit Sector(s)

Unit sector Security

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Competency field

Competency field Technical security

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CPPSEC3044A Maintain and repair mechanical lock and locking system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to carry out the routine maintenance of a range of mechanical locks and locking systems. It requires the ability to identify maintenance requirements and use appropriate methods and procedures to inspect, service and repair mechanical locks and locking systems.

This unit may form part of the licensing requirements for persons responsible for maintaining and repairing mechanical locks and locking systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the maintenance of mechanical locks and locking systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for maintenance.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with.
	1.2 Assignment instructions are obtained, reviewed and confirmed as required with ***relevant persons***.
	1.3 ***Maintenance*** requirements of mechanical lock and locking system are confirmed.
	1.4 Mechanical lock and locking system to be inspected and serviced is identified and confirmed.
	1.5 ***Tools***, ***equipment and materials*** needed to carry out the work are selected and checked for correct operation and safety.
	1.6 Faulty or unsafe tools are identified and segregated for repair or replacement in accordance with organisational procedures.
	1.7 Potential and existing ***risks and hazards*** in the work area are identified and controlled in accordance with ***Occupational Health and Safety*** (***OHS***) requirements and own role, competence and authority.
2 Maintain mechanical lock and locking system.	2.1 ***Personal protection equipment*** is selected and used in accordance with OHS requirements.
	2.2 Mechanical lock and locking system identified for maintenance is ***accessed*** with minimal ***disruption*** to services and others in the work area.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Inspections and checks are conducted to identify any damage, friction, sticking or component wear.
	2.4 Routine servicing of mechanical lock and locking system is carried out in accordance with manufacturer's instructions.
	2.5 Common faults in mechanical lock and locking system are diagnosed and appropriate adjustments made in accordance with manufacturer's instructions.
	2.6 Worn keys are identified and replaced as required to ensure effective operational capability.
	2.7 Routine repairs of mechanical lock and locking system are conducted in accordance with manufacturer's instructions.
	2.8 Complex faults and repair requirements are identified and reported for specialist attention.
3 Complete maintenance.	3.1 Serviced mechanical lock and locking system is checked and confirmed for correct operation and serviceability.
	3.2 Work area is restored and tools and equipment are cleaned, maintained and stored in accordance with organisational procedures.
	3.3 Waste from service activities is collected, treated and disposed of or recycled in accordance with organisational procedures.
	3.4 Malfunctions, faults, wear or damage to tools or equipment is documented and reported for repair or replacement in accordance with organisational procedures.
	3.5 Notification of work completion is made to relevant persons in accordance with organisational procedures.
	3.6 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply safe and environmentally aware work practices
- carry out maintenance of a range of mechanical locks and locking systems
- communicate in a clear and concise manner

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REQUIRED SKILLS AND KNOWLEDGE

- complete documentation
- disassemble and reassemble mechanical locks and locking systems
- estimate and organise materials, tools and equipment requirements
- identify and comply with applicable legislative requirements including licensing
- identify and control workplace hazards
- identify and diagnose faults and malfunctions
- identify and follow routine workplace safety procedures
- lubricate mechanical locks and locking systems
- maintain an inventory of equipment and consumables associated with maintenance activities
- measure and calculate volumes, consumption and servicing requirements
- read and interpret a multimeter
- read and interpret plans and specifications
- recognise routine and complex faults and malfunctions of a range of mechanical locks and locking systems
- solve routine problems
- test and confirm operational effectiveness of mechanical locks and locking systems
- use suitable tools and equipment, including hand and power tools
- work in confined spaces.

Required knowledge

- applicable legislative requirements including licensing and client confidentiality
- common mechanical lock and locking system faults
- emergency procedures
- fault-finding techniques
- maintenance requirements of mechanical locks and locking systems
- maintenance schedules and procedures relevant to mechanical locks and locking systems
- operational principles of mechanical locks and locking systems
- procedures for accessing and storing tools, equipment and materials
- procedures for reporting malfunctioning or faulty tools and equipment
- procedures to disassemble and reassemble mechanical locks
- reporting and documentation requirements
- requirements for working in a confined space
- risks and hazards associated with maintenance procedures
- safe workplace procedures
- technical terminology
- tests to confirm mechanical lock and locking system operation
- types of doors and windows and mechanical locking system applications
- types of faults associated with mechanical locks and locking systems
- types, functions and features of mechanical locks and locking systems

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REQUIRED SKILLS AND KNOWLEDGE

- waste disposal procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- accessing a mechanical lock and locking system with minimal disruption to others in the work area and normal services
- accurately diagnosing and rectifying mechanical lock and locking system irregularities and referring complex faults for specialist advice
- applying appropriate methods and using suitable tools and equipment to carry out maintenance on a range of mechanical locks and locking systems
- cleaning and storing tools and equipment and reinstating work site to a clean and safe condition
- completing documentation related to maintenance and repair work
- interpreting and complying with all applicable legislative and licensing requirements during maintenance and repair work.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes

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where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian building codes and regulations
- Australian Communications Authority cabling standards

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- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Assignment instructions* may include**:

- access to site and specific site requirements
- equipment, tools and material requirements
- mechanical lock and locking system information:
  - features, functions and capabilities
  - manufacturer's instructions
  - service and maintenance requirements
  - warranties and guarantees
- mechanical lock and locking system location information
- personal protection clothing and equipment requirements
- reporting requirements
- specific client requirements
- timeframes
- work schedules
- work tasks and procedures.

***Relevant persons* may**

- clients

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include:

- colleagues
- engineers and technicians
- equipment and systems manufacturers
- security consultants
- security personnel
- site managers or project managers
- supervisor.

Maintenance may include:

- adjustments
- cleaning
- confirming operation
- identification of worn parts
- inspection
- key cutting
- lubrication
- replacement of worn parts
- routine repairs.

***Tools, equipment and materials* may include**:

- communications equipment
- drill
- drop sheet
- fixing tools
- hand tools
- ladder
- master key plans
- materials:
  - cleaning compounds
  - electronic components
  - graphite powder
  - grease
  - insulation tape
  - key blanks
  - lockease
  - patch materials
  - pins
  - sealants
  - silicon
  - solder
  - springs
  - wiring
- personal protection equipment
- power tools
- soldering iron

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- spirit level
- torches and lighting
- welder.

***Risks and hazards* may relate to**:

- chemical hazards eg battery corrosion
- exposed electrical wiring
- exposure to:
  - asbestos
  - building debris
  - dust
  - glass fibre
  - live power
  - natural and other gas build-up
  - noise
  - vermin
  - water
- manual handling
- non-compliance with building codes and regulations.

***Occupational Health and Safety* (*OHS*) *requirements* may relate to**:

- emergency procedures
- following confined spaces procedures
- implementation of safety policies and procedures:
  - chemicals, gas and vapour
  - isolation procedures
  - monitoring and testing procedures
  - use of personal protection equipment and clothing
  - work clearance procedures
- risk and hazard recognition
- safety training
- working with electrical wiring and cables
- working with tools and equipment.

***Personal protection equipment* may include**:

- breathing apparatus
- fire extinguisher
- first aid kit
- gloves
- head protection
- hearing protection
- knee pads
- masks
- safety boots
- safety glasses.
- warning signs and tapes
- witches hats.

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***Access* may relate to**:	• access tokens • disablement of system • disassembly • keys • phone line access • removal of housing • use of access code.
***Disruptions* may affect**:	• access • business operations • noise • security • time • use of equipment.
***Documentation* may include**:	• adjustments, modifications and servicing undertaken • faulty or malfunctioning tools and equipment • materials used, parts and components replaced • mechanical lock and locking system faults and diagnosis • operational checks and maintenance conducted • recommended repairs or disposal of equipment • testing and inspection results • warranty conditions • written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Technical security

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CPPSEC3045A Determine security equipment and system modifications

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to determine modifications to security equipment and systems to meet changed operational requirements. It requires the ability to determine the modification capability and feasibility for the type of equipment and system and accurately document system schematics, configuration and specifications showing detailed modifications.

This unit may form part of the licensing requirements for persons responsible for modifying security systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the modification of security equipment and systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess security equipment and system status.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with. 1.2 Assignment instructions are obtained, reviewed and ***client objectives*** confirmed. 1.3 Normal operational functions and performance parameters of ***security equipment and system*** are confirmed against specifications. 1.4 Current operational functions and capabilities of security equipment and system are confirmed based on an assessment of accurate and reliable information. 1.5 ***Historical information*** and ***operational data*** of security equipment and system is obtained and reviewed. 1.6 Specifications of security equipment and system are reviewed to determine ***modification*** capability and feasibility in accordance with manufacturer's instructions and client requirements.
2 Determine modifications.	2.1 Terms of reference and budgetary constraints relevant to security equipment and system modifications are identified and complied with. 2.2 Design concepts and options are researched and evaluated to identify most appropriate modification to meet security equipment and system capabilities. 2.3 Security equipment and system ***schematics***, specifications

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ELEMENT	PERFORMANCE CRITERIA
	and configuration are adjusted to clearly and accurately show details of planned modifications.
	2.4 Proposed modifications to security equipment and system satisfy changed operational requirements and client requirements.
	2.5 Proposed modifications comply with relevant legislative, regulatory and industry requirements.
3 Document recommended modifications.	3.1 ***Business equipment and technology*** is used to prepare and present information in required format and style.
	3.2 Recommended security equipment and system modifications and modification requirements are ***clearly and accurately*** documented.
	3.3 Modification options and recommendations are supported by reliable and verifiable information.
	3.4 Feedback is sought from ***relevant persons*** and all queries are responded to promptly, courteously and accurately.
	3.5 Client confirmation to proceed with proposed security equipment and system modifications is obtained and processed in accordance with organisational procedures.
	3.6 Relevant ***documentation*** is securely maintained with due regard to client confidentiality in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately determine client requirements
- accurately determine status of security equipment and system
- communicate in a clear and concise manner
- complete documentation
- determine specifications for a security system
- draw and draft plans, layouts, structures and systems
- estimate and organise materials, tools and equipment requirements
- identify and comply with applicable legislative requirements including licensing
- identify and control workplace hazards
- identify and follow routine workplace safety procedures

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REQUIRED SKILLS AND KNOWLEDGE

- make modifications to schematics, specifications, charts and diagrams
- organise and prioritise work tasks
- prepare and present security system specification and configuration documentation in suitable formats
- read and interpret schematics, specifications, charts and diagrams
- solve routine problems
- use suitable tools and equipment, including hand and power tools.

Required knowledge

- applicable legislative requirements including licensing and client confidentiality
- building construction methods and types
- drawing and drafting symbols and techniques
- duty of care
- emergency procedures
- operational principles of security equipment and systems
- organisational pricing policy and procedures
- principles of security system design, specifications and configuration
- principles of security system programming and configuring
- range of security equipment and system modifications
- reporting and documentation requirements
- requirements for installation and modification of security equipment and systems
- safe workplace procedures
- technical terminology
- types of security system configurations
- types, functions and specifications of security equipment and systems
- waste disposal procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • accurately determining modification feasibility and capabilities of specific security equipment and system

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- clearly and accurately adjusting system schematics, configuration and specifications to show detail of modifications
- determining and preparing security system schematics and specifications which detail the modification of security equipment and systems
- interpreting and complying with all applicable legislative and licensing requirements
- preparing and presenting security system specifications and configuration in formats suitable for review by client
- using appropriate methods to assess and determine modifications to accurately meet the changed operational requirements of security equipment and system.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant

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authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian building codes and regulations
- Australian Communications Authority cabling standards
- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- Occupational Health and Safety (OHS) policies,

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procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Assignment instructions* may include**:
- access to site and specific site requirements
- equipment, tools and material requirements
- personal protection clothing and equipment requirements
- reporting requirements
- specific client requirements:
  - budget constraints
  - equipment and system types
  - equipment locations and positions
  - installation procedures and schedule
  - monitoring requirements
  - service and maintenance
  - system capabilities and functions
  - warranties or guarantees.
- timeframes
- work schedules
- work tasks and procedures.

***Client objectives* may relate to**:
- conformance with insurance requirements
- legal, regulatory or industry requirements
- protection of persons, property or assets.

Security equipment and systems may include:
- access control systems
- audible and visual warning devices
- cameras and monitors
- commercial and residential alarm systems
- detection devices
- electric and mechanical fire safety and fire locking systems
- electronic locks and locking systems
- electronic readers
- electronic screen equipment
- intercoms and control panels
- security doors and door controls
- specialised access control systems eg biometrics.

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***Historical information* may be found in**:	• activity reports • alarm history • central station records • client records • installation records • maintenance and repair documentation • site logs.
Operational data may be found in:	• back-up information • central monitoring station records • maintenance documentation • manufacturer's instructions • software records • visual inspections.
***Modification* may relate to**:	• change in system capabilities and functions • equipment, parts and components • installation procedures • labour • locations, placement and positions • materials • monitoring requirements • programming functions.
***Schematics* may relate to**:	• cable routes • control panel locations • fixtures • frame location • locations of detectors • power points • security system component positioning • switchboards • telephone mainframes.
Business equipment and technology may include:	• calculators • facsimile machines • internet • personal schedulers • photocopiers • printers • standard commercial computer software and hardware • telephones.
***Clear and accurate* documentation may relate to**:	• drawing title and details • inclusion of dimensions and other measurements • key providing explanation for symbols or abbreviations

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	used • plans drawn to scale • use of standard drawing and drafting symbols.
***Relevant persons* may include**:	• clients • colleagues • engineers and technicians • equipment and systems manufacturers • security consultants • security personnel • site managers or project managers • supervisor.
***Documentation* may include**:	• changed client requirements • changes to equipment and system schematics, specification and configuration • equipment and system modifications • estimates and quotes • floor plans • materials requirements • schematic drawings • security equipment and system, parts and components • warranty conditions.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Technical security

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CPPSEC3046A Configure a security system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to determine the appropriate configuration for a range of security systems. It requires the ability to accurately determine and design detailed and accurate security system schematics to meet site and client requirements. This work applies in extra low voltage as defined through the Australian standards AS 2201 (1986) environments.

This unit may form part of the licensing requirements for persons responsible for configuring security systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the configuration of security systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess client requirements.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with. 1.2 Assignment instructions are obtained, reviewed and ***client objectives*** confirmed. 1.3 ***Site access and specific site requirements*** are identified and complied with in accordance with organisational procedures. 1.4 A ***site assessment*** is conducted and ***documented*** in accordance with organisational procedures. 1.5 Site ***security risk factors*** are identified and assessed in accordance with organisational procedures. 1.6 Appropriate ***interpersonal techniques*** are used that reflect sensitivity to individual ***social and cultural differences***.
2 Determine specifications.	2.1 Tools, equipment and materials needed to carry out the work are selected and checked for correct operation and safety. 2.2 Design options are selected and evaluated as most ***suitable*** to meet system specifications and assignment instructions. 2.3 ***Schematics*** and specifications clearly and accurately detail installation requirements to enable the calculation of accurate costings. 2.4 Security equipment and materials that best meet system

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ELEMENT	PERFORMANCE CRITERIA
	specifications are determined and documented. 2.5 Security system specifications, configuration, ***placement and positioning*** comply with applicable legal, regulatory and industry requirements. 2.6 Personal limitations in determining specifications and configuration requirements are identified and assistance sought from ***relevant persons*** in accordance with organisational procedures.
3 Present specifications and configurations.	3.1 ***Business equipment and technology*** is used to prepare and present information in required format and style. 3.2 Security system specifications and configuration recommendations are ***clearly and accurately*** documented. 3.3 Feedback is sought and all queries are responded to promptly, courteously and accurately. 3.4 Client confirmation to proceed with proposed security system specifications and configuration is obtained and processed in accordance with organisational procedures. 3.5 ***Information and materials*** are securely maintained with due regard to client confidentiality in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately assess client security requirements
- accurately conduct a site assessment
- calculate time, measurements and quantities
- communicate in a clear and concise manner
- complete documentation
- determine and design specifications for a security system
- determine appropriate placement and positioning of security systems
- draw and draft plans, layouts, structures and systems
- estimate and organise materials, tools and equipment requirements
- identify and comply with applicable legislative requirements including licensing
- identify and control workplace hazards
- identify and follow routine workplace safety procedures

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REQUIRED SKILLS AND KNOWLEDGE

- interpret plans, designs and specifications
- organise and prioritise work tasks
- prepare and present security system specification and configuration documentation in suitable formats
- solve routine problems
- use suitable tools and equipment, including hand and power tools.

Required knowledge

- applicable legislative requirements including licensing and client confidentiality
- building construction methods and types
- drawing and drafting symbols and techniques
- duty of care
- emergency procedures
- organisational pricing policy and procedures
- principles of security system design, specifications and configuration
- principles of security system programming and configuring
- reporting and documentation requirements
- requirements for compliance with Australian building codes and regulations and Australian Communications Authority cabling standards
- requirements for installation of security systems
- safe workplace procedures
- technical terminology
- types of security system configurations
- types, functions and specifications of security systems
- waste disposal procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • accurately determining configuration parameters of security systems • preparing detailed and accurate security system schematics and specifications which allow the determination of appropriate

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security equipment and materials requirements
- determining appropriate placement and positioning of security system components
- interpreting and complying with all applicable legislative and licensing requirements
- preparing and presenting security system specifications and configuration in formats suitable for review by client
- sourcing information and conducting a site assessment to determine suitable options to meet client security requirements.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian Communications Authority cabling standards
- Australian building codes and regulations
- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- Occupational Health and Safety (OHS) policies, procedures and programs
- own role, responsibility and authority

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- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Assignment instructions* may include**:

- access to site and specific site requirements
- equipment, tools and material requirements
- personal protection clothing and equipment requirements
- reporting requirements
- specific client requirements:
  - budget constraints
  - equipment and system types
  - equipment locations and positions
  - installation procedures and schedule
  - monitoring requirements
  - service and maintenance
  - system capabilities and functions
  - warranties or guarantees.
- timeframes
- work schedules
- work tasks and procedures.

***Client objectives* may relate to**:

- conformance with insurance requirements
- legal, regulatory or industry requirements
- protection of persons, property or assets.

***Site access and specific site requirements* may relate to**:

- access and egress points
- access codes, keys or passes
- building codes and regulations
- heritage requirements
- noise control
- obtaining security clearance
- OHS requirements
- time of access to site
- union requirements.

***Site assessment* may involve identifying**:

- access and egress patterns
- determination of site availability and access
- existing security equipment and systems
- floor plan
- floor plan
- identification of security risk areas and weak points

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- site assessment to ensure correct positioning of equipment
- site restrictions and regulations
- type and condition of building structures.

Assessment *documentation* may include:

- checklists
- client briefs
- existing security equipment and systems
- floor plans
- recommendations
- specifications
- written and electronic reports.

***Security risks factors* may relate to**:

- adequacy of street lighting
- break-in
- burglary
- client habits eg doors left unlocked
- deliberate or accidental damage
- entry points screened from public view
- external doors without deadlocks or with hinges opening outward
- neighbourhood crime rating
- pilferage
- proximity of other buildings
- sabotage
- theft
- threats of loss, harm or damage to persons or property
- traffic flow
- trespass
- unauthorised access
- unsecured windows and doors
- vandalism.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising
- two-way interaction

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	• use of plain English • use of positive, confident and cooperative language.
***Social and cultural differences* may relate to**:	• dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs.

***Suitability* of options include considerations of**:	• aesthetics of environment
	• area usage
	• environmental hazards:
	  • air conditioners
	  • animals and rodents
	  • lighting
	• equipment specifications and limitations
	• dimensions of areas to be secured.

***Schematics* may relate to**:	• cable routes • control panel locations • fixtures • frame location • locations of detectors • power points • security system component positioning • switchboards • telephone mainframes.
***Placement and positioning* of security systems may be**:	• external under eaves • on external beams • on walls • on windows • under floors • within ceilings or vents • within concrete pores • within doors • within walls.
***Relevant persons* may include**:	• clients • colleagues • engineers and technicians • equipment and systems manufacturers • security consultants • security personnel

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	• site managers or project managers • supervisor.
Business equipment and technology may include:	• calculators • facsimile machines • internet • personal schedulers • photocopiers • printers • standard commercial computer software and hardware • telephones.
***Clear and accurate* documentation may relate to**:	• drawing title and details • inclusion of dimensions and other measurements • key providing explanation for symbols or abbreviations used • plans drawn to scale • use of standard drawing and drafting symbols.
***Information and materials* may include**:	• assignment instructions • floor plans • reports • schedules • schematic drawings.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Technical security

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CPPSEC3047A Provide estimate and quote on security system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to provide an estimate and quote on security systems to clients. It requires the ability to identify client security requirements and prepare an accurate quote which provides full details of security equipment and system provisions. It also requires an ability to interpret plans, designs and specifications and calculate labour and material costs.

This unit may form part of the licensing requirements for persons engaged in the provision and installation of security equipment or systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application to a range of technical security work roles in the security industry. Work is performed under limited supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify client requirements.	1.1 Security ***assessment*** is undertaken to identify client requirements in accordance with organisational procedures. 1.2 ***Security system*** and ***installation requirements*** are identified to meet client requirements. 1.3 Relevant ***Occupational Health and Safety*** (***OHS***), ***legislative*** and ***organisational requirements*** are identified and interpreted to ensure compliance. 1.4 ***Appropriate information*** is interpreted to identify correct ***resources*** for estimate and quote. 1.5 Ability to provide appropriate security system is assessed in accordance with client requirements.
2 Estimate costs.	2.1 ***Organisational rate schedules*** are identified and used to establish pricing information. 2.2 Quotations for resources are obtained to ensure fair comparison between suppliers. 2.3 Resource availability and delivery dates are confirmed with supplier in accordance with organisational procedures. 2.4 Site inspection is conducted to identify ***installation requirements*** and contingencies for ***possible problems*** considered.
3 Finalise quotation.	3.1 ***Quotation*** is prepared providing an accurate and concise

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ELEMENT	PERFORMANCE CRITERIA
	summary of security system supply and installation costs.
	3.2 Quotation is presented to client in accordance with agreed timeframes and organisational requirements for language, style and format.
	3.3 Required ***changes or variations*** are negotiated to meet client and organisational requirements
	3.4 Client file is created and ***documentation*** regularly updated and maintained in accordance with legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- basic analysis of information to identify problems and contingencies
- complete workplace documentation and reports
- information technology
- literacy skills to understand and communicate security information (reading, writing, speaking, numeracy and listening)
- numeracy skills to compare prices and accurately calculate estimates and quotations to return a profit where possible
- personal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- present a professional image
- problem solving and negotiation
- questioning to check understanding
- read and interpret plans, drawings and specifications.

Required knowledge

- difference between negative and positive language
- differences between written and spoken English
- duty of care requirements
- how to read and use body language to gain confidence of clients
- how to safeguard confidential information
- how to use business equipment to present information
- legislation, regulations and contractual obligations applicable to the provision of quotations and installation of security systems

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REQUIRED SKILLS AND KNOWLEDGE

- organisational policies and standards relating to the presentation of information for clients
- organisational standards and procedures for client service
- organisational standards for the presentation and maintenance of written information
- procedures and channels for reporting information
- rights and responsibilities of clients
- types and functions of security equipment and systems.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- complying with organisational policies and procedures and relevant legislation in the development of quotations for the provision of security systems
- conducting an assessment of client security needs to identify appropriate security system and installation requirements
- confirming client requirements and system options from information gathered and discussing potential problems and contingencies
- preparing and documenting accurate and detailed estimates and quotations for the provision and installation of security systems within agreed timeframes
- using appropriate communication skills to liaise and negotiate system requirements and prices with clients and suppliers.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment

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- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Assessment may involve:

- discussions with client
- questioning of police, insurance companies, government agencies and other relevant bodies
- review of client floor plans and supporting documentation
- visual inspections of client premises or building.

***Security system* may**

- computerised

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be:	• electronic • mechanical • procedural • specialised (eg biometric).
***Installation requirements* may relate to**:	• cherry picker • commercial and residential alarm systems • drill • electronic equipment (eg screen equipment, video cameras and monitors) • ladder • scaffolding • specialist tools or equipment • sub-contract labour.
***Organisational requirements* may relate to**:	• access and equity policies, principles and practices • business and performance plans • client service standards • code of conduct, code of ethics • communication and reporting procedures • complaint and dispute resolution procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs • own role, responsibility and authority • personal and professional development • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.

***Occupational Health and Safety* (*OHS*) *requirements* may relate to**:	• controlling and minimising risks
	• correct manual handling including shifting, lifting and carrying
	• first aid
	• identifying and reporting hazards and risks
	• knowledge of emergency and evacuation procedures
	• transporting and storing dangerous goods
	• using and maintaining equipment:
	  • business equipment and technology
	  • communications equipment and technology
	  • personal protection equipment
	  • security equipment and technology

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	• using and storing hazardous materials and substances.

***Legislative requirements* may relate to**:	• applicable commonwealth, state and territory legislation which affects work such as:
	  • workplace safety
	  • environmental issues
	  • equal employment opportunity
	  • industrial relations
	  • anti-discrimination and diversity
	• Australian building codes and regulations
	• Australian Communications Authority cabling standards
	• Australian standards and quality assurance requirements
	• award and enterprise agreements
	• evidence collection
	• freedom of information
	• licensing arrangements and certification requirements
	• privacy requirements
	• relevant industry codes of practice
	• telecommunications
	• trade practices.

***Appropriate information* may be**:	• drawings • plans and schematics • texts.
***Resources* may be**:	• equipment • labour • materials.
***Organisational rate schedules* may relate to**:	• industry based labour rates • insurance • organisational labour rates • standard equipment costs • standard installation costs • standard materials costs • standard monitoring costs • standard service costs • standard unit costs.
***Installation requirements* may relate to**:	• cherry picker • commercial and residential alarm systems • drill • electronic equipment (eg screen equipment, video cameras and monitors) • ladder • scaffolding

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- specialist tools or equipment
- sub-contract labour.

***Possible problems* may relate to**:

- availability, delivery
- cash flow
- crowds
- equipment or system faults
- insurance, time penalties, disputes
- limited access to assistance and resources
- own skills and knowledge
- problems with security or communication equipment
- restricted site access, building progress
- risks and hazards
- vehicles
- weather and environment conditions.

***Quotations* are written and may include**:

- client brief
- company identification information
- contractual arrangements
- cost breakdown
- equipment or system locations and positions
- equipment or system type
- parameters of system capabilities
- recommended and agreed security system
- results of security assessment
- service and maintenance needs
- suitable sign-off arrangements
- system capabilities
- system specifications and configuration
- terms of trade
- timelines for provision and installation
- warranty, guarantee, liability and terms and conditions.

***Changes or variations* may relate to**:

- changes in cost
- delays
- exclusions
- installation
- monitoring
- revised or additional services
- revised or new equipment or system needs
- service and product warranty, guarantee, liability and terms and conditions
- service commencement or completion dates
- terms of trade.

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***Documentation* may include**:	• client details • documented quotation • records of client and supplier communication including actions taken • security equipment or system options and costs • supplier information.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Technical security

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CPPSEC3048A Maintain effective relationships with security clients

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to develop and maintain an effective relationship with security clients. It requires the ability to discuss problems with clients, and where appropriate, carry out on-site inspections to confirm security concerns. It also requires an ability to use problem solving techniques to promote client confidence and ensure accurate records are maintained to meet legislative requirements.

This unit may form part of the licensing requirements for persons engaged in technical security work in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application to a range of technical security work roles in the security industry. Work is performed under limited supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Present a positive image to client.	1.1 Client relationship is established and maintained using appropriate ***interpersonal techniques*** in accordance with ***legislative*** and ***organisational requirements***. 1.2 Own conduct is professional and courteous and reflects sensitivity to individual ***social and cultural differences***. 1.3 Personal presentation and grooming is maintained at all times according to organisational requirements. 1.4 ***Communication skills*** are used to enhance client commitment and confidence and build a return client base.
2 Provide and review client service.	2.1 ***Client service*** is provided promptly to meet identified client needs. 2.2 ***Special requirements*** are responded to in accordance with organisational procedures. 2.3 Client feedback is analysed in consultation with relevant persons to identify improvements to service provision and client relationship. 2.4 Client satisfaction is regularly reviewed using ***verifiable evidence*** and improvements implemented as required.
3 Respond to client complaint.	3.1 ***Client complaint*** is handled sensitively and promptly in consultation with ***relevant persons***. 3.2 Client complaint is evaluated and an appropriate response identified and implemented. 3.3 Contact is made with the client to ensure satisfaction with

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ELEMENT	PERFORMANCE CRITERIA
	response and resolution of the complaint.
	3.4 ***Personal limitations*** in responding to complaints are recognised and assistance sought as required from relevant persons.
4 Document complaints.	4.1 ***Reports*** relating to client complaints are documented and reviewed and processed according to organisational procedures.
	4.2 Decisions to modify or improve products or services are based on evidence of client satisfaction with response to complaint.
	4.4 All ***documentation*** is completed promptly and accurately and maintained to ensure client confidentiality in accordance with legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- analysis of information to identify problems and areas for improvement
- complete workplace documentation and reports
- information technology
- literacy skills to understand and communicate security information (reading, writing, speaking, numeracy and listening)
- negotiation
- numeracy skills to estimate time to complete work tasks and resource requirements
- personal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- present a professional image
- problem solving and negotiation
- questioning to check understanding
- research
- risk assessment.

Required knowledge

- client service standards
- difference between negative and positive language
- differences between written and spoken English

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REQUIRED SKILLS AND KNOWLEDGE

- duty of care requirements
- how to read and use body language to gain confidence of clients
- how to safeguard confidential information
- how to use business equipment to present information
- legislation, regulations and contractual obligations applicable to providing security services
- organisational policies and standards relating to the presentation of information for clients
- organisational standards and procedures for client service
- procedures and channels for reporting information
- procedures for reporting, evaluating and responding to client complaints
- range of security services, systems and equipment and their uses
- rights and responsibilities of clients.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of understanding and knowledge of the following:

- complying with organisational policies and procedures and relevant legislation in dealing with security clients
- working with clients to address security concerns or issues using effective communication and negotiation skills
- responding promptly and sensitively to client complaints and evaluating and using feedback as the basis for improving client service and relationships
- following agreed procedures for reporting and recording of client information and complaints processes and outcomes
- in consultation with others, using verifiable evidence to review and analyse service provision and level of client satisfaction.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

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Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Interpersonal techniques* may**

- active listening
- being respectful and non-discriminatory to others

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include:

- control of tone of voice and body language
- demonstrating flexibility and willingness to negotiate
- interpreting non-verbal and verbal messages
- maintaining professionalism
- providing and receiving constructive feedback
- questioning to clarify and confirm understanding
- two-way communication
- use of communication appropriate to cultural differences
- use of positive, confident and cooperative language.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian building codes and regulations
- Australian Communications Authority cabling standards
- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

***Organisational requirements* may relate to**:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- Occupational Health and Safety (OHS) policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards

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	• resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.
***Social and cultural differences* may be expressed in**:	• beliefs, values or practices • conventions of gender or sexuality • cultural stereotypes • dress • food or diet • language • religious and spiritual observances • social conventions • traditional practices and observations.
***Communication skills* may include**:	• active listening • comprehension • negotiation • note-taking • positive body language • questioning • reading accurately • speaking clearly • summarising • writing.
Client service may relate to:	• dealing with conflict • efficient use of resources • handling and recording complaints • meeting agreed timelines • meeting allocated duties and responsibilities. • meeting budget and agreed costs • professionalism and conduct • regular communication and reporting
***Special requirements* may relate to**:	• control of exit from and access to premises • crowd control • emergency security services • escort of people and property • non-routine information or service provision • screening of property and people • urgent requests.
***Verifiable evidence* may include**:	• auditable documentation and reports • client satisfaction questionnaire • feedback from lapsed clients • quality assurance data

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	• records of complaints and actions taken for resolution.
Client complaints **may relate to**:	• administrative errors such as incorrect invoices or prices • client needs not being met • damaged goods or goods not delivered • delays • poor standard of security services or performance • poor standard of service quality • products not delivered or installed on time or according to quality standards.
Reporting **may include**:	• completing documentation such as logs, journals and activity reports • completing police reports • completing written and computer reports • contacting designated personnel • recording security risk and incident details • requesting security assistance • verbal reporting to client or supervisor.
Relevant persons **may include**:	• colleagues • emergency personnel • legal representatives. • security consultant • supervisor • technical security experts.
Personal limitations **may relate to**:	• being unsure of best method to complete task • compliance with OHS requirements • current competence level • difficulties in meeting timelines • inability to fulfil own role and responsibilities • licensing requirements • technical expertise • understanding of client requirements • understanding of legal requirements.
Reporting **may include**:	• completing documentation such as logs, journals and activity reports • completing police reports • completing written and computer reports • contacting designated personnel • recording security risk and incident details • requesting security assistance • verbal reporting to client or supervisor.
Documentation **may**	• actions and decisions taken to respond to complaint • client details

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include:

- details of feedback and complaints
- evidence of client satisfaction with response
- improvements to products or services as a result of complaint.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Technical security

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CPPSEC3049A Modify and repair security equipment and system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to conduct minor modifications and repairs on a range of security equipment and systems. It requires the ability to diagnose and rectify common basic faults and refer more complex faults for specialist attention. This work applies to extra-low voltage environments.

This unit may form part of the licensing requirements for persons responsible for maintaining security equipment and systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the maintenance of security equipment and systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for maintenance.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with.
	1.2 Assignment instructions are obtained, reviewed and confirmed as required with ***relevant persons***.
	1.3 ***Maintenance*** requirements of ***security equipment and system*** are confirmed.
	1.4 Security equipment and system to be ***modified*** or ***repaired*** is identified and confirmed.
	1.5 ***Tools***, ***equipment and materials*** needed to carry out the work are selected and checked for correct operation and safety.
	1.6 Potential and existing ***risks and hazards*** in the work area are identified and controlled in accordance with ***Occupational Health and Safety*** (***OHS***) requirements and own role, competence and authority.
2 Carry out maintenance.	2.1 ***Personal protection equipment*** is selected and used in accordance with OHS requirements.
	2.2 Security equipment and system identified for maintenance is ***accessed*** with minimal ***disruption*** to services and others in the work area.
	2.3 Security equipment and system is inspected and assessed for operational effectiveness against normal operating criteria.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Common faults in security equipment and system are diagnosed and appropriate repairs or modifications are carried out in accordance with manufacturer's instructions.
	2.5 Complex faults and repair requirements are identified and reported for specialist attention.
	2.6 Routine servicing of security equipment and system is carried out in accordance with manufacturer's instructions.
	2.7 Safe workplace practices are applied throughout maintenance and repair procedures in accordance with OHS requirements.
3 Complete and document maintenance activities.	3.1 Security equipment and system components are reassembled and tested for correct operation in accordance with approved procedures.
	3.2 Work area is restored and tools and equipment are cleaned, maintained and stored in accordance with organisational procedures.
	3.3 Waste from service and repair activities is collected, treated and disposed of or recycled in accordance with organisational procedures.
	3.4 Malfunctions, faults, wear or damage to tools or equipment is documented and reported for repair or replacement in accordance with organisational procedures.
	3.5 Notification of work completion is made to relevant persons in accordance with organisational procedures.
	3.6 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply safe and environmentally aware work practices
- carry out maintenance, modifications and repairs on a range of security equipment and systems
- commission security equipment and systems
- communicate in a clear and concise manner
- complete documentation

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REQUIRED SKILLS AND KNOWLEDGE

- conduct basic carpentry and fitting, soldering, welding, and drilling
- estimate and organise materials, tools and equipment requirements
- identify and comply with applicable legislative requirements including licensing
- identify and control workplace hazards
- identify and diagnose faults and malfunctions
- identify and follow routine workplace safety procedures
- maintain an inventory of equipment and consumables associated with maintenance activities
- measure and calculate volumes, consumption and servicing requirements
- read and interpret a multimeter
- read and interpret plans and specifications
- recognise routine and complex faults and malfunctions of a range of security equipment and systems
- solve routine problems
- test and confirm operational effectiveness of security equipment and systems
- use suitable tools and equipment, including hand and power tools
- work in confined spaces.

Required knowledge

- applicable legislative requirements including licensing and client confidentiality
- cable identification, termination and connection procedures
- earthing systems arrangements and requirements
- electrical concepts
- emergency procedures
- fault-finding techniques
- maintenance procedures relevant to security equipment and systems
- procedures for accessing and storing tools, equipment and materials
- procedures for reporting malfunctioning or faulty tools and equipment
- reporting and documentation requirements
- requirements for commissioning of security equipment and systems
- requirements for compliance with Australian building codes and regulations and Australian Communications Authority cabling standards
- requirements for working in a confined space
- risks and hazards associated with maintenance procedures
- safe workplace procedures
- security equipment and system configurations and methods of programming
- security equipment and system repair techniques
- technical terminology
- types of faults associated with security equipment and systems
- types, functions and features of security equipment and systems
- waste disposal procedures

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REQUIRED SKILLS AND KNOWLEDGE

- welding, grinding and oxy-acetylene cutting principles and procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- interpreting and complying with all applicable legislative and licensing requirements for repair work
- accessing security equipment and system with minimal disruption to others in the work area and normal services
- applying appropriate methods and using suitable tools and equipment to carry out maintenance, repairs and modifications on a range of security equipment and systems
- cleaning and storing tools and equipment and reinstating work site to a clean and safe condition
- organising own work tasks within specified repair timeframes and completing documentation related to modification or repair
- inspecting and testing security equipment and system for correct operation and accurately identifying faults and malfunctions
- safely following maintenance and repair procedures and carrying out checks to ensure integrity and security of security equipment and system.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and

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assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements* may relate to**:

- applicable commonwealth, state and territory legislation which affects work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations

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- anti-discrimination and diversity
- Australian Communications Authority cabling standards
- Australian building codes and regulations
- Australian standards and quality assurance requirements
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- telecommunications
- trade practices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Maintenance may include:

- cleaning
- minor modifications and adjustments
- routine repairs
- servicing.

***Assignment instructions* may include**:

- access to site and specific site requirements
- equipment, tools and material requirements
- personal protection clothing and equipment requirements
- reporting requirements
- security equipment and system information:
  - features, functions and capabilities
  - manufacturer's instructions
  - service and maintenance requirements

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- warranties and guarantees
- security equipment and system location information
- specific client requirements
- timeframes
- work schedules
- work tasks and procedures.

***Relevant persons* may include**:
- clients
- colleagues
- engineers and technicians
- equipment and systems manufacturers
- security consultants
- security personnel
- site managers or project managers
- supervisor.

***Maintenance* may include**:
- minor modifications
- repairs
- servicing.

Security equipment and systems may include:
- access control systems
- audible and visual warning devices
- cameras and monitors
- commercial and residential alarm systems
- detection devices
- electric and mechanical fire safety and fire locking systems
- electronic locks and locking systems
- electronic readers
- electronic screen equipment
- intercoms and control panels
- security doors and door controls
- specialised access control systems eg biometrics.

***Modifications* may relate to**:
- change in system capabilities and functions
- locations, placement and positions
- monitoring requirements.

***Repairs* may be made**:
- on-site
- remotely.

***Tools*, *equipment and materials* may include**:
- cable testing equipment
- communications equipment
- computer and software
- fixing tools
- hand tools
- ladder

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- materials:
  - cable
  - fixings
  - grease
  - patch materials
  - screws
  - sealants
  - wiring
  - solder
- multimeter
- personal protection equipment
- power tools.

***Risks and hazards* may relate to**:

- chemical hazards eg battery corrosion
- exposed electrical wiring
- exposure to:
  - asbestos
  - building debris
  - dust
  - glass fibre
  - live power
  - natural and other gas build-up
  - noise
  - vermin
  - water
- manual handling
- non-compliance with building codes and regulations.

***Occupational Health and Safety* (*OHS*) *requirements* may relate to**:

- emergency procedures
- following confined spaces procedures
- implementation of safety policies and procedures:
  - chemicals, gas and vapour
  - isolation procedures
  - monitoring and testing procedures
  - use of personal protection equipment and clothing
  - work clearance procedures
- risk and hazard recognition
- safety training
- working with electrical wiring and cables
- working with tools and equipment.

***Personal protection equipment* may**

- breathing apparatus
- fire extinguisher

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include:	• first aid kit • gloves • head protection • hearing protection • knee pads • masks • safety boots • safety glasses. • warning signs and tapes • witches hats.
***Access* may relate to**:	• disablement of system • modem access • phone line access • removal of housing • use of access code • use of access token • use of keys.
***Disruptions* may affect**:	• access • business operations • noise • security • time • use of equipment.
***Documentation* may include**:	• faulty or malfunctioning tools and equipment • materials used, parts and components replaced • operational checks conducted • recommended repairs or disposal of equipment • repairs, adjustments or servicing undertaken • security equipment and system faults and diagnosis • testing and inspection results • written and electronic reports.

Unit Sector(s)

Unit sector	Security

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Competency field

Competency field Technical security

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CPPSEC3050A Load and unload cash in transit in an unsecured environment

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to load and unload cash in transit in an unsecured environment. It requires the ability to select an appropriate loading site, securely transfer the load, and complete transfer documentation.

The unit requires legal and operational knowledge applicable to relevant sectors of the security industry.

Application of the Unit

This unit of competency applies to roles involving cash-in-transit activities in the security industry.

The skills and knowledge described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

This unit may form part of the licensing requirements for persons engaged in cash-in-transit security operations in those states and territories where these are regulated activities.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Select loading site.	1.1	***Assignment instructions*** and ***information*** are reviewed and operational details verified with ***relevant persons***.
		1.2	Site for consignment transfer is selected according to assignment instructions and ***occupational health and safety (OHS) requirements***.
		1.3	Accessibility and security of loading site are determined and assessed according to assignment instructions.
		1.4	Where loading site is deemed inappropriate, alternative sites are identified in consultation with relevant persons.
		1.5	***Risks to consignment*** are assessed and necessary controls implemented in line with organisational requirements.
		1.6	Appropriate ***interpersonal techniques*** and ***communication channels*** are used to obtain necessary authorisations in line with ***organisational requirements***.
2	Transfer load	2.1	Load is safely and securely transferred according to assignment instructions, and organisational, OHS and ***legislative requirements***.
		2.2	***Security procedures*** are implemented according to assignment instructions and legislative requirements.
		2.3	Contingency plans are developed as required and communicated to relevant persons according to organisational requirements.
		2.4	Consignment details are verified, and non-conforming items identified, documented and reported according to organisational requirements.
		2.5	Loading site is constantly monitored to maintain security and identify ***risks and hazards*** according to organisational requirements.
		2.6	Appropriate ***response*** is implemented where necessary

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			to control security risks.
3	Complete transfer documentation	3.1	Consignment delivery is verified by client according to organisational requirements.
		3.2	Transfer documentation is completed according to organisational and legislative requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
  - use appropriate channels, codes and signals
- problem-solving skills to:
  - determine appropriate response to security risk situation
  - identify risk factors and assess degree of risk
- planning and organising skills to manage work tasks to meet operational timeframes
- technology skills to operate relevant equipment, including communications equipment
- initiative and enterprise skills to predict consequences, apply contingencies and implement process improvements
- literacy skills to:
  - identify and comply with legal and procedural requirements, including licensing requirements
  - read and interpret instructions, procedures, information and labels
  - record, report and document information
- self-management skills to:
  - select and use appropriate personal protective equipment (PPE)
  - use correct manual handling techniques
- technology skills to select and use equipment appropriate to cash-in-transit tasks

Required knowledge

- approved communication terminology and codes and signals
- Australian standards, regulations, procedures and codes of practice applicable to own role, responsibilities and cash-in-transit tasks

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- cash-in-transit carrying, loading and unloading techniques
- housekeeping procedures for work site
- licensing and legal requirements for the use and handling of firearms
- observation and monitoring techniques
- operational functions and procedures for the use of communications, security and personal
- permit and licensing requirements for cash-in-transit operations
- principles of effective communication, including interpersonal techniques
- principles of effective teamwork
- procedures for activating and de-activating a range of security systems and devices
- procedures for handling non-conforming consignments
- procedures for responding to a violent encounter, including armed robbery
- procedures for review and debrief of a security response
- procedures to prepare for cash-in-transit operation, including systematic checks and correct strategic positioning and tactics
- protection equipment
- range of potential security incidents and appropriate responses
- reporting processes
- risk-assessment processes
- risks and hazards posed by the transfer of cash in transit, and related precautions and controls
- situations requiring specialist support or assistance

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to: • comply with legislative, organisational, OHS and client requirements to securely load, carry and unload consignment in an unsecured environment • select a safe and secure loading site, and identify an alternative where accessibility and/or security of the initial site is assessed as inappropriate • identify risks and hazards that might impact on loading and unloading cash in transit, and implement necessary controls and/or security responses • verify consignment characteristics and details, and identify and report non-conformances

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	• use communications equipment and techniques to give clear and accurate information in a form that is preferred and understood by the receiver and engages minority groups • accurately and legibly document consignment delivery details.
Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to plain English version of relevant statutes and procedures • access to a registered provider of assessment services • access to a suitable venue and equipment • assessment instruments, including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • observation of processes and procedures • questioning of underpinning skills and knowledge.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Assignment instructions may relate to:	• access to work site, including:
	  • access and egress points
	  • timing of access
	  • authorisations
	  • access codes
	  • security systems and devices
	• client identification and information details
	• client instructions
	• consignment details and special instructions
	• legislative requirements relating to work tasks
	• OHS requirements, including PPE
	• personal presentation and identification requirements
	• plans of site access, exit points and key physical features
	• reporting requirements
	• resource and equipment needs
	• work schedules, including budget
	• work tasks and procedures.

Information documents may include:	• award and enterprise bargaining agreement • client instructions • codes of practice, including the National Standards for Manual Handling and the Industry Safety Code • consignment manifest • emergency procedures • job specifications • material safety data sheets (MSDS) • quality assurance procedures • manufacturer specifications • standards and certification requirements • supplier instructions • workplace policies and procedures.
Relevant persons may include:	• authorities • clients • management • members of the public • police

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	• private security personnel • public sector security personnel • security consultants • specialist or technical staff • supervisor • team members.

OHS requirements may relate to:	• controlling and minimising risks
	• correct manual handling, including shifting, lifting and carrying
	• duty of care
	• emergency procedures
	• first aid
	• housekeeping standards
	• identifying, assessing and reporting risks and hazards
	• monitoring the work environment
	• non-conforming consignments, such as hazardous goods
	• safety of self and others
	• safe use and maintenance of equipment
	• security response
	• site access and security
	• teamwork and back-up support
	• two-way radio
	• using PPE, such as:
	  • firearms
	  • gloves
	  • safety headwear and footwear.

Risks to consignment may relate to:	• hazards • high-risk locations • loss through negligence • security of loading and unloading site • theft • weather.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • control of tone of voice • cultural awareness and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • giving constructive feedback • providing sufficient time for questions and responses • using plain English

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	• using positive body language • using questioning, reflection and summarising to clarify understanding.

Communication channels and processes may relate to:	• direct line supervision paths
	• established communication protocols
	• lateral supervision paths
	• organisational communication networks
	• use of mobile and fixed telephones
	• use of two-way radio
	• verbal and non-verbal communication procedures, such as:
	  • call signs
	  • coded messages
	  • hand signals
	  • phonetic alphabet
	  • procedure words for radio telephone communication
	  • use of abbreviations.

Organisational requirements may relate to:	• access and equity policies, principles and practices • business and performance plans • client service standards • code of conduct and code of ethics • communication and reporting procedures • complaint and dispute-resolution procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs • own role, responsibility and authority • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.

Legislative requirements may relate to:	• Australian standards and certification requirements
	• Firearms Act 1996 and Firearms (General) Regulations 1997
	• licensing and permits for firearms
	• licensing requirements for carrying particular classes of goods
	• licensing requirements for driving
	• relevant state and territory regulations and legislation covering:
	  • firearms
	  • OHS

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	• privacy • road rules and traffic • Security Industry Act 1997 and Regulations 2007.

Security procedures may include:	• activating and de-activating security systems and devices, such as:
	  • access control systems
	  • alarm systems
	  • ATM vaults
	  • digital versatile discs (DVDs), video cassette recorders (VCRs) and webcams
	  • surveillance cameras
	  • time-delay devices
	  • two-key safes
	• armed robbery response
	• consignment carrying and loading techniques
	• permission to enter and exit loading area
	• positioning of personnel
	• travelling across public areas
	• vehicle accident response.

Risks and hazards may include:	• contamination of, or from, materials being handled • dust and vapours • firearms handling • hazardous or dangerous goods and materials • humidity and air temperature • packages, goods, baggage or cargo left unattended or tampered with • persons carrying weapons • persons causing a public nuisance • persons behaving suspiciously • persons in emotional or physical distress • persons under the influence of intoxicating substances • persons with criminal intent • persons, vehicles and equipment in unsuitable locations • suspicious packages or substances • terrorism • unattended vehicles in areas not designated for parking • uneven ground, steps or road surfaces • vehicular and pedestrian traffic • violence or physical threats • weather.
Response may include:	• defusing the situation

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	• evacuating the site • isolating area of potential risk • isolating risk • notifying relevant emergency services agencies • requesting support and assistance • tactical withdrawal • using negotiation techniques.

Unit Sector(s)

Competency field Cash in transit

Unit sector Security

Custom Content Section

Not applicable.

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CPPSEC3051A Implement cash-in-transit security procedures

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to implement cash-in-transit security procedures. It requires the ability to check and monitor personnel and goods within the work area, coordinate responses to security incidents and emergencies, and carry out surveillance of work areas.

The unit requires legal and operational knowledge applicable to relevant sectors of the security industry.

Application of the Unit

This unit of competency applies to roles involving cash-in-transit activities in the security industry.

The skills and knowledge described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

This unit may form part of the licensing requirements for persons engaged in cash-in-transit security operations in those states and territories where these are regulated activities.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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unit of competency.	and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Check personnel and goods within the work area	1.1	Personnel and vehicles in the work area are checked and monitored according to operational ***information*** and ***organisational, legislative and occupational health and safety (OHS) requirements***.
		1.2	Receipt and delivery of consignment are ***recorded*** according to organisational procedures.
		1.3	Consignment content is ***checked*** to verify security according to organisational requirements.
		1.4	***Risks to consignment*** are assessed and necessary controls implemented in line with organisational requirements.
		1.5	Consignment discrepancies are ***reported*** to ***relevant persons*** according to organisational and legislative requirements.
2	Coordinate response to security incidents and emergencies	2.1	Security incident or emergency is identified and handled according to organisational, legislative and OHS requirements.
		2.2	Appropriate ***communication channels*** and ***security equipment*** are used to receive and transmit concise information according to organisational and legislative requirements.
		2.3	***Potential security risks*** are observed and reported according to organisational procedures.
3	Conduct surveillance of work areas	3.1	Work areas are monitored using security equipment according to organisational requirements.
		3.2	***Security procedures*** are implemented and systems monitored to ensure ongoing security of work areas according to organisational requirements.

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		3.3	Appropriate ***interpersonal techniques*** are used to gather information to clarify potential risk situations according to organisational requirements.
		3.4	Security equipment is regularly checked to ensure operational effectiveness in compliance with manufacturer specifications and organisational requirements.
4	Complete reports	4.1	Operational reports and documentation are completed within designated timeframes according to organisational and legislative requirements.
		4.2	Security incidents or occurrences are reported verbally to relevant persons according to organisational and legislative requirements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
  - identify and comply with legal and procedural requirements, including licensing requirements
  - read and interpret instructions, procedures, information and signs
  - record, report and document information
- problem-solving skills to:
  - identify risk factors and assess degree of risk
  - identify security risk situations
- planning and organising skills to manage work tasks to meet operational timeframes
- observation and monitoring skills to conduct surveillance of the work area
- initiative and enterprise skills to predict consequences, apply contingencies and identify improvements
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- self-management skills to:
  - communicate using appropriate channels, codes and signals
  - select and use appropriate personal protective equipment (PPE)
  - use correct manual handling techniques

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- technology skills to select and use equipment appropriate to cash-in-transit tasks, including electronic communications and security equipment

Required knowledge

- approved communication terminology, codes and signals
- Australian standards, regulations, procedures and codes of practice applicable to own role, responsibilities and cash-in-transit tasks
- cash-in-transit surveillance and monitoring techniques
- details of work area, security procedures, personnel and consignment for delivery or collection
- permit and licensing requirements for cash-in-transit operations
- principles of effective communication, including interpersonal techniques
- principles of effective teamwork
- procedures for handling non-conforming consignments
- procedures for responding to a violent encounter, including armed robbery
- procedures for review and debrief of a security response
- procedures to prepare for cash-in-transit operation, including systematic checks and correct strategic positioning and tactics
- range of potential security incidents and appropriate responses
- risks and hazards posed by the transfer of cash in transit, and related precautions and controls
- indicators of potential problems with consignment content, including tampering
- situations requiring support or assistance

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to: • comply with legislative, organisational, OHS and client requirements to implement cash-in-transit security procedures • check and monitor personnel and goods within the work area to ensure ongoing security is maintained • identify risks and hazards that impact on security of work area and implement necessary controls • use effective communication and interpersonal techniques to accurately and concisely receive and transmit details of security incidents or emergencies when coordinating security

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	responses • operate and check security and communications equipment to ensure operational effectiveness • accurately and legibly document and report operational details, including records of consignment receipt and delivery, incidents, emergencies and occurrences, and potential security risks.
Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to plain English version of relevant statutes and procedures • access to a registered provider of assessment services • access to a suitable venue and equipment • assessment instruments, including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • observation of processes and procedures • questioning of underpinning skills and knowledge.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information may relate to:	• client instructions • codes of practice, including the National Standards for Manual Handling and the Industry Safety Code • emergency procedures • material safety data sheets (MSDS) • operations manuals and job specifications • quality assurance procedures • manufacturer specifications • standards and certification requirements • supplier instructions • workplace policies and procedures.
Organisational requirements may relate to:	• access and equity policies, principles and practices • business and performance plans • client service standards • code of conduct and code of ethics • communication and reporting procedures • complaint and dispute-resolution procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • information that must be recorded • OHS policies, procedures and programs • own role, responsibility and authority • privacy and confidentiality of information • procedures for checking personnel and vehicles • quality assurance and continuous improvement processes and standards • requirements for checking container seals • resource parameters and procedures • roles, functions and responsibilities of security personnel • statutory reporting • storage and disposal of information.
Legislative requirements	• Australian standards and certification requirements

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may relate to:	• licensing and permits for firearms
	• licensing requirements for handling and carrying particular classes of goods
	• relevant state and territory regulations and legislation covering:
	  • firearms
	  • OHS
	  • privacy
	  • surveillance.

OHS requirements may relate to:	• controlling and minimising risks
	• correct manual handling, including shifting, lifting and carrying
	• duty of care
	• emergency procedures
	• first aid
	• identifying, assessing and reporting risks and hazards
	• monitoring the work environment
	• non-conforming or suspicious consignments
	• safety of self and others
	• safe use and maintenance of security equipment
	• site access and security
	• teamwork and back-up support
	• two-way radio
	• using PPE, such as:
	  • firearms
	  • gloves
	  • safety headwear and footwear.

Recorded receipt and delivery details may include:	• consignment details • identification of carrier • identification of receiver • identification of vehicle.
Checks of consignment may relate to:	• confirming that container seals are correctly applied • confirming that the audit trail is preserved • identifying loose goods • identifying signs of tampering • identifying potential fire hazards • identifying unsealed consignments • identifying suspicious consignments, such as unusual positioning.
Risks to consignment may relate to:	• hazards • high-risk locations

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	• loss through negligence • security of work site • theft • weather.

Reports:	• may be:
	  • verbal
	  • written
	• may relate to:
	  • discrepancies in consignments
	  • faulty equipment
	  • incidents, emergencies and occurrences
	  • operational outcomes
	  • potential security risks and hazards.

Relevant persons may include:	• authorities • clients • management • members of the public • police • private security personnel • public sector security personnel • security consultants • specialist or technical staff • supervisor • team members.

Communication channels and processes may relate to:	• direct line supervision paths
	• established communication protocols
	• lateral supervision paths
	• organisational communication networks
	• use of mobile and fixed telephones
	• use of two-way radio
	• verbal and non-verbal communication procedures, such as:
	  • call signs
	  • coded messages
	  • hand signals
	  • phonetic alphabet
	  • procedure words for radio telephone communication
	  • use of abbreviations.

Security equipment may include:	• access control systems • alarm systems • digital versatile discs (DVDs), video cassette recorders

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	(VCRs) and webcams • earpiece • electronic equipment • mobile and fixed telephones • portable and mounted two-way radio • public address system • surveillance cameras.
Potential security risks may include:	• consignment unsealed, in unusual position or displaying evidence of tampering • firearms handling • hazardous or dangerous goods and materials • inappropriate security maintenance requirements • inclement weather • loose goods • packages, goods, baggage or cargo left unattended or tampered with • persons carrying weapons • persons causing a public nuisance • persons behaving suspiciously • persons in emotional or physical distress • persons under the influence of intoxicating substances • persons with criminal intent • persons, vehicles and equipment in unsuitable locations • possible breakdown in security procedures • potential fire hazards • suspicious or unattended vehicles in areas not designated for parking • suspicious packages or substances • terrorism • uneven ground, steps or road surfaces • vehicular and pedestrian traffic • violence or physical threats.

Security procedures may include:	• activating and de-activating security systems and devices, such as:
	  • access control systems
	  • alarm systems
	  • ATM vaults
	  • digital versatile discs (DVDs), video cassette recorders (VCRs) and webcams
	  • surveillance cameras
	  • time-delay devices
	  • two-key safes

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	• armed robbery response • checking authorisation of personnel and vehicles in secured area • security of consignment • protecting clients • security of buildings, pavement routes, exits, entrances, thoroughfares and vehicles • security of storage areas • vehicle accident response.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • control of tone of voice • cultural awareness and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • giving constructive feedback • providing sufficient time for questions and responses • using plain English • using positive body language • using questioning, reflection and summarising to clarify understanding.

Unit Sector(s)

Competency field Cash in transit

Unit sector Security

Custom Content Section

Not applicable.

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CPPSEC3052A Inspect and test cash-in-transit security equipment

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required to inspect and test cash-in-transit security equipment. It requires the ability to inspect equipment and the work area, identify and assess the impact of faults on security requirements, and record and report the results of inspection and testing activities.

The unit requires legal and operational knowledge applicable to relevant sectors of the security industry.

Application of the Unit

This unit of competency applies to roles involving cash-in-transit activities in the security industry.

The skills and knowledge described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

This unit may form part of the licensing requirements for persons engaged in cash-in-transit security operations in those states and territories where these are regulated activities.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency. text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Inspect equipment and work area	1.1	Maintenance schedules and relevant ***information*** are reviewed to confirm inspection and testing requirements in line with degree of use, and ***organisational*** and ***legislative requirements***.
		1.2	Tools, equipment and materials needed to carry out the work are selected and checked for correct operation and safety.
		1.3	Pre-operational checks of ***cash-in-transit security equipment*** are conducted according to manufacturer specifications and organisational requirements.
		1.4	Work area is checked and monitored to ensure ongoing safety according to ***occupational health and safety (OHS) requirements***.
		1.5	Equipment, components and warning systems are ***checked*** for operational effectiveness according to manufacturer specifications and OHS requirements.
		1.6	Appropriate ***interpersonal techniques*** and ***communication channels*** are used to clarify issues with ***relevant persons*** as required according to organisational requirements.
2	Identify and assess equipment faults	2.1	Equipment faults are identified according to manufacturer specifications, and OHS and organisational requirements.
		2.2	Faults are assessed to determine impact on cash-in-transit security procedures.
		2.3	***Potential hazards and risks*** are identified and assessed, and necessary controls implemented according to OHS and organisational requirements.
		2.4	Non-serviceable systems or equipment are tagged and repair or disposal is arranged according to OHS and

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			organisational requirements.
		2.5	Replacement system or equipment is promptly coordinated to ensure continuity of cash-in-transit security services according to OHS and organisational requirements.
3	Record and report inspection and testing results	3.1	Results of equipment inspection and testing are recorded and ***reported***, highlighting safety issues according to organisational and legislative requirements.
		3.2	Documentation is completed and securely maintained according to organisational and legislative requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - identify and diagnose faults or deficiencies in operation of cash-in-transit security equipment
  - identify risk factors and assess degree of risk
- planning and organising skills to manage work tasks to meet operational timeframes
- observation and monitoring skills to check work area
- initiative and enterprise skills to predict consequences, apply contingencies and identify improvements
- literacy skills to:
  - identify and comply with legal and procedural requirements, including licensing requirements
  - read and interpret instructions, procedures, technical data and specifications
  - record, report and document information
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- self-management skills to:
  - communicate using appropriate channels, codes and signals
  - select and use appropriate personal protective equipment (PPE)
  - use correct manual handling techniques
- technology skills to select and use equipment appropriate to cash-in-transit tasks, including cash-in-transit security equipment

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Required knowledge

- approved communication terminology, codes and signals
- Australian standards, regulations, procedures and codes of practice applicable to own role, responsibilities and cash-in-transit tasks
- common faults and malfunctions in cash-in-transit security equipment
- housekeeping standards
- permit and licensing requirements for cash-in-transit operations
- principles of effective communication, including interpersonal techniques
- principles of effective teamwork
- procedures for accessing and storing tools, equipment and materials
- procedures for inspecting and testing a range of cash-in-transit security equipment
- procedures for tagging non-serviceable equipment
- procedures to prepare for cash-in-transit operation, including systematic checks and correct strategic positioning and tactics
- risks and hazards posed by faulty equipment and inspection and testing activities, and related precautions and controls
- situations requiring support or assistance
- technical terminology related to cash-in-transit security equipment
- tools, equipment and materials required to inspect and test equipment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to: • comply with legislative, organisational and OHS requirements to inspect and test cash-in-transit security equipment • inspect and test cash-in-transit security equipment according to manufacturer specifications and identify operational faults and defects • access and use necessary tools, equipment and materials to inspect and test cash-in-transit security equipment • identify non-serviceable systems or equipment and coordinate tagging and repair or disposal • identify risks and hazards that impact on safe operation of equipment and systems, and security of work area • use communication and interpersonal techniques to accurately

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	and concisely convey information to others • accurately and legibly document and report operational details of equipment and system inspection and testing outcomes.
Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to plain English version of relevant statutes and procedures • access to a registered provider of assessment services • access to a suitable venue and equipment • assessment instruments, including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: • observation of processes and procedures • questioning of underpinning skills and knowledge.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information may relate to:	• client instructions • codes of practice, including the National Standards for Manual Handling and the Industry Safety Code • emergency procedures • material safety data sheets (MSDS) • operations manuals and job specifications • quality assurance procedures • manufacturer specifications • standards and certification requirements • supplier instructions • workplace policies and procedures.
Organisational requirements may relate to:	• access and equity policies, principles and practices • business and performance plans • client service standards • code of conduct and code of ethics • communication and reporting procedures • complaint and dispute-resolution procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • information that must be recorded • maintenance schedules • OHS policies, procedures and programs • own role, responsibility and authority • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • servicing of cash-in-transit security equipment • statutory reporting • storage and disposal of information.
Legislative requirements may relate to:	• Australian standards and certification requirements • licensing and permits for firearms • licensing requirements for handling and carrying particular classes of goods

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	• relevant state and territory regulations and legislation covering:
	  • firearms
	  • OHS
	  • privacy
	  • surveillance.

Cash-in-transit security equipment may include:	• access control systems • alarm systems • communications equipment • digital versatile discs (DVDs), video cassette recorders (VCRs) and webcams • electronic equipment • firearms • mobile and fixed telephones • portable and mounted two-way radio • PPE • public address system • surveillance cameras.

OHS requirements may relate to:	• controlling and minimising risks
	• correct manual handling, including shifting, lifting and carrying
	• duty of care
	• emergency procedures
	• first aid
	• housekeeping
	• identifying, assessing and reporting risks and hazards
	• monitoring the work environment
	• non-conforming or suspicious consignments
	• safe use and maintenance of security equipment
	• safety of self and others
	• security of work area
	• tagging of non-serviceable or faulty equipment
	• teamwork and back-up support
	• two-way radio
	• using PPE, such as:
	  • firearms
	  • gloves
	  • safety headwear and footwear.

Checking aims to:	• confirm operational effectiveness • identify faults or damage that may limit operational capability • identify potential risks and hazards

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	• identify servicing or maintenance requirements.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • control of tone of voice • cultural awareness and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • giving constructive feedback • providing sufficient time for questions and responses • using plain English • using positive body language • using questioning, reflection and summarising to clarify understanding.

Communication channels and processes may relate to:	• direct line supervision paths
	• established communication protocols
	• lateral supervision paths
	• organisational communication networks
	• use of mobile and fixed telephones
	• use of two-way radio
	• verbal and non-verbal communication procedures, such as:
	  • abbreviations
	  • call signs
	  • coded messages
	  • hand signals
	  • phonetic alphabet
	  • procedure words for radio telephone communication.

Relevant persons may include:	• clients • management • private security personnel • public sector security personnel • security consultants • specialist or technical staff • supervisor • team members.
Potential hazards and risks may include:	• exposed electrical wiring • firearms handling • hazardous or dangerous goods and materials • manual handling • non-compliance with manufacturer specifications.
Reports:	• may be: • verbal

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	• written
	• may relate to:
	  • faulty equipment
	  • identified hazards and risks
	  • inspection and testing outcomes
	  • replacement equipment.

Unit Sector(s)

Competency field Cash in transit

Unit sector Security

Custom Content Section

Not applicable.

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CPPSEC4001A Manage a safe workplace in the security industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to manage the implementation of Occupational Health and Safety (OHS) policies and procedures to ensure compliance with legislative requirements relating to security operations. It requires an ability to disseminate and communicate current OHS information and facilitate consultative processes to ensure maximum vigilance and awareness of the range of risks and hazards common to a security work environment. It also requires an ability to manage the ongoing review and improvement of OHS policies and procedures.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of work roles in the security industry. Work is performed under minimal supervision and competency requires a high level of judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Facilitate OHS awareness and information.	1.1 Organisational ***OHS policies and procedures*** and applicable ***legislative requirements*** are explained to individuals and teams to ensure compliance. 1.2 ***OHS information*** is widely disseminated to facilitate awareness and vigilance among individuals and teams. 1.3 Industry networks are accessed to ensure currency of OHS information and changes to legislative requirements.
2 Implement participative arrangements for OHS.	2.1 ***Communication skills*** and ***interpersonal techniques*** are used to explain the importance of consultation processes in ***managing workplace risks*** and ***hazards***. 2.2 Consultative processes are implemented and monitored to ensure participation of individuals and teams in OHS management. 2.3 Issues raised through consultation are promptly dealt with in accordance with organisational procedures. 2.4 Outcomes of OHS consultation and any changes to procedures are ***recorded*** and communicated promptly to individuals and teams.
3 Implement OHS training.	3.1 OHS ***training needs*** are systematically identified to ensure effectiveness of OHS procedures and practices. 3.2 OHS training processes and materials are reviewed to ensure their capacity to meet the OHS learning needs of individuals.

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Workplace ***learning opportunities*** are identified and implement to facilitate team and individual achievement of identified OHS training needs.
	3.4 OHS training records including costings are maintained in accordance with organisational procedures.
4 Implement procedures for risk control.	4.1 Workplace hazards are continually identified and promptly reported in accordance with OHS policies and procedures.
	4.2 Procedures to control risks are implemented using the hierarchy of control.
	4.3 Inadequacies in procedures for hazard identification and risk control are identified and reported.
	4.4 OHS policies and procedures are reviewed and updated based on feedback from consultation and identified inadequacies in risk control processes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- application of the hierarchy of controls
- assess identified hazards and risks
- coaching and mentoring to provide support to colleagues
- communicate with people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication skills to convey and discuss OHS issues and information
- data analysis
- evaluate documents, behaviours and OHS information
- information technology to use computers and business equipment
- literacy skills for comprehending documentation and interpreting OHS requirements
- monitoring and observation
- negotiation
- numeracy to calculate resources required to implement OHS policies and procedures and risk controls
- problem solving
- read and understand common OHS signs and symbols

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REQUIRED SKILLS AND KNOWLEDGE

- risk assessment.

Required knowledge

- general principles and practices relating to OHS management
- guidelines relating to the use of restraints, batons, handcuffs, spray and firearms
- guidelines relating to use of force
- legal responsibilities of employers, supervisors and employees relating to OHS and duty of care
- licensing requirements in the security industry
- OHS hierarchy of control and procedures for its application
- organisational procedures for emergency, evacuation and first aid response
- principles and application of risk management and controls
- range of potential security workplace hazards, risks and emergency situations
- relevant legislation from all levels of government that affects security operations and licensing, especially in regard to OHS, equal opportunity, industrial relations and anti-discrimination
- rights and responsibilities of employers and employees with regard to OHS and consultative arrangements.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- complying with applicable OHS policies and procedures and legislation, and implementing consultative arrangements to ensure individual and team OHS awareness and compliance
- implementing OHS policies and procedures and using review, feedback and consultation processes as the basis for their update
- implementing OHS training for individuals based on an evaluation of individual learning needs and identified training programs and resources
- reviewing, updating and maintaining OHS records and information to meet legal compliance requirements.

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Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to a registered provider of assessment services • access to a suitable venue and equipment • access to plain English version of relevant statutes and procedures • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency should be assessed using questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***OHS policies and procedures* may relate to**:

- application of first aid
- counter terrorism
- emergency and evacuation response
- equipment maintenance and use
- hazard and risk identification and reporting
- OHS consultation and participative arrangements
- reporting accidents, incidents, injuries and near misses
- restraint and apprehension of persons
- risk assessment and control measures
- safe operating procedures and instructions for use of equipment and technology
- security licensing requirements
- use and maintenance of Personal Protective Equipment (PPE)
- use of force
- use of restraints, firearms, handcuffs, batons and spray
- use, storage and disposal of hazardous substances or dangerous items.

Legislative requirements may relate to:

- anti-discrimination and diversity
- Australian standards, codes of practice and regulations
- award and enterprise agreements
- duty of care
- evidence collection
- licensing arrangements and certification requirements
- OHS issue resolution
- relevant commonwealth, state and territory OHS legislation, codes of practice and regulations
- roles and responsibilities of OHS representatives and committees
- trade practices
- use of force.

***OHS information* may relate to**:

- application of organisational OHS policies and procedures
- compliance with applicable legislation, standards and regulations related to OHS
- current security industry risks and alerts
- identified hazards
- outcomes of risk assessment and control processes
- procedures for evacuation, application of first aid and emergency response
- processes for raising OHS issues

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- up-to-date OHS issues and industry safety trends.

***Communication skills* may include**:

- active listening
- comprehension
- negotiation
- note-taking
- positive body language
- questioning
- reading accurately
- speaking clearly
- summarising
- writing.

***Interpersonal techniques* may include**:

- active listening
- being respectful and non-discriminatory to others
- control of tone of voice and body language
- demonstrating flexibility and willingness to negotiate
- interpreting non-verbal and verbal messages
- maintaining professionalism
- providing and receiving constructive feedback
- questioning to clarify and confirm understanding
- two-way communication
- use of communication appropriate to cultural differences
- use of positive, confident and cooperative language.

***Risk* relates to**:

- the chance of something happening that will have an impact on objectives.

Security risks may relate to:

- biological hazards
- chemical spills
- client contact
- electrical faults
- explosives
- financial viability
- injury to personnel
- noise, light, heat, smoke
- persons carrying weapons
- persons causing a public nuisance
- persons demonstrating suspicious behaviour
- persons suffering from emotional or physical distress
- persons under the influence of intoxicating substances
- persons with criminal intent
- persons, vehicles and equipment in unsuitable locations
- property or people
- security systems
- suspicious packages or substances

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	• systems or process failures • terrorism • violence or physical threats.
***Managing risks* may involve**:	• application of the hierarchy of control • complying with safe operating procedures for equipment • correct selection, use, storage and maintenance procedures for PPE • evacuation • maintaining vigilance, awareness and observation in the work environment • OHS communication and reporting • requests for back-up support or instructions • safe lifting and manual handling • security of documents, cash, equipment and persons • use of fire safety equipment • use of reasonable force.
Hazard relates to:	• any thing (including an intrinsic property of a thing) or situation with the potential to cause injury or harm.
Hazards may be identified through:	• consultation • continuous monitoring of work environment • debrief and review of security incidents • regular informal and informal discussions with colleagues • regular inspections of equipment and work area • review of OHS records.
***OHS records* may relate to**:	• first aid and medical post records • hazardous substances registers • health surveillance and monitoring of work environment • identified hazards and risks • industry warnings and security alerts • maintenance and testing reports • manufacturer and supplier information, including materials safety data sheets and dangerous goods storage lists • OHS audits and inspections • OHS instruction and training • OHS issues which have been raised and reported • reports of accidents and injury • workers compensation and rehabilitation records.
***Training needs* may relate to**:	• additional work experience or exchange opportunities • application of the hierarch of controls • attendance at OHS seminars or conferences • emergency evacuation training

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- OHS induction training
- participating in formal or informal learning programs
- undertaking personal study
- use of restraints, batons, handcuffs, spray and firearms
- workplace coaching, mentoring or supervision.

***Learning opportunities* may include**:

- career planning or development
- conducting a workplace skills assessment
- participation in formal or informal learning programs
- undertaking a performance appraisal
- undertaking personal study
- work experience or exchange opportunities
- workplace coaching, mentoring or supervision.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC4002A Implement effective communication techniques

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to implement communication techniques and systems within a security context. It requires the ability to assess communication requirements and adapt techniques and systems accordingly. It also requires an ability to assess situations involving conflict and negotiation strategies for conflict resolution.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of work roles in the security industry. Work is performed under minimal supervision and competency requires a high level of judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Implement effective workplace communication.	1.1 Effective workplace ***communication systems and equipment*** are implemented to facilitate an accurate exchange of workplace information. 1.2 Problems and conflicts within the work team are negotiated and resolved using appropriate ***interpersonal techniques*** and ***communication skills***. 1.3 Team meetings and briefings are regularly conducted to increase the level of information exchange. 1.4 Communication among team members is facilitated to ensure enhanced relationships, safety and respect for individual ***social and cultural differences***.
2 Assess communication techniques.	2.1 Verbal communication techniques of individuals are assessed to ensure use of clear language which is appropriate to the audience. 2.2 Body language and non-verbal behaviour of individuals is assessed to ensure professionalism and correct meaning is conveyed. 2.3 Active listening skills of individuals are employed and assessed and questioning techniques used to clarify issues. 2.4 Written communication of individuals is assessed in accordance with ***organisational standards***. 2.5 Comprehension of ***information received*** by individuals is assessed to ensure accuracy of information exchange. 2.6 Individual ***learning opportunities*** are identified and

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ELEMENT	PERFORMANCE CRITERIA
	implemented to ensure effectiveness of communication techniques in accordance with ***organisational*** and ***legislative requirements***.
3 Implement conflict resolution techniques.	3.1 Procedures for ***conflict*** resolution are developed and implemented.
	3.2 Control, professionalism and objectivity is maintained at all times during conflict situations in accordance with legislative and organisational requirements.
	3.3 Effective ***communication skills*** and interpersonal techniques are used to defuse or resolve conflict.
	3.4 Feedback is given assertively and received non-defensively during negotiations.
	3.5 Appropriate ***solutions*** are implemented which comply with organisational procedures and legislative requirements.
	3.6 Expert advice or assistance is sought as required in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- access and use workplace information
- active listening
- adapt personal communication style to a variety of situations
- coaching and mentoring to provide support to colleagues
- communicate in a clear and concise manner
- communicate with people from a range of social, cultural and ethnic backgrounds and physical and mental abilities, including young people
- de-escalate incidents
- demonstrate ethical and professional behaviour
- negotiate and mediate conflict situations
- planning
- recognise and respond to conflict situations
- research, analyse and interpret information from a variety of people and reporting
- use a range of communications equipment

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REQUIRED SKILLS AND KNOWLEDGE

- use communication skills effectively
- use verbal communication to take control of situations.

Required knowledge

- applicable legislative compliance requirements relating to the security industry (eg use of force, apprehension and restraint, inspection of people and property etc)
- approved communication terminology and call signs
- available support agencies and the types of services offered.
- difference between negative and positive language
- differences between written and spoken English
- how to read and use body language to gain confidence of others
- how to record information which may be used for legal purposes.
- how to safeguard confidential information
- how to use business equipment to present information
- impacts of social and cultural differences on the effectiveness of communication
- negotiation techniques
- organisational standards for the presentation and maintenance of written information
- power plays and how they are used in conflict situations
- tactical response measures
- types and uses of communications equipment
- typical internal and external barriers to effective communication in the workplace.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- implementing and monitoring effective workplace communication systems and equipment to ensure accurate exchange of information, and regular communication among teams and individuals
- assessing individual communication skills to ensure appropriate levels of workplace literacy, information exchange is accurate, sensitive to the audience and complies with legal requirements,

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and learning opportunities are accessed as needed
- developing and implementing procedures for conflict resolution which comply with licensing and legal requirements
- using effective communication skills to defuse or resolve conflict situations and implementing legal solutions to conflict.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Communication systems and equipment may include:

- email
- meetings and discussions
- monitoring equipment
- pager
- portable and mounted two-way radio
- reports and documents (eg relating to handover, shifts, incidents, resources, assignment instructions, procedures etc)
- screen equipment
- telephones and mobile phones
- use of established abbreviations
- use of hand signals
- use of phonetic alphabet
- video cameras.

***Interpersonal techniques* may include**:

- active listening
- being respectful and non-discriminatory to others
- control of tone of voice and body language
- demonstrating flexibility and willingness to negotiate
- interpreting non-verbal and verbal messages
- maintaining professionalism
- providing and receiving constructive feedback
- questioning to clarify and confirm understanding
- two-way communication
- use of communication appropriate to cultural differences
- use of positive, confident and cooperative language.

***Communication skills* may include**:

- active listening
- comprehension
- negotiation
- note-taking
- positive body language
- questioning
- reading accurately
- speaking clearly

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	• summarising • writing.
***Social and cultural differences* may be expressed in**:	• age • beliefs, values or practices • conventions of gender or sexuality • cultural stereotypes • dress • food or diet • language • religious and spiritual observances • social conventions • traditional practices and observations.
***Organisational standards for written information* may relate to**:	• ability to be used for legal purposes • accuracy of costings • appropriate level of literacy • format and presentation • relevance of written information • use of clear, concise language and plain English.
***Learning opportunities* may include**:	• conducting a workplace skills assessment • participation in formal or informal learning programs • undertaking a performance appraisal • undertaking personal study • use of a literacy specialist • use of team exercises focused on enhancing communication • workplace coaching, mentoring or supervision.
Organisational requirements may relate to:	• client service standards • policies for ensuring privacy and confidentiality of information • procedures for archiving electronic and hard-copy records • procedures for recording, storing and destroying information • standard of language, literacy and numeracy required • use of organisational equipment and resources.
Legislative requirements may relate to:	• anti-discrimination and diversity • Australian standards, codes of practice and regulations • award and enterprise agreements • duty of care • evidence collection • licensing arrangements and certification requirements • Occupational Health and Safety (OHS) issue resolution • relevant commonwealth, state and territory OHS

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	legislation, codes of practice and regulations • roles and responsibilities of OHS representatives and committees • trade practices • use of force.
***Communication skills* may include**:	• active listening • comprehension • negotiation • note-taking • positive body language • questioning • reading accurately • speaking clearly • summarising • writing.
Conflict situations may relate to:	• controlling crowds • disputes at traffic accident sites • disputes over procedural issues (eg rallies, demonstrations) • disruptive public behaviour • life threatening situations (eg domestic violence, hostage situations, confrontations with armed, violent or aggressive persons) • workplace disputes • workplace grievance situations.
***Solutions* may include**:	• apprehension or restraint • employment of de-escalation processes • issuing of instruction or direction • provision of on-the-spot counselling • request for assistance from emergency services or support agencies • request for back-up • tactical response • use of force • withdrawal.

Unit Sector(s)

Unit sector	Security

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Competency field

Competency field Security and risk management

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CPPSEC4003A Advise on security needs

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to determine a client's security requirements and security risk. It requires the ability to provide accurate security services recommendations and alternative options, analyse security risk, present advice in a suitable format, and monitor and evaluate client feedback.

This unit may form part of the licensing requirements for persons providing advice, solutions or strategies to minimise security risks in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the provision of advice, for example, a security consultant. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine client needs.	1.1 Applicable ***legislative*** and ***organisational requirements***, and ***relevant standards*** for providing security advice are identified and complied with.
	1.2 Consultative processes are conducted to determine and verify the immediate, short and long term security needs and expectations of the ***client***.
	1.3 Appropriate communication and ***interpersonal techniques*** are used which reflect sensitivity to individual ***social and cultural differences***.
	1.4 Security ***risk*** assessment is undertaken in accordance with organisational procedures.
	1.5 Existing or potential security issues are identified, anticipated and assessed to determine impact on ***client requirements***.
	1.6 Specialist resources and sources of information are accessed and assessed as required.
	1.7 Limitations in determining client needs are recognised and specialist advice is sought as required.
2 Provide advice.	2.1 ***Business equipment*** is used to prepare and present advice in required format and style.
	2.2 Advice contains comprehensive information about available security products and services to meet identified security needs.
	2.3 Recommendations and alternative options are prioritised

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ELEMENT	PERFORMANCE CRITERIA
	and supported by verifiable evidence.
	2.4 Advice is presented for review in accordance with organisational procedures.
	2.5 Feedback on suitability and sufficiency of advice is obtained and reviewed for improved future processes.
	2.6 Information is securely maintained with due regard to client confidentiality.
3 Evaluate effectiveness of advice.	3.1 Client service delivery is reviewed and evaluated to ensure client needs are satisfied.
	3.2 Client satisfaction with service delivery is reviewed using verifiable data in accordance with organisational procedures.
	3.3 Changes necessary to maintain client service standards are identified and recommendations to modify advice are presented to ***relevant persons***.
	3.4 Industry trends are monitored and options for upgrading client services are presented to relevant persons.
	3.5 Relevant documentation is completed and processed in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply active listening
- apply safe and efficient work practices
- assess security requirements
- coaching and mentoring to provide support to colleagues
- communicate in a clear and concise manner
- comply with relevant legislative and regulatory requirements
- enter data using basic keyboarding skills
- identify potential security threats to people, property and premises
- negotiation
- organise work tasks in a methodical manner
- prepare and present reports
- present a professional image to members of the public and colleagues

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REQUIRED SKILLS AND KNOWLEDGE

- prioritise tasks and complete work within designated timeframes
- read and interpret plans, designs and specifications
- risk assessment
- seek feedback and take appropriate action.

Required knowledge

- applicable legislation relevant to implementing security services
- basic problem solving strategies
- basic requirements for installation of security systems
- building construction methods and types
- duty of care
- guidelines for use of force and restraints
- interpretation of security systems, including how and where security manpower can be effectively utilised
- operational principles of information technology for security systems and equipment
- organisational and client confidentiality requirements
- principles of AS/NZS 4360: 2004 Risk management and related guidelines
- principles of effective communication
- relevant industry standards and codes of conduct
- reporting procedures and documentation requirements and processes
- security risk assessment methods
- types and functions of a range of security equipment and systems.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- accurately and concisely completing all necessary documentation summarising security requirements and assessed security risk
- accurately assessing client security requirements and determining appropriate security options to meet client needs and expectations

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- monitoring client services, evaluating feedback and modifying services as required
- providing and presenting in a suitable format appropriate security recommendations and alternative options to benefit client and organisation
- using appropriate security assessment methods to determine client and risk assessment requirements.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian Standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures

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- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Relevant standards:

- must include AS/NZS 4360: 2004 Risk management
- may relate to:
  - AS2630-1983 Guide to the selection and application of intruder alarm systems for domestic and business premises
  - HB 167:2006 Security Risk Management
  - HB 436 Risk Management Guidelines - Companion to AS/NZS 4360
  - HB 231:2000 Information security risk management guidelines.

Client may be:

- agent
- building supervisor
- government and legal instruments or agencies
- manager
- owner
- project manager
- property agent
- tenant.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising

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	• two-way interaction • use of plain English • use of positive, confident and cooperative language.
***Social and cultural differences* may relate to**:	• age • dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs.
***Risk* relates to**:	• the chance of something happening that will have an impact on objectives.
Security *risks* may relate to:	• assault or harm • break-in • burglary • deliberate or accidental damage • pilferage • sabotage • theft • threats of loss, harm or damage to persons or property • trespass • unauthorised access • vandalism.
***Client requirements* may include**:	• assets and areas to be protected • available security system options • budgetary parameters • conformance with insurance, government or other requirements • property or assets • protection of persons • systems or function requirements.
Business equipment and technology may include:	• calculators • facsimile machines • internet • standard commercial computer software and hardware • telephones.
***Relevant persons* may include**:	• client • colleagues • management • manufacturers

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- other professional or technical staff
- security consultants.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC4004A Monitor and review security operations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to supervise field staff during the conduct of security operations. It requires the ability to source and apply security information, organise equipment and resources, address operational problems, and evaluate operational effectiveness. This unit may form part of the licensing requirements for persons responsible for supervising security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit	This unit of competency has application in those work roles involving the supervision of security options in a security environment other than a control room. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for security operations.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements***, and ***relevant standards*** for the implementation of security operations are identified and complied with.
	1.2 ***Assignment instructions*** and ***relevant information*** are obtained and reviewed.
	1.3 ***Security systems*** and technology required to monitor security operations are confirmed and checked for operational effectiveness.
	1.4 ***Equipment and resource requirements*** are determined and organised in accordance with organisational procedures.
	1.5 ***Communication channels and processes*** are confirmed with ***relevant persons***.
	1.6 Occupational Health and Safety (OHS) issues are identified and appropriate ***risk*** control measures implemented in accordance with organisational requirements.
2 Monitor security operations.	2.1 Security operations are systematically ***monitored*** in accordance with organisational procedures.
	2.2 Security systems and technology are used in accordance with manufacturer's instructions.
	2.3 ***Factors*** affecting the achievement of security operations are identified and recommendations for variation to

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ELEMENT	PERFORMANCE CRITERIA
	operational plan are confirmed with relevant persons.
	2.4 Requests for ***assistance*** are received, confirmed and organised in accordance with organisational procedures.
	2.5 Specialist advice is sought as required in accordance with organisational procedures.
	2.6 Operational information is recorded and reported in accordance with organisational procedures.
3 Review security operations.	3.1 A process of continual assessment is applied to review and evaluate effectiveness of security operations.
	3.2 Briefings and debriefings are planned, scheduled and conducted in accordance with organisational procedures.
	3.3 Incident observations are provided accurately and constructively and ***opportunities for improvement*** are identified to inform future practice.
	3.4 Review findings and recommendations are prepared and presented to relevant persons in accordance with organisational procedures.
	3.5 Presented information uses clear and concise language and meets organisational standards of style, format and accuracy.
	3.6 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- coaching and mentoring to provide support to colleagues
- display team leadership
- estimate and calculate resource and equipment requirements
- facilitate review and debrief processes
- interpret and comply with relevant legislative, regulatory and licensing requirements
- interpret security codes and alarm signals and implement responses maintain communication with field staff
- maintain effective client and colleague relationships
- monitor and manage OHS in the workplace environment

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REQUIRED SKILLS AND KNOWLEDGE

- prioritise work tasks and maintain schedules
- supervise field staff and security operations.

Required knowledge

- applicable provisions of legislation relevant to security operations including OHS and licensing and certification
- briefing and debriefing techniques
- communication protocols and terminology
- emergency and evacuation procedures
- operational principles and functions of security technology and equipment
- principles of AS/NZS 4360: 2004 Risk management and related guidelines
- principles of effective communication and interpersonal techniques
- problem-solving strategies
- reporting, documentation requirements and processes
- security issues and incident management techniques
- security risk assessment methods
- teamwork principles and strategies
- time management principles.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- accurately completing, preparing and presenting documentation related to security operations in a suitable style and format to relevant personnel for review
- accurately interpreting, communicating and implementing assignment instructions
- identifying problems or issues with operational efficiency and implementing suitable contingency measures
- maintaining communication with field staff using established communication channels and equipment
- monitoring work of security personnel to ensure the efficiency and effectiveness of security operations is maintained

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- reviewing and evaluating effectiveness of security operations through a process of continual assessment, feedback and review.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Relevant legislation may include:

- Crimes Act 1900
- Firearms Act 1996 and Firearms (General) Regulations 1997
- general principles of Common Law
- Inclosed Lands Protection Act 1901
- Law Enforcement (Powers and Responsibilities) Act 2002
- Liquor Act 1982

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- Listening Devices Act 1984
- Registered Clubs Act 1976
- Security Industry Act 1997 and Regulations 1998
- Telecommunications Act
- Trade Practices Act
- Workplace Surveillance Act 2005.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Relevant standards:

- must include AS/NZS 4360: 2004 Risk management
- may relate to:
  - AS2630-1983 Guide to the selection and application of intruder alarm systems for domestic and business premises
  - HB 167:2006 Security Risk Management
  - HB 436 Risk Management Guidelines - Companion to AS/NZS 4360
  - HB 231:2000 Information security risk management guidelines.

Assignment instructions may include:

- assignment purpose and objective
- assignment tasks and procedures
- assignment timeframe
- client information
- incident and security risk response procedures
- personal presentation
- reporting and documentation requirements
- resource and equipment requirements.

Relevant information

- client competition

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may include:

- core business functions
- key stakeholders
- nature of client business and type of industry
- scale of operations
- size of company and number of employees.

Security systems may include:

- access control systems
- acoustic sensors
- automatic entrance and exit devices
- biometric devices
- electronic field detection systems
- infra-red sensors
- intelligent building systems
- intruder alarm systems
- motion sensors
- movement detectors.

Equipment and resources may include:

- communication equipment:
  - pager
  - portable and mounted two-way radio
  - telephone and mobile phone
- defensive equipment:
  - batons, firearm, and the relevant licenses and permits
- maps
- pen and security notebook
- personal protection equipment
- security equipment:
  - alarms and signals
  - electronic screening equipment
  - motion sensors
  - personal duress alarms
  - static alarms
  - video cameras and monitors
- security personnel and specialist services
- transport.

***Communication channels and processes* may include**:

- direct line supervision paths
- established communication protocols
- formal communication pathways
- lateral supervision paths
- organisational communication networks
- verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.

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***Relevant persons* may include**:	• clients • colleagues • emergency services personnel and agencies • human resource personnel • management • legal representatives.
***Risk* relates to**:	• the chance of something happening that will have an impact on objectives.
Security risks may relate to:	• biological hazards • chemical spills • client contact • electrical faults • explosives • financial viability • injury to personnel • noise, light, heat, smoke • persons carrying weapons • persons causing a public nuisance • persons demonstrating suspicious behaviour • persons suffering from emotional or physical distress • persons under the influence of intoxicating substances • persons with criminal intent • persons, vehicles and equipment in unsuitable locations • property or people • security systems • suspicious packages or substances • systems or process failures • terrorism • violence or physical threats.
***Monitoring* may be conducted**:	• using an audio recording device • by camera (eg optical recording device) • electronically and digitally • visually (eg observation).
***Factors* may include**:	• access to resources and materials • budget constraints • competing work demands • environmental factors (eg time, weather) • technology or equipment breakdowns • unforeseen incidents • workplace environment hazards and risks.
***Assistance* may**	• back-up support

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include:	• explaining and clarifying • problem-solving • providing encouragement • providing feedback • undertaking extra tasks.
***Opportunities for improvement* may relate to**:	• gaps in operational coverage as determined in internal auditing or assessment processes • on-the-job instruction • operational effectiveness assessment • organisational assessment and evaluations provision of learning opportunities • relevant organisational changes such as need to alter policies or procedures • structured feedback.
***Documentation* may include**:	• activity reports • field notes • incident reports • radio and telephone communication records • request for assistance forms • security logs • shift reference files • vehicle and personnel movements.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC4005A Facilitate workplace briefing and debriefing processes

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to lead and manage a briefing or debriefing. It requires the ability to source and integrate information into a suitable format, use effective interpersonal skills to encourage positive contributions, follow up and action findings and prepare documentation.

This unit may form part of the licensing requirements for persons responsible for implementing briefing and debriefing processes in anticipation of and response to security risk incidents in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the conduct of briefing and debriefing processes in internal or external workplace environments. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan and prepare for briefing or debriefing.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***briefing*** and ***debriefing*** procedures and processes are identified and complied with. 1.2 Briefing or debriefing is ***planned and prepared*** in accordance with organisational procedures. 1.3 ***Content and format*** is determined appropriate to the briefing or debriefing. 1.4 ***Location*** of briefing or debriefing is determined and confirmed in accordance with organisational procedures. 1.5 ***Relevant persons*** are notified of briefing or debriefing in accordance with organisational procedures.
2 Conduct briefing or debriefing.	2.1 Purpose and structure of the briefing or debriefing is outlined and discussed. 2.2 Effective ***interpersonal techniques*** are used to elicit and encourage contribution and discussion. 2.3 Briefings or debriefings are conducted in a systematic manner. 2.4 Briefings or debriefings are revised and modified as required to meet individual requirements. 2.5 ***Feedback techniques*** are used to ensure the needs of relevant persons are identified.

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ELEMENT	PERFORMANCE CRITERIA
	2.6 Limitations in conducting briefings or debriefings are identified and assistance is sought as required in accordance with organisational procedures.
3 Conclude briefing or debriefing.	3.1 Briefing or debriefing findings are summarised and presented to relevant persons for review and ***subsequent action*** in accordance with organisational procedures.
	3.2 Presented information uses clear and concise language and meets organisational standards of style, format and accuracy.
	3.3 Areas of concern related to the well-being of relevant persons are identified and appropriate action implemented in accordance with organisational procedures.
	3.4 Follow up meetings with relevant persons are scheduled as required to review findings from briefing or debriefing.
	3.5 Review of briefing or debriefing processes identifies areas for improvement and recommendations for future practice.
	3.6 Documentation is completed and securely maintained with due regard to confidentiality requirements in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately document briefing and debriefing outcomes and maintain records
- calculate and estimate support requirements
- coaching and mentoring to provide support to colleagues
- communicate clearly in a group setting
- demonstrate ethical and professional behaviour
- evaluate and review briefings and debriefings
- facilitate group discussions and apply effective questioning techniques
- identify and comply with applicable legal and procedural requirements
- interpret and follow instructions and procedures
- manage group processes and monitor group dynamics
- observe and accurately record and report information
- operate business equipment and technology
- participate in review and debrief procedures

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REQUIRED SKILLS AND KNOWLEDGE

- plan own work priorities
- prepare a briefing and debriefing plan
- provide feedback and encourage contributions from group members
- record, report and process information
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- use active listening.

Required knowledge

- applicable legislative and other legal provisions
- briefing and debriefing techniques
- documentation, reporting and reviewing and debriefing processes
- observation and monitoring techniques
- principles of AS/NZS 4360: 2004 Risk management and related guidelines
- principles of effective communication including interpersonal techniques
- problem-solving methods and techniques
- reporting, documentation requirements and processes
- teamwork principles and strategies
- time management principles
- training methods and strategies
- types of potential security risks.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- evaluating and reflecting upon the effectiveness of the briefing and debriefing sessions and completing appropriate reports and documentation
- providing a safe environment to conduct the briefing and debriefing, and responding promptly to any identified risk or threat to personal safety of self and others
- selecting and using suitable interpersonal methods and strategies to facilitate effective discussion, and eliciting and

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encouraging team and individual contributions in a constructive and positive way
- structuring workplace briefing and debriefing sessions to incorporate suitable content and format to meet identified personnel and stress management requirements.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information

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	• quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.
***Briefings* may be planned**:	• at regular intervals • prior to implementation of changes within the organisation or operational activities • prior to undertaking operational activities • prior to undertaking training • prior to undertaking workplace projects and other work-related activities • when significant changes are anticipated at an incident.
***Debriefings* may be planned**:	• after a meeting or event • after changes to the organisation or operational activities • at a convenient time after the incident • at regular intervals • at shift change-overs • immediately after an incident • when incident personnel have been relieved • when personnel return to their home base.
***Planning and preparation* may relate to**:	• adequacy of initial briefing • analysis of performance against aims and objectives • analysis of planning • analysis of reports and other documentation • assessment of response strategies • brief and debrief checklist • communications • control and command • fatalities, injuries, loss, damage • incident background • incident response • location and timing • methodology • notification of participating personnel • purpose and subject matter • resources committed to the incident • strategies to improve response.
***Content and format* may be**:	• collaborative • descriptive or illustrative • facilitator-led

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	• level of language used • problem based.
***Location* may be determined**:	• according to the timing of the brief and debrief which may be before, during or following an activity under non-operational or operational conditions • encourages comfort, confidentiality and confidence • must be accessible, non-threatening.
***Relevant persons* may include**:	• human resource personnel • industry and government agencies • security personnel • steering committees • supervisor • training personnel.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
***Feedback techniques* may include**:	• comments from supervisors, personnel or clients • formal and informal performance appraisals • personal, reflective behaviour strategies • workplace assessment.
***Subsequent action* may include**:	• changes to work schedules • disciplinary action • recommendation of professional development activities • reporting to other organisations or authorised personnel • review of organisational policies • review of procedures.

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Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC4006A Assess risks

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to determine effective security policies and controls. It requires the ability to identify key systems and assets, and the likelihood of threat against each asset. It also requires an ability to calculate the current risk for each asset.

This unit may form part of the licensing requirements for persons engaged in risk assessment operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the assessment of risk in a security environment. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify risks.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements***, and ***relevant standards*** for assessment activities are identified and complied with.
	1.2 ***Client*** operations, goals and objectives are discussed and confirmed in consultation with the client.
	1.3 Context for identifying ***risk*** is based on an understanding of the operating environment and core business operations of the client.
	1.4 ***Information*** is collected and assessed for currency, accuracy and relevance.
	1.5 ***Terms of reference*** are identified in consultation with ***relevant persons*** and other ***sources*** of information and are updated, modified and maintained.
	1.6 A ***structured plan*** for identifying and assessing risks is developed based on the terms of reference, the type and scale of the assessment task and the timeframe given for the assessment task.
	1.7 Threat, consequence and vulnerability for each ***asset*** is compared in accordance with terms of reference.
2 Analyse risks.	2.1 ***Assessment criteria*** for measuring level of potential or existing risk together with an assessment of consequences are developed in accordance with terms of reference.
	2.2 Gaps in the predetermined methodology are identified and reported to relevant persons, and where appropriate, options to meet these gaps are proposed.
	2.3 Impacts of possible change in organisational business are allowed for during conduct of risk assessment.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 ***Relevant information and data*** is assessed for validity and reliability and organised in a format suitable for review.
	2.5 Risk potential is determined by assessment of valid and relevant data.
3 Review and present findings.	3.1 Analysis and options to overcome identified obstacles are supported by gathered and verifiable information.
	3.2 Presented information uses clear and concise language, is free of inconsistencies and meets organisational standards of style, format and accuracy.
	3.3 Feedback is sought and all additional information and queries are responded to promptly, courteously and accurately.
	3.4 ***Countermeasures*** are broadly identified for future management decision-making purposes.
	3.5 Relevant documentation is completed and securely maintained with due regard to client confidentiality.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- access stored information
- accurately identify existing or potential risks
- application of the hierarchy of controls
- apply reasoning and logical analysis to make decisions and solve problems
- coaching and mentoring to provide support to colleagues
- communicate in a clear and concise manner
- negotiation
- prepare and present verbal and written reports
- prioritise tasks and organise schedules
- relate to persons of different social and cultural backgrounds and varying physical and mental abilities
- research and analyse information
- risk assessment
- use information technology

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REQUIRED SKILLS AND KNOWLEDGE

- use interviewing and questioning techniques to obtain information.

Required knowledge

- basic concepts relating to litigation
- client and organisational confidentiality policies
- distinction between information and intelligence
- organisational goals and objectives
- principles of effective communication
- principles of AS/NZS 4360: 2004 Risk management and related guidelines
- relevant industry codes of practice
- relevant legislation and regulations including OHS
- risk assessment techniques and processes
- types of potential security risks.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- establishing terms of reference and assessment criteria, and determining a thorough action plan and structure for the assessment
- accurately reviewing and preparing risk assessment findings in a format suitable for presentation
- assessing threat, consequence and vulnerability of each asset against agreed terms of reference and assessment criteria, and determining risk potential through analysis of valid and relevant data
- obtaining information from a range of sources and consultative processes to ensure an accurate understanding of the operating environment and core business operations of the client.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

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Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures

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- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Relevant standards:

- must include AS/NZS 4360: 2004 Risk management
- may relate to:
  - AS2630-1983 Guide to the selection and application of intruder alarm systems for domestic and business premises
  - HB 167:2006 Security Risk Management
  - HB 436 Risk Management Guidelines - Companion to AS/NZS 4360
  - HB 231:2000 Information security risk management guidelines.

***Clients* may include**:

- employer or employee groups
- individuals
- political parties
- public and private entities
- trade or professional associations.

***Risk* relates to**:

- the chance of something happening that will have an impact on objectives.

Security risks may relate to:

- biological hazards
- chemical spills
- client contact
- electrical faults
- explosives
- financial viability
- injury to personnel
- noise, light, heat, smoke
- persons carrying weapons
- persons causing a public nuisance
- persons demonstrating suspicious behaviour
- persons suffering from emotional or physical distress
- persons under the influence of intoxicating substances
- persons with criminal intent
- persons, vehicles and equipment in unsuitable locations
- property or people
- security systems
- suspicious packages or substances
- systems or process failures
- terrorism
- violence or physical threats.

***Information* may**

- analysis of stakeholder concerns and objectives
- contacts within and external to the organisation

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include:

- documentation regarding employment, contracts
- group workshops and brainstorming
- historical data
- key personnel
- operating environment of organisation (neighbours, situational issues, financial markets, competitors, stability, size, workforce, core business activities, functions, stakeholders)
- organisational structure and lines of responsibility
- questionnaires
- reports and relevant documentation
- structured interviews
- surveys.

Terms of reference **may include**:

- client expectations
- cost
- limitations and exclusions (who and what they can access and what they cannot access)
- lines of authority
- operational environment
- roles and responsibilities
- scale of the task or assessment (whether a full-scale operation, or limited to a particular section or operation of the company)
- security and other clearances
- timeframe.

Relevant persons **may include**:

- clients
- manufacturers
- other professional, specialist or technical staff
- security consultants
- security personnel
- supervisors.

Sources **of information may include**:

- colleagues
- documentation and reports
- group workshops and brainstorming
- incident reporting systems (software or paper-based)
- interviews
- media (newspaper, radio, television, industry magazines)
- questionnaires
- statistical data and evaluative studies
- structured interviews
- surveys (organisational or industry based) and questionnaires.

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A *structured plan* can be constructed by using:

- checklists
- interview question sheets
- spreadsheets, word-processing and other software
- structured planning software
- structured questionnaires
- structured tables.

***Assets* may include**:

- business plans
- equipment
- facilities
- goodwill
- information, information systems and sources
- intellectual property
- output
- people
- reputation
- systems
- work processes and practices.

***Assessment criteria* may be based on**:

- AS/NZS 4360:2004 Risk management (or its equivalent)
- qualitative factors
- quantitative factors
- semi-quantitative factors.

***Relevant information and data* may include**:

- client activities and functions
- client business and operational plans
- client current and proposed operating environment, assets and systems
- existing client security management strategies
- history of incidents
- potential risks or threats experienced by similar organisations or organisations in similar situations.

***Countermeasures* may relate to**:

- acceptance of residual risk
- addition of security measures
- minimisation of harm through response mechanisms
- reduction of security measures
- risk avoidance through change of service and system specifications
- transfer of risk to other entity (such as insurance company, outsourcing an operational activity).

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Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC4007A Assess threat

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assess current, future and potential threats to identified assets or activities. It requires the ability to undertake an assessment of client operations, identify and analyse potential or existing threats, undertake a consequence analysis and present assessment findings.

This unit may form part of the licensing requirements for persons engaged in threat assessment operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the assessment of threats in a security environment. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Undertake background assessment.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements***, and ***relevant standards*** for threat assessment activities are identified and complied with.
	1.2 ***Client*** operations, goals and objectives are discussed and confirmed in consultation with ***relevant persons***.
	1.3 ***Relevant information*** is gathered from reliable ***sources*** and verified for accuracy.
	1.4 A review is conducted of organisational ***assets*** and existing security arrangements to determine the range of potential or actual undesirable outcomes by following criteria in relevant standards.
	1.5 Additional information is sourced as required from reliable and verifiable information sources.
2 Identify and analyse potential or existing threats.	2.1 Context for identifying ***threats*** is based on an accurate understanding of the threats to ***operational environments*** and core business operations of the client.
	2.2 Potential ***causes and sources*** of potential or existing threats are identified based on an evaluation of gathered information and data.
	2.3 Information gaps are identified and additional information is collected from appropriate sources to ensure all potentially relevant information is included in the process.
	2.4 ***Assessment criteria*** for measuring level of potential or actual threat is developed in accordance with client terms

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ELEMENT	PERFORMANCE CRITERIA
	of reference, relevant standards and organisational procedures.
	2.5 Likelihood and realisation of threat is assessed against identified client information and data and organised in a format suitable for analysis and interpretation.
	2.6 Threats to operational environments are systematically monitored to assess performance systems and processes with specific consideration given to changing roles, locations, and stability of operating environment.
3 Undertake consequence analysis.	3.1 Assessment criteria is agreed with relevant persons and used as a basis for measuring ***consequence*** analysis.
	3.2 Assets and activities are assessed for criticality to client operations against consideration of all ***factors*** which impact on the operating environment including ***threat impact*** using agreed assessment criteria.
	3.3 Reliability, availability and capacity of operational back-up systems for assets and activities are assessed in terms of the impact to normal operations.
	3.4 Potential consequences of threats are confirmed through consultation with relevant persons and analysis of all relevant information.
	3.5 Client ***contingency*** requirements are identified and arranged based on an assessment of all factors.
4 Review and present findings.	4.1 A ***report*** outlining assessment findings is prepared in the required format, style and structure and presented to the client within specified time, budget and quality constraints.
	4.2 Information is valid and relevant and analysis and recommendations are clear, justified and consistent with client terms of reference and organisational requirements.
	4.3 Feedback on client satisfaction with service delivery is sought and all queries are responded to promptly, courteously.
	4.4 Client satisfaction with service delivery is collected and reviewed using verifiable data.
	4.5 All information and material is securely retained and stored with due regard to client confidentiality requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- access stored information
- accurately identify existing or potential threats
- apply reasoning and logical analysis to make decisions and solve problems
- coaching and mentoring to provide support to colleagues
- communicate in a clear and concise manner both orally and in writing
- obtain information using appropriate communication skills including interviewing, questioning and customer relations
- prepare and present verbal and written reports
- prioritise tasks and organise schedules
- relate to persons of different social and cultural backgrounds and of varying physical and mental abilities
- research and analyse information
- use basic statistics
- use information technology.

Required knowledge

- client and organisational confidentiality policies
- concept of litigation
- distinction between information and intelligence
- organisational goals and objectives, activities and systems
- principles of AS/NZS 4360: 2004 Risk management and related guidelines
- principles of effective communication
- relevant industry codes of practice and standards
- relevant legislation and regulations including Occupational Health and Safety (OHS)
- security risk management
- threat assessment techniques and processes.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- accurately reviewing and preparing assessment findings in a format suitable for presentation
- analysing consequences of potential or existing threats, and measuring and determining their criticality to client operations
- identifying appropriate contingency requirements on the basis of an accurate assessment of all factors
- identifying causes and sources of potential or existing threats, and assessing the level, likelihood and impact of such threats on the basis of valid and verifiable information using agreed assessment criteria, techniques and processes
- obtaining information from a range of sources and consultative processes to ensure an accurate understanding of the threats to operational environment and core business operations of the client.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined

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with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- trespass and the removal of persons

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- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Relevant standards:

- must include AS/NZS 4360: 2004 Risk management
- may relate to:
  - AS2630-1983 Guide to the selection and application of intruder alarm systems for domestic and business premises
  - HB 167:2006 Security Risk Management
  - HB 436 Risk Management Guidelines - Companion to AS/NZS 4360
  - HB 231:2000 Information security risk management guidelines.

***Clients* may include**:

- employer and employee groups
- individuals
- political parties
- public and private entities
- trade or professional associations.

***Relevant persons* may include**:

- manufacturers
- other professional, specialist or technical staff
- security consultants
- security personnel

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- supervisors.

***Relevant information* may include**:

- client activities and functions
- client business and operational plans
- client current and proposed operating environment, assets and systems
- existing client security management strategies
- history of incidents
- potential risks and threats experienced by similar organisations
- terms of reference.

***Sources* of information may include**:

- annual reports
- competitors
- current and past employees of the company, like organisation or like industry
- field experts (for example qualified technicians)
- government agencies
- internet
- media (journals, TV, radio, magazines)
- newspaper articles
- organisational records
- police
- research papers
- security contractors or consultants
- security industry associations
- service providers
- similar organisations and industries (domestic and international).

***Assets* may include**:

- business plans
- equipment
- facilities
- goodwill
- information, information systems and sources
- intellectual property
- output
- people
- reputation
- systems
- work processes and practices.

Threats may:

- affect the security of an asset
- be an agent or event that could put an asset at risk (theft, vandalism, fire, flood, power loss, unauthorised access, viruses, corruption of data)

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- be deliberate, natural, accidental, perceived
- cause loss of goodwill, reputation or credibility
- cause loss, disclosure, destruction or compromise of asset
- cause risk of litigation.

The *operating environment* of an organisation may relate to:

- competitors
- core business functions
- environmental issues
- financial markets
- key stakeholders
- market share
- nature of operations
- neighbours
- scale of operations
- situational issues
- size of company
- stability of company, organisation, industry and market
- type of industry
- workforce.

***Causes and sources* of threats may include**:

- a group of people
- a nation, country or state
- an individual
- an organisation
- natural events or the environment.

***Assessment criteria* may be based on**:

- organisational or client requirements
- qualitative factors
- quantitative factors
- semi-quantitative factors
- the Australian Standard AS/NZS 4360:1999 Risk Management (or its equivalent).

***Consequences* may include**:

- consideration of effect on client's ability to continue core functions
- disruption to operations
- impact on neighbours and subsequent litigation
- loss of asset (eg property, lives, reputation, goodwill)
- loss of privacy
- loss of service or business
- loss of trust
- loss or reduction of productivity.

***Factors* may include**:

- changes to the operational environment such as neighbours, financial markets and market share
- those with regard to repair or replacement of assets and activities such as time, cost, training and availability.

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Threat impact **evaluation may relate to**:	• factors related to the repair or replacement of assets and activities • level of seriousness • risk of litigation.
Contingency **arrangements may relate to**:	• cessation of operations • continuity of operations • partial closure • transfer of operations.
Reports **may include**:	• graphical representations of data • recommendations • summary of assessment outcomes • tables and information from approved data collection tools.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC4008A Prepare a detailed tender

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to prepare and process a tender submission. It requires the ability to interpret and assess tender specifications, estimate and cost resource requirements, and prepare and lodge the final tender submission within designated timelines.

This unit may form part of the licensing requirements for persons engaged in security-related tender activities in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the management of tender documentation. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess tender requirements.	1.1 ***Tender specifications*** and other ***relevant information*** are obtained and assessed to determine ***tender requirements***. 1.2 Tender ***criteria and conditions*** are identified and reviewed. 1.3 ***Viability*** to provide ***security requirements*** is assessed and ***evaluated*** in accordance with organisational procedures. 1.4 ***Risk assessment*** is conducted on anticipated outcomes in accordance with ***organisational*** and ***legislative requirements***. 1.5 Occupational Health and Safety (OHS) and other relevant organisational and legislative requirements are identified and allowed for within the parameters of the tender requirements. 1.6 Appropriate ***interpersonal techniques*** are used to facilitate an effective exchange of information with ***relevant persons***.
2 Develop tender content.	2.1 Project timelines, stages, activities and deliverables are defined and documented to meet tender requirements. 2.2 ***Resource*** and ***capacity*** requirements are assessed and documented. 2.3 Organisational ***rate schedules*** are applied to establish costings and estimations are detailed in the required format. 2.4 All information is thoroughly reviewed to ensure accuracy and a detailed budget is prepared. 2.5 ***Factors*** which may affect fulfilling tender requirements are identified and allowances for contingencies are made.

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ELEMENT	PERFORMANCE CRITERIA
	2.6 Assistance in addressing tender requirements is sought as required from relevant persons.
3 Prepare tender submission.	3.1 ***Business technology*** is used to prepare and present ***tender submission*** in the required style and format.
	3.2 Tender submission addresses tender requirements and specific criteria and conditions using clear and concise language.
	3.3 Tender submission is checked for accuracy and disseminated to relevant persons for review in accordance with organisational procedures.
	3.4 Tender submission is lodged within designated timelines.
	3.5 ***Feedback*** is sought on outcomes of tender submission and process is reviewed to identify areas for improvement to support future tendering procedures and processes.
	3.6 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply reasoning and logical analysis to make decisions and solve problems
- assess and determine tender requirements
- calculate time, measurements and quantities
- coaching and mentoring to provide support to colleagues
- communicate effectively in both verbal and written modes
- comply with applicable legislative and regulatory requirements
- comply with tender criteria and conditions
- conduct a risk assessment on anticipated project outcomes
- conduct qualitative and quantitative research
- develop a detailed budget
- estimate and cost resources
- evaluate tender requirements to determine project requirements
- evaluate viability to provide security goods and services to undertake the project
- facilitate feedback
- monitor and analyse submission progress and review outcomes

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REQUIRED SKILLS AND KNOWLEDGE

- negotiate, mediate and resolve conflicts
- observe protocol and probity policies
- plan and schedule activities
- prepare and process tender submissions
- prepare tender submissions using clear and concise language in required formats
- prioritise tasks and schedules
- provide written reports and documentation
- read and interpret relevant information including plans, designs and specifications
- relate to persons from different social and cultural backgrounds and of varying physical and mental abilities
- use appropriate business technology to research and compile information
- work within agreed timeframes and budgetary constraints
- write reports.

Required knowledge

- access and deployment mechanisms to ensure optimal economy and efficiency in the use of human, physical and financial resources
- client privacy and confidentiality requirements
- conflict resolution techniques
- contingency planning
- cultural protocols and systems
- formal and informal meeting processes
- national competition policy
- operational budget and resource planning processes
- operational principles of security and business technology equipment and systems
- organisational pricing schedules, policies and procedures
- organisational procedures and standards and corporate goals and objectives
- principles of effective communication
- problem-solving strategies
- quality assurance systems
- security and risk assessment techniques
- security issues and classifications
- tender layout, format and presentation methods
- tendering codes of practice.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- calculating costs and estimating resource requirements for inclusion in a detailed budget
- collaborating with relevant persons to receive and incorporate feedback on tender submission
- complying with applicable legislative and regulatory requirements including codes of practice
- identifying factors through risk analysis that may affect anticipated project outcomes and making appropriate allowances for contingencies
- identifying personal limitations in assessing tender requirements and requesting appropriate assistance
- interpreting tender specifications to accurately identify resource requirements
- locating and assessing information to establish tender requirements
- planning tender activities to match timeframe and budget constraints
- using appropriate communication and interpersonal techniques to clarify and confirm tender requirements
- using appropriate technology to prepare tender documentation.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

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Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Tender may be:	• in-house • negotiated • open • selective.
***Tender specifications* may detail**:	• client requirements • identification of deliverables • insurance requirements • legal requirements • performance standards • project management • project scope • proposed activities to be undertaken • quality assurance

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- resource requirements eg human and physical
- specific requirements
- stakeholder involvement
- time and cost parameters.

***Relevant information* may include**:

- client details
- contract documentation
- details of security goods and services to be provided
- organisational cost schedules
- tender details.

***Tender requirements* may include**:

- compliance with tender criteria and conditions
- format and layout
- legal compliance
- response to all tender clauses
- submission date.

Tender *criteria and conditions* may relate to:

- eligibility for submission of tender which may include:
  - interview, meeting or presentation of tender
  - selection criteria and weightings
  - special requirements
  - submission date
  - tender document format.

Viability may include consideration of:

- available resources, equipment and supplies
- client requirements
- competition
- compliance with regulations
- cost of tender preparation and processing
- financial considerations
- geographic constraints
- likely profit
- other projects
- prospect of winning the tender
- skills required for the provision of services
- time constraints.

Security requirements may relate to the provision of:

- security equipment and systems
  - access control systems
  - audible and visual warning devices
  - cameras and monitors
  - commercial and residential alarm systems
  - detection devices
  - electric and mechanical fire safety and fire locking systems
  - electronic locks and locking systems

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- electronic readers
- electronic screen equipment
- intercoms and control panels
- security doors and door controls
- specialised access control systems eg biometrics

- security services
  - close personal protection
  - crowd control
  - escorting
  - guarding
  - patrolling
  - screening.

***Evaluation* may relate to**:

- capability
- capacity
- previous projects
- risk
- security
- service
- verification of quality accreditation.

***Risk* relates to**:

- the chance of something happening that will have an impact on objectives.

***Risk assessment* may include**:

- identifying risks in isolation or as part of a broader risk management strategy and addressing risks such as
  - damage to property or equipment
  - environmental landscape
  - equipment or system failures
  - financial or economic loss or failure
  - inability to deliver or meet the timelines if selected
  - OHS
  - professional incompetency.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- insurance cover
- OHS policies, procedures and programs

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- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- risk management
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- professional indemnity
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising
- two-way interaction
- use of plain English
- use of positive, confident and cooperative language.

***Relevant persons* may include**:

- clients
- colleagues
- manager

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- security goods and services suppliers
- security personnel
- tenderer.

Resources may include:

- equipment
- financial
- human
- physical
- time.

Capacity may relate to:

- facilities
- other priorities
- personnel expertise
- resource availability
- time.

Organisational *rate schedules* may relate to:

- award and enterprise agreements
- equipment costs
- installation costs
- labour rates
- materials costs
- monitoring costs
- service costs
- unit costs.

***Factors* may relate to**:

- access to assistance and resources
- budget constraints
- competing work demands
- compliance
- contractual requirements
- disputes
- insurance
- technology and equipment breakdowns
- time penalties.

***Business technology* may include**:

- computers:
  - database software applications
  - email, Internet, intranet
  - graphical presentation software
  - printers
  - project management software
  - word processing software.

***Tender submission* may detail**:

- client brief
- company information
- costs
- evaluation criteria

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- implementation plan
- recommended security goods or services
- security and risk assessment
- service and maintenance information
- statutory declaration
- terms of trade
- timelines
- warranty and liability terms and conditions.

***Feedback* may be gained through**:

- participation in meetings and briefings
- recorded observations on progress of activities
- regular communication with relevant persons.

***Relevant documentation* may include**:

- client details and records
- contract documentation
- cost schedules
- details of security goods and services
- tender documentation.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC4009A Interpret information from advanced security equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to operate and control advanced security systems and equipment. It requires the ability to verify and interpret received data, formulate and implement responses appropriate to situations, and maintain the operational effectiveness of security systems.

This unit may form part of the licensing requirements for persons responsible for receiving security information and implementing responses to security risk incidents in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the interpreting of security information to formulate a security response. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Evaluate information.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to receiving security information and data are identified and complied with.
	1.2 ***Security systems and equipment*** are operated and monitored in accordance with manufacturer's instructions.
	1.3 Data is received from verifiable ***sources*** and checked for consistency in accordance with organisational procedures.
	1.4 Security systems are cross-checked with ***companion monitoring systems*** to ensure an accurate and consistent exchange of information.
	1.5 Information conveyed by security systems is interpreted and evaluated in accordance with organisational procedures.
2 Respond to situations.	2.1 Potential security ***risk*** situations are assessed on available information and appropriate ***response*** is formulated and implemented in accordance with organisational procedures.
	2.2 Contingencies and additional resources are anticipated to support a prompt and effective response.
	2.3 Changing circumstances are identified and variations to response are determined and implemented in accordance with organisational procedures.
	2.4 Continual exchange of information is maintained with ***relevant persons***.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Requirements for additional support or specialist advice is promptly actioned in accordance with organisational procedures.
3 Control security systems.	3.1 Security systems are systematically monitored and tested to ensure performance is maintained within defined operating guidelines.
	3.2 Preventative and breakdown maintenance arrangements for security systems are confirmed.
	3.3 Actual or suspected faults or deficiencies in security systems are reported in accordance with organisational procedures.
	3.4 Back-up procedures are implemented to maintain security and integrity of security systems in accordance with manufacturer's instructions.
	3.5 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- analyse and implement response to information
- appreciate different cultural and social practices
- back up security systems
- coaching and mentoring to provide support to colleagues
- communicate in a clear and concise manner when sending and relaying information
- comply with relevant legislative and regulatory requirements
- estimate and calculate resource and equipment requirements
- evaluate and interpret information
- identify and diagnose faults or deficiencies in operation of security systems
- interpret security codes and alarm signals
- operate and maintain a range of security systems and equipment
- prepare and present written and computer-based information
- prioritise work tasks and maintain schedules.

Required knowledge

- appropriate information responses

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REQUIRED SKILLS AND KNOWLEDGE

- communication terminology (approved company greeting, call signs, codes, signals, phonetic alphabet)
- emergency procedures
- local hazards and environmental threats
- operational principles and functions of security systems and equipment
- principles of effective communication
- procedures for finding faults, maintenance and repair of equipment
- product knowledge for security systems
- relevant legislative provisions including Occupational Health and Safety (OHS) and licensing requirements, evidence, privacy, confidentiality, trespass, use of force, arrest and operational legislation (such as firearms and prohibited weapons)
- reporting, documentation requirements and processes
- roles and responsibilities of emergency and support services
- routine problem solving strategies
- security risk assessment methods
- systems back-up procedures
- verification requirements for assessing authenticity of received information.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- formulating and implementing responses appropriate to the situation based on existing information
- varying operational plans as required to meet changing circumstances and information
- interpreting and verifying authenticity of conveyed information and carrying out consistent and accurate inputting of data using a standardised style and format
- maintaining operational efficiency and effectiveness of security systems and equipment
- promptly identifying and arranging remedial actions for actual or suspected faults and malfunctions in security systems and equipment.

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Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to plain English version of relevant statutes and procedures • access to a registered provider of assessment services • access to a suitable venue and equipment • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- telecommunications
- trespass and the removal of persons
- use of listening and recording devices
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority

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	• personal and professional development • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.
***Security systems* may include**:	• acoustic sensors • automatic entrance and exit devices • closed circuit television • electronic field detection systems • fire alarms • infra-red sensors • intelligent building systems • movement detectors • other access control systems • other intruder alarm systems • weighbridge operation • wide angle cameras.
***Sources* may include**:	• audio, visual, or digital recording devices • computer data files • local, state and commonwealth government documents and registers • policy statements and media reports • statistical summaries • statutes.
***Companion monitoring systems* may include**:	• audio, visual, or digital backup recording systems • parallel systems and may be a written record or electrical monitoring systems.
***Responses* may involve**:	• disciplinary action according to organisational requirements • dispatching field support staff • execution of standard operating procedures for the occurrence of particular events • notifying emergency services • notifying relevant personnel.
***Risk* relates to**:	• the chance of something happening that will have an impact on objectives.
Security risks may relate to:	• biological hazards • chemical spills • client contact

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- electrical faults
- explosives
- financial viability
- injury to personnel
- noise, light, heat, smoke
- persons carrying weapons
- persons causing a public nuisance
- persons demonstrating suspicious behaviour
- persons suffering from emotional or physical distress
- persons under the influence of intoxicating substances
- persons with criminal intent
- persons, vehicles and equipment in unsuitable locations
- property or people
- security systems
- suspicious packages or substances
- systems or process failures
- terrorism
- violence or physical threats.

***Relevant persons* may include**:

- clients
- colleagues
- emergency services personnel
- employer
- equipment manufacturer
- field staff
- supervisor.

***Documentation* may include**:

- activity reports
- field notes and security notebooks
- incident and accident reports
- radio and telephone records
- records of conversation
- request for assistance forms
- running sheets
- situation reports
- task allocation sheets
- written and computer-based information.

Unit Sector(s)

Unit sector Security

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Competency field

Competency field Security and risk management

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CPPSEC4010A Manage monitoring centres

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to organise and control a security monitoring centre. It requires the ability to manage staffing and resources, implement and review operations, and promote continuous improvement strategies.

This unit may form part of the licensing requirements for persons responsible for managing the operations of security monitoring centres in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the management of security operations from a monitoring centre environment. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan operational priorities.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to managing monitor centres are identified and complied with. 1.2 Operational plans and other ***relevant information*** are accessed and reviewed. 1.3 ***Preventative and breakdown maintenance arrangements*** for security systems and technology are determined and confirmed. 1.4 Procedures for the allocation and replacement of ***security systems*** are determined and confirmed. 1.5 Designated operational roles and responsibilities are determined and confirmed with ***relevant persons***. 1.6 ***Communication channels and processes*** are determined and confirmed with relevant persons. 1.7 Operational budgets and delegations are confirmed and maintained within agreed limits and allocations. 1.8 Occupational Health and Safety (OHS) issues are identified and appropriate ***risk*** control measures implemented in accordance with organisational requirements.
2 Monitor operations.	2.1 Performance of security systems and technology is monitored for operational efficiency and effectiveness. 2.2 Security operations are systematically monitored and

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ELEMENT	PERFORMANCE CRITERIA
	reviewed against operational plans.
	2.3 Implementation of security operations are confirmed within scope and competence of designated roles and responsibilities.
	2.4 Operational plans are modified as required to maintain security requirements and communicated to relevant persons.
	2.5 Assistance requirements for relevant persons are identified and actioned in accordance with organisational procedures.
	2.6 Security operations are conducted in accordance with relevant OHS, legislative and organisational requirements.
3 Review operations.	3.1 A process of continual assessment is applied to review and evaluate effectiveness of security operations.
	3.2 Operational outcomes and performance reports are reviewed and evaluated to identify opportunities for improvement.
	3.3 Review findings and recommendations to inform future practice are prepared and presented to relevant persons in accordance with organisational procedures.
	3.4 Presented information uses clear and concise language and meets organisational standards of style, format and accuracy.
	3.5 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- assess and implement appropriate response to received information
- coaching and mentoring to provide support to colleagues
- communicate in a clear and concise manner using appropriate terminology
- deliver project objectives within budget constraints
- develop and manage key performance indicators
- estimate and calculate resource and assistance requirements
- identify and diagnose faults or deficiencies in operation of security systems

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REQUIRED SKILLS AND KNOWLEDGE

- implement safe and environmentally sound workplace practices
- interpret security codes and alarm signals
- maintain operations within budgetary parameters
- monitor systems and monitor performance
- monitor, evaluate and interpret data and information
- negotiation
- operate and maintain a range of security systems
- phonetic alphabet
- prepare and present written/computer-based information
- read and interpret technical data and specifications
- relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- risk assess incidents
- write reports and complete documentation.

Required knowledge

- approved communication terminology and codes and signals
- back-up procedures
- change of shift procedures
- common faults and malfunctions in security systems
- emergency procedures
- interviewing, counselling, negotiation and mediation techniques
- management and leadership styles and culture
- operational principles and functions of security systems and software/hardware
- operations management
- principles of change management
- problem solving strategies
- range of security risk or incident situations and appropriate response procedures
- reporting and documentation procedures
- risk and conflict management
- risk assessment methods
- types of alarm systems and equipment
- workplace environmental and OHS hazards and risks.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- effectively managing staff, systems and equipment resources to achieve operational plans for a monitoring centre within legislative parameters
- communicating with staff and colleagues to ensure the ongoing effectiveness of information receipt, interpretation and transmission
- identifying communication and resourcing problems and implementing learning opportunities for staff and continuous improvement strategies for monitoring operations
- accurately preparing and completing monitoring records and reports in compliance with legal parameters.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess

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underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- crowd control and control of persons under the influence of intoxicating substances
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- telecommunications
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures

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	• emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs • own role, responsibility and authority • personal and professional development • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.
***Relevant information* may include**:	• alarm response procedures • alarm service information • applicable legislation and codes of practice • communication and reporting channels • manufacturers specifications • operational plans • operations manuals • personnel schedules • terms of reference.
***Preventative and breakdown maintenance arrangements* may include**:	• alternative and backup systems and procedures • emergency response plans • preventative maintenance plans • programmed maintenance.
***Security systems* may relate to**:	• access control systems • electronic, audio, visual, digital surveillance and recording systems • fire detection systems • intruder detection and alarm systems • process control or building management systems.
***Relevant persons* may include**:	• clients • colleagues • emergency services personnel • field staff • management • technical personnel.
***Communication channels and processes* may include**:	• direct line supervision paths • established communication protocols • formal communication pathways • lateral supervision paths • organisational communication networks

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	• verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.
***Risk* relates to**:	• the chance of something happening that will have an impact on objectives.
***Documentation* may include**:	• activity logs • radio and telephone records • records of conversation • running sheets • security logs • security systems faults and diagnosis • situation reports • testing and inspection results • written and computer-based reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC4011A Coordinate field staff activity from control room

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to monitor field staff activities and coordinate responses to security incidents. It requires the ability to systematically control field staff activity, formulate and implement security responses, and review and report on operational effectiveness.

This unit may form part of the licensing requirements for persons responsible for implementing responses to security incidents in those states and territories where these are regulated activities

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the supervision of security operations from a control room environment. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for operations.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to control room operations are identified and complied with. 1.2 Operational plans and other ***relevant information*** are accessed and reviewed. 1.3 Operational effectiveness of ***security systems*** and technology is checked and confirmed in accordance with manufacturer's instructions. 1.4 ***Preventative and breakdown maintenance arrangements*** for security systems and technology are confirmed. 1.5 Designated operational roles and responsibilities of field staff are confirmed. 1.6 ***Communication channels and processes*** are confirmed with ***relevant persons***. 1.7 Occupational Health and Safety (OHS) issues are identified and appropriate ***risk*** control measures implemented in accordance with organisational requirements.
2 Control field staff activity.	2.1 Security systems and technology are used in accordance with manufacturer's instructions to monitor security operations and field staff activity. 2.2 Communication with field staff is maintained on a routine and systematic basis in accordance with organisational procedures.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Irregular or non-responses from field staff are actioned in accordance with organisational procedures.
	2.4 Requests for ***assistance*** are received, confirmed and organised in accordance with organisational procedures.
	2.5 ***Factors*** affecting the achievement of security operations are identified and recommendations for variation to operational plan are confirmed and communicated to relevant persons.
	2.6 Operational information is recorded and reported in accordance with organisational procedures.
3 Coordinate responses to incidents.	3.1 Incidents are identified based on available information and appropriate ***response*** formulated and implemented.
	3.2 Contingencies and additional resources are anticipated to support a prompt and effective response.
	3.3 Changing circumstances are identified and variations to response are determined and implemented in accordance with organisational procedures.
	3.4 Continual exchange of information is maintained with field staff and relevant persons.
	3.5 Requirements for additional support or specialist advice by field staff is promptly actioned in accordance with organisational procedures.
4 Review and complete operations.	4.1 Change of shift procedures are implemented in accordance with organisational procedures and ensure system and monitoring continuity is maintained.
	4.2 Operational reports use clear and concise language and meet organisational standards of style, format and accuracy.
	4.3 Incident and response observations are provided accurately and constructively and identify opportunities for improvement.
	4.4 Identified faults or deficiencies in security systems and technology are documented and reported in accordance with organisational procedures.
	4.5 Findings and recommendations from review of operations are forwarded to relevant persons to inform future practice.
	4.6 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- analyse and implement response based on information received
- appreciate different cultural and social practices
- coaching and mentoring to provide support to colleagues
- communicate in a clear and concise manner when sending and relaying information
- comply with relevant legislative and regulatory requirements
- estimate and calculate time required to complete work tasks
- identify and diagnose faults or deficiencies in operation of security systems
- interpret security codes and alarm signals
- operate and maintain a range of security systems and equipment
- prepare and present written and computer-based information
- prioritise work tasks and maintain schedules.

Required knowledge

- communication terminology (approved company greeting, call signs, codes, signals)
- emergency procedures
- local hazards and environmental threats
- operational principles and functions of security systems and equipment
- principles of effective communication
- reconnaissance processes
- relevant legislative provisions including ohs and licensing requirements
- reporting, documentation requirements and processes
- risk assessment
- roles and responsibilities of support and emergency services
- routine problem solving strategies
- security risk assessment methods
- verification requirements for assessing authenticity of received information.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- carrying out risk assessments and implementing appropriate responses to security incidents including the provision of accurate and complete briefings to field staff based on existing information
- establishing communication channels and processes to accurately receive and convey information in both routine and non-routine circumstances in a manner which engages minority groups
- providing accurate and constructive operational observations, completing documentation in appropriate style and format, and maintaining security of the records system
- systematically carrying out field staff monitoring activities and determining variations to operational plans when factors affecting the achievement of work tasks are identified.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined

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with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- telecommunications

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	• trespass and the removal of persons.
Organisational requirements may relate to:	• access and equity policies, principles and practices • business and performance plans • client service standards • code of conduct, code of ethics • communication and reporting procedures • complaint and dispute resolution procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs • own role, responsibility and authority • personal and professional development • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.
***Relevant information* may include**:	• applicable legislation and codes of practice • communication and reporting channels • manufacturers specifications • operations manuals • personnel schedules • security operational plans • terms of reference.
***Security systems* may include**:	• acoustic sensors • automatic entrance and exit devices • closed circuit television • electronic field detection systems • fire alarms • infra-red sensors • intelligent building systems • movement detectors • other access control systems • other intruder alarm systems • weighbridge operation • wide angle cameras.
***Preventative and breakdown maintenance arrangements* may include**:	• alternative and backup systems and procedures • emergency response plans • preventative maintenance plans • programmed maintenance.

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***Communication channels and processes* may include**:	• direct line supervision paths • established communication protocols • formal communication pathways • lateral supervision paths • organisational communication networks • verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.
***Relevant persons* may include**:	• clients • colleagues • emergency services personnel • field staff • management.
***Risk* relates to**:	• the chance of something happening that will have an impact on objectives.
Security risks may relate to:	• biological hazards • chemical spills • client contact • electrical faults • explosives • financial viability • injury to personnel • noise, light, heat, smoke • persons carrying weapons • persons causing a public nuisance • persons demonstrating suspicious behaviour • persons suffering from emotional or physical distress • persons under the influence of intoxicating substances • persons with criminal intent • persons, vehicles and equipment in unsuitable locations • property or people • security systems • suspicious packages or substances • systems or process failures • terrorism • violence or physical threats.
***Assistance* may involve**:	• explaining or clarifying • implementation of pre-determined countermeasures • problem solving • providing back-up support • providing encouragement • providing feedback to another team member

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	• undertaking extra tasks as necessary.
***Factors* may include**:	• budget constraints • competing work demands • environmental factors (time, weather) • resource and materials availability • technology or equipment breakdowns • unforeseen incidents • workplace hazards, risks and controls.
***Responses* may involve**:	• disciplinary action according to organisational requirements • dispatching field support staff • execution of standard operating procedures for the occurrence of particular events • notifying emergency services • notifying relevant personnel.
***Documentation* may include**:	• activity reports • radio and telephone records • records of conversation • request for assistance forms • request for resources forms • running sheets • situation reports • task allocation sheets • written or computer-based information.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC4012A Identify and assess security of assets

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to conduct a security assessment and market evaluation of assets. It requires the ability to research, analyse and present information and data, and evaluate security control measures.

This unit may form part of the licensing requirements for persons engaged in security assessment operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the security assessment and valuation of assets. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 List assets.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements***, and ***relevant standards*** for security assessment activities are identified and complied with.
	1.2 Advice is sought from authorised ***relevant persons*** on the location and nature of all ***assets***.
	1.3 ***Source documents*** are obtained and validated in accordance with legislative requirements.
	1.4 List of assets is reviewed and confirmed in consultation with client using effective ***interpersonal techniques***.
	1.5 Asset listing is developed in a format suitable for analysis, interpretation and dissemination in accordance with requirements of relevant standards.
2 Confirm status of assets.	2.1 ***Status of assets*** is evaluated based on information obtained from source documents.
	2.2 Findings are supported by valid and reliable evidence in accordance with relevant standards.
	2.3 ***Market value*** of assets is calculated and confirmed in accordance with client instructions and organisational procedures.
	2.4 Comprehensive asset valuation is developed based on assessment of all ***factors***.
3 Assess vulnerability of assets.	3.1 ***Access to assets*** and information on existing and planned ***security measures*** and ***risk*** is confirmed with relevant persons.
	3.2 All ***treatments*** and incident reporting mechanisms arranged on behalf of the organisation are identified and an audit conducted.

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ELEMENT	PERFORMANCE CRITERIA
	3.3 ***Operating parameters*** of identified treatments are obtained from relevant persons in accordance with legislative requirements.
	3.4 Operational effectiveness of treatments are assessed through ***planned testing*** in accordance with relevant standards and organisational procedures.
	3.5 Failure or potential failure of existing control mechanisms are immediately reported to client.
4 Present information.	4.1 Assessment details including asset valuation, vulnerability and any recommendations are documented in accordance with ***organisational standards***.
	4.2 ***Report*** is presented to relevant persons within specified time and budget.
	4.4 ***Feedback*** on client satisfaction with service delivery is sought and queries or areas of dissatisfaction responded to promptly.
	4.5 All information is securely maintained and stored with due regard to client confidentiality.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately record and report information
- active listening and questioning
- assessment and analysis
- calculate market value of assets
- coaching and mentoring to provide support to colleagues
- data collection and analysis
- design of tools and questionnaires
- information technology
- observation
- planning
- read and interpret maps, plans and schematic drawings
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- research.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge

- auditing and assessment techniques and methodologies
- basic accounting procedures, such as depreciation methods for determining market value of assets
- broad application of security risk management
- legislation, standards, regulations and codes of practice applicable to valuing assets
- organisational or client standards and procedures for the presentation of information
- principles of AS/NZS 4360: 2004 Risk management and related guidelines
- processes for testing operational effectiveness of assets and treatments
- reporting procedures and documentation requirements and processes
- risk assessment techniques and processes
- sources of information for asset valuation.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- obtaining and using information from a range of sources and consultative processes to develop an accurate listing of assets in compliance with client, organisational and legislative requirements
- accurately evaluating and confirming status, market value and vulnerability of assets using valid and reliable evidence in compliance with relevant standards
- using effective communication skills to obtain information and present information and reports.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

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- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements

- Australian standards and quality assurance requirements
- force continuum, use of force guidelines

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may relate to:

- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Relevant standards:

- must include AS/NZS 4360: 2004 Risk management
- may relate to:
  - AS2630-1983 Guide to the selection and application of intruder alarm systems for domestic and business premises
  - AS3911:1992 Guidelines for auditing quality systems
  - HB 167:2006 Security Risk Management
  - HB 436 Risk Management Guidelines - Companion to AS/NZS 4360
  - HB 231:2000 Information security risk management

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guidelines.

Relevant persons may be:	• accountants • contractors • inventory or administration personnel • managers • operational personnel • security personnel • technicians.
***Assets* may include**:	• assets owned, leased or in the custody of an organisation • buildings • equipment • facilities • goodwill • information and documentation • information systems and sources • intellectual property • people • reputation • security systems.
***Source documents* may include**:	• asset register • depreciation register • employee records • lease or hire purchase contracts • organisation chart • profit and loss analysis for an asset or division of the organisation • those obtained from accounting personnel.
***Interpersonal techniques* may include**:	• active listening • being respectful and non-discriminatory to others • control of tone of voice and body language • demonstrating flexibility and willingness to negotiate • interpreting non-verbal and verbal messages • maintaining professionalism • providing and receiving constructive feedback • questioning to clarify and confirm understanding • two-way communication • use of communication appropriate to cultural differences • use of positive, confident and cooperative language.
***Status of assets* may relate to**:	• borrowing • current condition of asset (damaged, in repair, lost, stolen, on leave, undergoing routine maintenance) • held in custody

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	• hire • importance • lease • ownership • security.
***Market value* of assets may be based on**:	• assessment of purchase price • depreciated value • formal valuation • replacement costs.
***Factors* which may influence value of assets may include**:	• dollar cost • function • harm to short or long term operation of the organisation • importance to normal operation of the organisation • replacement availability, time and cost • the value of production or output lost as a result of loss of the asset.
***Access to assets* or sources of information may involve**:	• entry to locations where assets are kept, used or stored • entry to storage facilities • obtaining authority to access restricted data, areas or personnel • obtaining relevant security clearance • on-site visits.
***Security measures* may relate to**:	• access control systems • Closed Circuit Television (CCTV) and monitoring systems • deployment or increase of security personnel • safes, vaults and locking mechanisms • standard operating procedures for security of assets.
***Risk* relates to**:	• the chance of something happening that will have an impact on objectives.
Security risks may relate to:	• biological hazards • chemical spills • client contact • electrical faults • explosives • financial viability • injury to personnel • noise, light, heat, smoke • persons carrying weapons • persons causing a public nuisance • persons demonstrating suspicious behaviour • persons suffering from emotional or physical distress

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- persons under the influence of intoxicating substances
- persons with criminal intent
- persons, vehicles and equipment in unsuitable locations
- property or people
- security systems
- suspicious packages or substances
- systems or process failures
- terrorism
- violence or physical threats.

***Treatments* may relate to**:

- additional personnel
- contracted contingency services
- identified countermeasures
- internal contingency plans
- risk reduction strategies
- use of stored resources
- use of superseded equipment.

An *audit* may be completed by using:

- inspection of records and documents
- internal auditing procedures as outlined in AS3911:1992 Guidelines for auditing quality systems
- interviews
- monitoring and inspecting procedures and processes
- professional internal or external auditors
- questionnaires
- site visits and inspections.

***Operating parameters* may include**:

- adherence to procedures
- adverse conditions for system efficiency
- availability and condition of systems and equipment
- availability and use of back-up systems
- call out of support and specialist personnel
- clarity of communication systems
- fault-finding procedures
- normal function of duties
- OHS requirements
- optimal conditions for system efficiency
- reaction time
- safe and timely deployment
- sound and light intensity
- standard operating procedures.

***Planned testing* may include**:

- computer modelling
- conceptual analysis
- controlled interruptions to normal operations
- debriefing sessions

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	• inspection • interception • interviews • penetration exercises • rehearsals • simulation and replication • testing of alarms, CCTV and other warning devices • testing or access control systems.
***Organisational standards for written information* may relate to**:	• ability to be used for legal purposes • accuracy of costings • appropriate level of literacy • format and presentation • relevance of written information • use of clear, concise language and plain English.
***Report* should include**:	• evidence and supporting materials to validate the findings • graphical representations of data • recommendations where applicable • summary of assessment objectives and outcomes • tables and information from approved data collection tools.
***Feedback* may be obtained through**:	• comments from client or colleagues • completion and analysis of formal client satisfaction survey • effectiveness of assessment outcomes in meeting assessment objectives • formal or informal performance discussion.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC4013A Undertake case management of investigations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan, document and coordinate resources to manage and review investigations. It requires the ability to develop a case management plan, monitor case progress, and review and report case outcomes against identified goals and objectives.

This unit may form part of the licensing requirements for persons engaged in investigative operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the management of investigations in a security environment. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop a case management plan.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to the management of investigations are identified and complied with.
	1.2 Purpose of investigation is determined in consultation with ***relevant persons***.
	1.3 Relevant information is obtained from reliable sources in accordance with organisational procedures.
	1.4 Security equipment, systems and resources are determined appropriate to meet investigation requirements.
	1.5 Timeframes, budgetary constraints and reporting requirements are confirmed with relevant persons.
	1.6 ***Case management plan*** is developed in accordance with investigation requirements and organisational procedures.
	1.7 Case management plan is flexible and adaptable to accommodate contingencies.
2 Monitor case progress.	2.1 Appropriate ***interpersonal techniques*** are used to facilitate an effective exchange of information with relevant persons.
	2.2 Case management plan implementation and progress is continually monitored and evaluated against agreed aims and objectives to ensure that service delivery matches client requirements.
	2.3 Variations to operational plans are determined and implemented to meet changing circumstances to enable

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ELEMENT	PERFORMANCE CRITERIA
	improved service delivery.
	2.4 ***Feedback*** on implementation of the case management plan is analysed and assessed with relevant persons and expert advice is provided on options for actions and further development.
	2.5 Expenditure and ***resource*** usage is monitored and controlled to ensure objectives are achieved within timeframes and resource boundaries.
	2.6 Operational documentation is compiled to provide an ongoing reference for operatives and is recorded in a timely, chronological and accurate manner.
3 Review and report outcomes.	3.1 Feedback on client satisfaction with service delivery is sought using ***valid methods*** and verifiable data is reviewed in accordance with organisational policy and procedures.
	3.2 Operational outcomes are reviewed against the aims and objectives of the investigation identified in the case management plan.
	3.3 Recommendations and issues are presented in the required format, and in a style and structure suitable for review and interpretation in accordance with organisational requirements.
	3.4 Relevant documentation is completed and processed in accordance with legislative and organisational procedures.
	3.5 All case records and relevant information is safely and securely stored in accordance with legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- allocate and manage resources including budgetary, human and physical
- apply reasoning and logical analysis to make decisions and solve problems
- coaching to provide support to colleagues
- communicate effectively in both verbal and written modes
- facilitate feedback

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REQUIRED SKILLS AND KNOWLEDGE

- make high level presentations
- monitor and analyse case progress and review outcomes
- negotiate, mediate and resolve conflicts
- prepare investigation plans, tactical plans and resource bids
- prioritise tasks and schedules
- provide written reports and documentation
- relate to persons from different social and cultural backgrounds and of varying physical and mental abilities
- risk assessment
- supervise, delegate and mentor individuals and teams
- systematically plan, make decisions and set goals.

Required knowledge

- access and deployment mechanisms to ensure optimal economy and efficiency in the use of human, physical and financial resources
- conflict resolution techniques
- contingency planning techniques
- cultural protocols and systems
- formal meeting processes
- investigation principles and case management systems
- legislation relevant to the jurisdictions involved in the investigation
- operational budget and resource planning processes
- organisational procedures and standards and corporate goals and objectives
- principles of effective communication
- security and risk assessment and management techniques
- security issues and classifications
- theory and practice of investigative case management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate	A person who demonstrates competency in this unit must be able to provide evidence of: • accurately reviewing operational outcomes and presenting findings in a format suitable for review by relevant persons to

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competency in this unit	determine client satisfaction with service delivery • facilitating review conferences and briefings for the regular and effective exchange of information and feedback to relevant persons • managing case plan implementation, including efficient expenditure and resource use, and modifying operations as required to meet changing circumstances and identified inefficiencies • systematically developing a flexible and adaptable case management plan based on an evaluation of security and risk assessment analyses, available resources and identified aims and objectives of the investigation.
Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to plain English version of relevant statutes and procedures • access to a registered provider of assessment services • access to a suitable venue and equipment • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant

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authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- surveillance
- trespass and the removal of persons
- use of listening and recording devices.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities

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- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information
- surveillance.

***Relevant persons* may include**:

- client
- industry or other relevant contacts
- industry and government agencies
- investigation managers
- investigation staff
- security personnel.

***Case management plan* may include details of**:

- costings
- integration of relevant stakeholder expertise and other service deliverers
- negotiated and agreed goals and operational processes
- processes for monitoring and changing case plan
- range of strategies to address each goal
- realistic and agreed indicators of success
- relevant contacts
- resource and equipment sources, availability, allocation and contingencies
- rights and responsibilities of client
- roles and responsibilities of all relevant personnel
- strategies to deal with security risk situations.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising

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	• two-way interaction • use of plain English • use of positive, confident and cooperative language.
***Feedback* may be gained through**:	• participation in case conferences, meetings, briefings • recorded observations on progress on activities • regular communication with client and operatives • task update meetings, task appraisals, debriefing sessions.
***Resources* may be**:	• equipment and physical • financial • human • information • intelligence (internal or external in source).
***Valid methods* may include**:	• client satisfaction surveys • comments from supervisors, colleagues or clients • formal and informal performance evaluations • informal discussions • workplace assessment.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC4014A Commission and decommission networked security system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to isolate, commission and decommission a range of networked security systems. It requires the ability to accurately interpret systems and network specifications, conduct and measure performance testing, and analyse relevant data.

This unit may form part of the licensing requirements for persons responsible for commissioning and decommissioning networked security systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the commissioning and decommissioning of networked security systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan and prepare work.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to commissioning and decommissioning networked security systems are identified and complied with. 1.2 ***Assignment instructions*** and other ***relevant information*** are obtained and reviewed. 1.3 ***Tools***, ***equipment and testing devices*** are obtained and checked for correct operation and safety. 1.4 ***Site access and specific site requirements*** are confirmed with ***relevant persons*** in accordance with organisational procedures. 1.5 Relevant persons are consulted to ensure the work is coordinated effectively with others in the work area. 1.6 Occupational Health and Safety (OHS) issues are identified and appropriate ***risk*** control measures implemented in accordance with organisational procedures.
2 Commission networked security system.	2.1 OHS risk control measures and procedures for commissioning a networked security system are complied with. 2.2 Equipment interconnections and parameters are confirmed in accordance with system specifications. 2.3 Non-software configurations are set and confirmed and software is installed and hardware data loaded in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with manufacturer's instructions.
	2.4 Performance tests are conducted to ensure operation meets prescribed parameters and system specifications.
	2.5 Malfunctions or deviations from specifications are documented and reported.
	2.6 ***Hand-over*** of commissioned networked security system is conducted in accordance with organisational procedures.
3 Decommission networked security system	3.1 OHS risk control measures and procedures for decommissioning a networked security system are complied with.
	3.2 Networked security system is accessed with minimal disruption to surrounding environment and services.
	3.3 Isolation procedures to protect the operation of existing structures are confirmed with relevant persons and implemented in accordance with manufacturer's instructions.
	3.4 Sources of energy are safely terminated in accordance with manufacturer's instructions.
	3.5 Networked security system equipment and components are removed as required in accordance with assignment instructions.
4 Complete work activities.	4.1 Work is completed in an efficient and effective manner within designated timeframes.
	4.2 Notification of work completion is made in accordance with organisational procedures.
	4.3 Work area is cleaned and restored in accordance with organisational procedures.
	4.4 Waste from commissioning and decommissioning procedures is collected, treated and disposed of in accordance with organisational procedures.
	4.5 Commissioning and decommissioning records and reports are completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Required skills

- accurately identify and correctly handle cables
- coaching and mentoring to provide support to colleagues
- communicate in a clear and concise manner
- confirm systems are ready to be commissioned
- confirm that systems and their performance meet the required operational specification
- demonstrate the operation of systems during hand-over
- effectively operate a range of security systems and networks
- estimate and organise resource requirements
- methodically prioritise and organise work tasks
- minimise disruption to surrounding work activities
- read and interpret plans and specifications
- safely disable security equipment and systems
- select and use suitable tools and equipment
- solder, weld and carry out basic carpentry
- solve routine problems
- source relevant commissioning and decommissioning information
- test security equipment systems and read a multimeter.

Required knowledge

- building construction methods and types
- cable identification and handling requirements
- cable termination and connection procedures
- earthing systems, arrangements and requirements
- electrical concepts (voltage, current, resistance and impedance)
- electrical connections and types of electrical circuits
- functions and features of systems being commissioned
- isolation procedures
- methods and procedures to commission and decommission a range of security systems and networks
- OHS requirements and safe work practices
- procedures for working in confined spaces
- processes and procedures to bring systems into operation
- relevant legislative including Australian building codes and Australian Communications Authority cabling standards
- risks and hazards associated with commissioning and decommissioning work
- security systems and network configurations and programs
- technical terminology
- types and functions of computer software

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REQUIRED SKILLS AND KNOWLEDGE

- types and functions of tools, equipment and testing devices
- types, functions and requirements of security systems and networks.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- accessing security systems and network and methodically carrying out commissioning and decommissioning procedures with minimal disruption to client services, existing structures or normal work routines
- clearly identifying commissioning and decommissioning requirements of security systems and network from work order, and organising appropriate tools, equipment and materials to carry out work
- following safe and efficient work practices in the use of tools and equipment and accurately identifying and managing risks and hazards to commissioning and decommissioning work and work areas
- handing over security equipment and system to client ensuring a full and complete understanding of systems and network operations and functions through the provision of clear and effective instructions, information and training as required
- reinstating work area to a safe operational condition and preparing and submitting all required documentation in an accurate and prompt manner.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services

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- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- cabling
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality

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- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- telecommunications
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Assignment instructions* may include**:

- access to site and specific site requirements
- budget allocations
- completion dates
- job requirements and tasks
- resource requirements
- specific client requirements
  - equipment and system type
  - equipment locations and positions
  - installation procedures and schedule
  - monitoring requirements
  - requirements as detailed in security assessment or client brief

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- service and maintenance requirements
- system capabilities and functions
- warranties and guarantees
- warranties and service information
- work schedules.

***Relevant information* may include**:

- checklists
- drawings
- system specifications
- systems and network plans
- technical information
- user information.

***Tools*, *equipment and testing devices* may include**:

- communications equipment
- computer disks
- hand tools
- multimeter
- personal protective equipment
- power tools
- terminating tools.

***Site access and specific site requirements* may include**:

- access and egress points, time of access
- access codes, keys, passes, security clearances
- building codes and regulations
- heritage listings
- noise control
- OHS requirements
- union requirements.

***Relevant persons* may include**:

- client
- equipment and system manufacturers
- other professional or technical staff
- security consultants
- security personnel
- supervisor.

***Risk* relates to**:

- the chance of something happening that will have an impact on objectives.

Hand-over may involve:

- completing hand-over documents
- confirming arrangements for training system users
- confirming that clients are ready to accept responsibility for systems
- demonstrating and explaining the operation of systems.

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Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC4015A Maintain networked security system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to manage the security and integrity of a networked security system. It requires the ability to develop a maintenance plan, monitor the performance and effectiveness of a system or network, and undertake preventative maintenance and repairs of equipment, software, hardware and components.

This unit may form part of the licensing requirements for persons responsible for maintaining networked security systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the maintenance of networked security systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Formulate maintenance strategy.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***maintaining networked security systems*** are identified and complied with. 1.2 Networked security system architecture and configuration documentation is obtained and reviewed. 1.3 Networked security system warranty status of components, software and hardware is determined. 1.4 Networked security system requirements to maintain operational effectiveness are determined. 1.5 ***Maintenance options*** are examined against budgetary constraints and assessed ***risk*** to business continuity. 1.6 Preventative and breakdown maintenance arrangements for networked security systems are determined and confirmed.
2 Monitor and maintain effectiveness of networked security system.	2.1 Occupational Health and Safety issues are identified and appropriate risk control measures implemented in accordance with organisational procedures. 2.2 Networked security system performance is monitored on a systematic basis and evaluated for operational effectiveness. 2.3 ***Security and access*** features of the networked security system are monitored to ensure security and integrity of information is maintained. 2.4 Operational ***irregularities*** or faults are identified,

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ELEMENT	PERFORMANCE CRITERIA
	diagnosed and rectified in accordance with organisational procedures.
	2.5 Performance and audit reports are reviewed on a regular basis and maintained in accordance with organisational procedures.
3 Implement preventative maintenance procedures.	3.1 Networked security system back-up procedures are implemented on a routine basis in accordance with manufacturer's instructions.
	3.2 Anti-virus software is updated and maintained on a routine basis in accordance with organisational procedures.
	3.3 Networked security system maintenance is scheduled and carried out with minimal disruption to surrounding environment and services.
	3.4 Repairs or adjustments are undertaken in accordance with manufacturer's instructions and within scope of own competence.
	3.5 Complex faults or repair requirements outside area of competence are referred for specialist advice.
	3.6 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply best practice in the implementation of maintenance and preventative maintenance strategies
- apply safe and effective ergonomic workplace practices
- assess and analyse risk to client core business functions
- coaching and mentoring to provide support to colleagues
- conduct and interpret tests
- conduct technical diagnosis
- identify and rectify common network problems
- identify systems and network maintenance requirements
- interpret and evaluate the purposes and objectives of various features of systems and networks

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REQUIRED SKILLS AND KNOWLEDGE

- read and interpret technical information.

Required knowledge

- anti-discrimination
- back-up and security procedures, maintenance and diagnostic procedures, licensing and installation and purchasing procedures
- common systems and network performance problems
- data analysis techniques
- energy and resource conservation
- environmental protection
- equal opportunity
- industrial relations
- Occupational Health and Safety (OHS)
- organisational operating systems and networks
- principles of developing a maintenance schedule for a network
- relevant legislation from all levels of government that affects business operation
- systems and network administration, security and storage requirements
- systems and network diagnostic tools and their functions
- types of equipment, software and hardware and their applications.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- accurately diagnosing and rectifying system irregularities and referring complex faults for specialist advice
- determining maintenance strategies and support processes to maintain the continuity of operations directly related to the core business functions of the client
- efficiently and effectively protecting, securing and maintaining networked client server environments and operating systems
- implementing an efficient and responsive maintenance strategy to ensure optimal operational performance of equipment and software

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- monitoring and assessing comprehensive performance indicators to determine system performance and reliability in relation to both hardware and software.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- cabling
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- telecommunications
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security

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	personnel • storage and disposal of information.
***Networked security systems* maintenance requirements may relate to**:	• back-up procedures • maintenance of customised software • storage retrieval • updating of virus protection systems.
***Maintenance options* may include**:	• 24 x 7 hours support • business hours only support • on-site response • remote diagnostics • return to depot • second level support • telephone support.
***Risk* relates to**:	• the chance of something happening that will have an impact on objectives.
***Security and access* procedures may relate to**:	• data inputting • search and browse authorities • viewing and operation • write permission.
***Irregularities* may include**:	• intrusion attempts • security intrusions • systems and network malfunctions.
***Diagnoses* may identify faults or deficiencies in**:	• hardware and software • input • output • running.
***Documentation* may detail**:	• costings • equipment faults and diagnoses • materials used, parts and components replaced • operational details • recommended repairs or disposal of equipment • repairs and servicing undertaken • testing and inspection results.

Unit Sector(s)

Unit sector Security

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Competency field

Competency field Security and risk management

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CPPSEC4016A Install networked security system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to coordinate and install a networked security system. It requires the ability to plan and manage the installation of a range of software, hardware and new components in a network, conduct appropriate testing to determine operational effectiveness and accurately identify faults and malfunctions.

This unit may form part of the licensing requirements for persons responsible for installing networked security systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the installation of networked security systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for installation.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to installing networked security systems are identified and complied with.
	1.2 ***Assignment instructions*** and networked security system parameters, specifications and performance requirements are obtained and reviewed.
	1.3 Location and availability of networked security system components are confirmed in accordance with organisational procedures.
	1.4 ***Site access and specific site requirements*** are identified and appropriate arrangements made with ***relevant persons*** in accordance with organisational procedures.
	1.5 Relevant persons are consulted to ensure installation work is coordinated effectively with others in the work area.
	1.6 ***Tools***, ***equipment and testing devices*** are selected and checked for correct operation and safety.
	1.7 Occupational Health and Safety (OHS) issues are identified and appropriate ***risk*** control measures implemented in accordance with organisational procedures.
2 Install networked security system.	2.1 Installation work is conducted using safe operating practices in accordance with OHS guidelines.
	2.2 Relevant circuits are checked as being isolated where necessary in accordance with OHS guidelines.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Installation of cabling and associated components is completed and checked for compliance with relevant standards and building requirements.
	2.4 Networked security system ***hardware***, ***software*** and related components are installed in accordance with manufacturer's instructions.
	2.5 Configuration of software and hardware is completed in accordance with manufacturer's instructions and assignment instructions.
	2.6 Testing of networked security system is undertaken in accordance with manufacturer's instructions.
	2.7 Test data is measured and assessed against performance parameters of networked security system.
3 Complete installation.	3.1 Work is completed in an efficient and effective manner within designated timeframes.
	3.2 Notification of work completion is made in accordance with organisational procedures.
	3.3 Work area is cleaned and restored in accordance with organisational procedures.
	3.4 Waste from installation procedures is collected, treated and disposed of in accordance with organisational procedures.
	3.5 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply safe and environmentally aware work practices
- conduct systems and network performance testing
- drill, solder and weld
- identify faults and malfunctions
- methodically organise and prioritise work tasks
- read and interpret technical systems and network installation specifications
- solve routine problems
- use suitable tools and equipment, including hand and power tools

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REQUIRED SKILLS AND KNOWLEDGE

- work in confined spaces.

Required knowledge

- cable termination and connection procedures
- coaching and mentoring to provide support to colleagues
- confined space procedures
- electrical concepts
- installation hazards
- LAN capabilities
- OHS requirements and safe work practices
- operational principles of a range of systems and networks
- organisational and client confidentiality requirements
- requirements for compliance with Australian building codes and regulations and Australian Communications Authority cabling standards
- systems and networks installation procedures
- technical terminology
- types and functions of industry accepted network hardware and software
- types of industry security products, devices and procedures
- types, functions and specifications of systems and networks.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- interpreting and complying with all applicable statutory and legislative guidelines for installation of security systems and accurately completing all relevant documentation
- methodically organising installation tasks, and safely and efficiently following installation procedures
- carrying out checks to ensure integrity, security and safety of security systems or network
- organising correct tools and equipment and applying appropriate methods and safe operating practices to install a range of security system hardware and software.

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Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to plain English version of relevant statutes and procedures • access to a registered provider of assessment services • access to a suitable venue and equipment • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- cabling
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- telecommunications
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Assignment instructions* may include**:

- access to site and specific site requirements
- budget allocations
- completion dates
- job requirements and tasks

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	• resource requirements • specific client requirements • warranties and service information • work schedules.
***Site access and specific site requirements* may relate to**:	• access and egress points, time of access • access codes, keys, passes, security clearances • building codes and regulations • heritage listings • noise control • OHS requirements • Union requirements.
***Relevant persons* may include**:	• client • equipment and system manufacturers • other professional or technical staff • security consultants • security personnel • supervisor.
***Tools*, *equipment and testing devices* may include**:	• communications equipment • hand tools • multimeter • personal protective equipment • power tools • soldering iron • terminating tools • welder.
***Risk* relates to**:	• the chance of something happening that will have an impact on objectives.
***Hardware* may be based on**:	• micro, mainframe or mid-range platforms
***Hardware* may include**:	• cables • CD • client servers (LAN) • disk drives • monitors • peer to peer networks • personal computers • print servers • printers • routers • scanners.

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***Software* may include**:	• in-house development or out-sourced development • packaged software.
***Documentation* may detail**:	• costings • records of any adjustments to original installation plan • records of equipment and system positioning • records of faulty or malfunctioning tools and equipment • records of materials used • testing and inspection results.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC4017A Determine security system configurations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to specify the design of the required security system or network architecture. It requires the ability to design viable configuration solutions, validate the quality and suitability of the design to meet the intended purpose, and prepare detailed and accurate security system schematics and specifications.

This unit may form part of the licensing requirements for persons responsible for determining configurations for networked security systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the design of networked security system configurations. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research system requirements.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to designing networked security system configurations are identified and complied with. 1.2 ***Assignment instructions*** and other relevant information is obtained and reviewed. 1.3 Consultative processes are conducted with ***relevant persons*** to determine security system requirements. 1.4 ***Risk*** assessment is conducted to identify actual and potential ***security risk*** in workplace environment. 1.5 Appropriate controls and implementation methods are formulated and incorporated into security system design.
2 Validate system design.	2.1 Security system ***schematics*** and specifications provide sufficient detail to enable accurate costings to be made. 2.2 System architectural and service specifications address identified performance, maintenance and fault tolerance parameters. 2.3 Compatibility of existing and proposed systems and units are confirmed in accordance with system plans and technical specifications. 2.4 Materials that best meet system specifications are determined.
3 Report system configurations.	3.1 Proposed security system configuration details and information are prepared and presented within specified

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ELEMENT	PERFORMANCE CRITERIA
	timeframes, budget and quality constraints.
	3.2 Presented information uses clear and concise language and meets organisational standards for style, format and accuracy.
	3.3 Configuration design recommendations and options are supported by reliable and verifiable information.
	3.4 Feedback is sought and modifications to proposed security system configuration are made as required to meet assignment instructions.
	3.5 ***Confirmation*** of proposed security system configurations is obtained and processed in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply safe and efficient work practices
- calculate time, measurements and quantities
- coaching and mentoring to provide support to colleagues
- communicate in a clear and concise manner
- draw and draft plans, layouts, structures and system
- interpret plans, designs and specifications
- negotiation
- organise work tasks in a methodical manner
- prepare and present security systems and network specification and configuration documentation in suitable formats
- risk assessment
- solve problems.

Required knowledge

- building construction methods and types
- drawing and drafting symbols and techniques
- duty of care
- organisational and client confidentiality requirements
- organisational pricing policies and procedures
- requirements for installation of security systems and networks

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REQUIRED SKILLS AND KNOWLEDGE

- types, functions and specifications of security systems and networks.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- accurately documenting and preparing security equipment and system specifications and configurations in formats suitable for presentation to client
- clarifying client security system and network requirements and designing viable recommendations
- developing detailed and accurate security system schematics and specifications including appropriate security equipment and materials which meet client needs.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

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- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- cabling
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons.

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Organisational requirements may relate to:	• access and equity policies, principles and practices • business and performance plans • client service standards • code of conduct, code of ethics • communication and reporting procedures • complaint and dispute resolution procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs • own role, responsibility and authority • personal and professional development • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.
***Assignment instructions* may include**:	• access to site and specific site requirements • budget allocations • completion dates • job requirements and tasks • resource requirements • specific client requirements • warranties and service information • work schedules.
***Relevant persons* may include**:	• client • equipment and system manufacturers • other professional or technical staff • security consultants • security personnel • supervisor.
***Risk* relates to**:	• the chance of something happening that will have an impact on objectives.
Security risks may relate to:	• biological hazards • chemical spills • client contact • electrical faults • explosives • financial viability • injury to personnel • noise, light, heat, smoke

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- persons carrying weapons
- persons causing a public nuisance
- persons demonstrating suspicious behaviour
- persons suffering from emotional or physical distress
- persons under the influence of intoxicating substances
- persons with criminal intent
- persons, vehicles and equipment in unsuitable locations
- property or people
- security systems
- suspicious packages or substances
- systems or process failures
- terrorism
- violence or physical threats.

***Schematics* may detail**:

- cable routes
- control panel locations
- fixtures
- frame location
- locations of detectors
- power points
- security systems or network and equipment positioning
- switchboards
- telephone mainframes.

***Confirmation* may be**:

- letter of verification or authorisation
- signature
- work order.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC4018A Configure security devices on IT networks

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to program and configure security systems and networks. It requires the ability to accurately identify configuration requirements and parameters for the type of network, to use safe and efficient work practices, and carry out appropriate testing to determine operational functioning and effectiveness.

This unit may form part of the licensing requirements for persons responsible for configuring networked security systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the configuration of networked security systems. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify network requirements.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to configuring networked security systems are identified and complied with. 1.2 ***Assignment instructions*** and other relevant information is obtained and reviewed. 1.3 Installation specifications and configuration requirements are obtained and confirmed. 1.4 Equipment, cabling and connection requirements are identified and confirmed to be in accordance with installation documentation. 1.5 Proposed configurations are checked against the operational parameters and specifications of the networked security system.
2 Configure network.	2.1 Occupational Health and Safety (OHS) issues are identified and appropriate ***risk*** control measures implemented in accordance with organisational procedures. 2.2 ***Tools***, ***equipment and testing devices*** are selected and checked for correct operation and safety. 2.3 Program parameters are identified and verified from security system design and existing infrastructure. 2.4 Appropriate software is installed and programmed in accordance with manufacturer's instructions. 2.5 Networked security system is configured in accordance

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ELEMENT	PERFORMANCE CRITERIA
	with assignment instructions.
	2.6 Networked security system is tested to determine correct configuration and operational capability.
3 Inspect and test network.	3.1 Inspections are undertaken to ensure networked security system configuration is in accordance with assignment instructions and relevant standards.
	3.2 Configuration faults or deficiencies are identified and documented in accordance with organisational procedures.
	3.3 Notification of work completion is made in accordance with organisational procedures.
	3.4 Work area is cleaned and restored in accordance with organisational procedures.
	3.5 Waste is collected, treated and disposed of in accordance with organisational procedures.
	3.6 Relevant records and reports are completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply safe and efficient work practices.
- coaching and mentoring to provide support to colleagues
- communicate in a clear and concise manner
- download and upload information
- estimate resource requirements
- methodically prioritise and organise work tasks
- operate security systems or networks
- power systems
- program and configure security systems or networks
- read and interpret plans and specifications
- risk assessment
- select and use suitable tools and equipment
- solve routine problems
- test security systems or networks and read a multimeter.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge

- cable identification and handling requirements
- computer software types and functions
- earthing systems arrangements and requirements
- electrical concepts (voltage, current, resistance, impedance)
- methods of programming
- OHS requirements and safe work practices
- organisational and client confidentiality requirements
- security systems or network configurations and procedures
- technical terminology
- types, functions and requirements of security systems and networks.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- accessing security systems or network and equipment and methodically carrying out programming and configuration procedures with minimal disruption to client, services or normal work routines
- clearly identifying client requirements and configuration parameters of security systems or network and organising appropriate tools, equipment and materials to carry out work
- cleaning and storing tools and equipment, and reinstating the work area in a clear and safe condition
- preparing and submitting all required documentation in an accurate and prompt manner
- following safe and efficient work practices, and accurately identifying and managing risks and hazards to programming work and work areas.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements,

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performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- cabling
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- telecommunications
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Assignment instructions* may include**:

- access to site and specific site requirements
- budget allocations
- completion dates
- job requirements and tasks
- resource requirements

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	• specific client requirements • warranties and service information • work schedules.
***Risk* relates to**:	• the chance of something happening that will have an impact on objectives.
***Tools equipment and testing devices* may include**:	• communications equipment • computer disks • hand tools • multimeter • personal protective equipment • power tools • soldering iron • terminating tools • welder.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC4019A Identify and diagnose security system or network fault

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to locate, identify and diagnose systems and network faults. It requires the ability to ascertain the normal operational functions and performance of a security systems or network, conduct fault-finding inspections and checks, systematically identify and diagnose faults, and accurately report findings.

This unit may form part of the licensing requirements for persons responsible for diagnosing faults and deficiencies of networked security systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the determining networked security systems faults and deficiencies. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for operation.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to determining networked security systems faults are identified and complied with.
	1.2 ***Assignment instructions*** and other ***relevant information*** is obtained and reviewed.
	1.3 Extent of faults is determined from reports and consultation with ***relevant persons***.
	1.4 Normal operational functions and performance parameters of networked security system are confirmed against specifications.
	1.5 ***Tools***, ***equipment and testing devices*** are organised and checked for correct operation and safety.
	1.6 ***Site access and specific site requirements*** are identified and confirmed with relevant persons in accordance with organisational procedures.
	1.7 Occupational Health and Safety (OHS) issues are identified and appropriate ***risk*** control measures are implemented in accordance with organisational procedures.
2 Diagnose fault.	2.1 Equipment and system isolation requirements are complied with in accordance with OHS guidelines.
	2.2 Networked security system components are checked for operation in accordance with manufacturer's instructions.
	2.3 Logical diagnostic and ***systematic fault-finding methods***

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ELEMENT	PERFORMANCE CRITERIA
	are applied to diagnose faults employing measurements and estimations of system operating parameters.
	2.4 Suspected fault scenarios are tested as being the source of system problems.
	2.5 Faults are ***diagnosed*** on the basis of an accurate assessment of test results, historical information and operational data.
	2.6 Specialist advice is sought as required to assist with fault diagnosis in accordance with organisational procedures.
3 Complete and report fault diagnosis.	3.1 Findings of fault diagnosis are documented and presented to relevant persons in accordance with organisational procedures.
	3.2 Recommendations include options for fault rectification and are supported by verifiable data.
	3.3 Presented information uses clear and concise language and meets organisational standards for style, format and accuracy.
	3.4 Complex faults are referred for specialist advice in accordance with organisational procedures.
	3.5 Work area is cleaned and restored in accordance with organisational procedures.
	3.6 Waste is collected, treated and disposed of in accordance with organisational procedures.
	3.7 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately identify and diagnose faults
- apply safe and efficient work practices
- coaching and mentoring to provide support to colleagues
- communicate in a clear and concise manner
- conduct testing of security systems and networks
- demonstrate basic logic and lateral thinking processes
- estimate resource requirements

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REQUIRED SKILLS AND KNOWLEDGE

- identify and correctly handle cables
- methodically prioritise and organise work tasks
- read and interpret a multimeter
- read and interpret specifications, charts and diagrams
- solve complex problems related to networking and security systems
- work in confined spaces.

Required knowledge

- building construction methods and types
- cable identification and handling requirements
- common security systems and network faults
- common testing equipment for security systems
- confined space procedures
- earthing systems arrangements and requirements
- electrical concepts (voltage, current, resistance and impedance)
- fault finding techniques
- operational principles of security systems and networks
- technical terms
- tests to confirm operational performance
- types, functions and purposes of diagnostic tools
- types, functions and specifications of security systems and networks and equipment.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • confirming reported faults with client and ascertaining normal performance of security systems and network against specification schedules • accurately identifying and diagnosing faults based on an assessment of test data, site variables, operational and historical information • clearly identifying job requirements and organising appropriate

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tools, equipment and materials to carry out checks and testing of security systems and networks
- conducting inspections and diagnostic tests on a range of platforms in accordance with industry preventative maintenance and diagnostic policies
- preparing and presenting reports and documentation clearly and concisely detailing fault diagnosis and repair recommendations based on verifiable data.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- cabling
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- telecommunications
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards

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	• resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.
***Assignment instructions* may include**:	• access to site and specific site requirements • budget allocations • completion dates • job requirements and tasks • resource requirements • specific client requirements • warranties and service information • work schedules.
***Relevant information* may include**:	• client questioning details • client records • contract documents • details of system checks • equipment or product manuals or guides • log books • networked security system fault history, trending data and current fault report • software programme • specification schedules • system configuration diagrams and site installation records • test data.
***Relevant persons* may include**:	• client • equipment and system manufacturers • other professional or technical staff • security consultants • security personnel • supervisor.
***Tools, equipment and testing devices* may include**:	• back-up disks • communications equipment • computer • hand tools • personal protective equipment • software • test equipment (multimeter).
***Site access and specific site requirements* may include**:	• access and egress points, time of access • access codes, keys, passes, security clearances • building codes and regulations • heritage listings

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	• noise control • OHS requirements • union requirements.
***Risk* relates to**:	• the chance of something happening that will have an impact on objectives.
***Systematic fault-finding* may involve**:	• identifies fault in shortest time possible • progressively isolating fault • reviews all available information • using a methodical approach • verifies continued existence of problem.
Fault-finding *methods* may include:	• equipment program • functionality tests • visual inspections.
***Diagnoses* may identify faults or deficiencies in**:	• hardware and software • input • output • running.
***Documentation* may detail**:	• adjustments and modifications undertaken • completion of work log • costings • equipment, software and hardware faults and diagnoses • materials used • recommended repairs or disposal of equipment • testing and inspection results • warranty conditions and allowances.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC4020A Advise on the application of biometrics

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to research, interpret and communicate technical and practical information on the application of biometrics in the workplace.

It requires the ability to assess individual requirements and identify opportunities for the workplace application of a range of biometric devices, equipment and systems. An understanding of the operating principles, processes and parameters of biometric technology together with applicable legislation including privacy is also required.

This unit also requires self-management skills to collect, organise and present information and to seek and evaluate feedback on the effectiveness of advice.

This unit may form part of the licensing requirements for persons engaged in security operations involving biometric equipment and systems in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those roles involving the provision of advice on the application of biometric technology to maintain security. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop and maintain knowledge of biometrics.	1.1 Applicable ***Occupational Health and Safety*** (***OHS***), ***legislative*** and ***organisational requirements*** relevant to ***biometrics*** in the workplace are identified and complied with. 1.2 Relevant ***privacy legislation*** and codes of ethics relevant to the workplace application of biometric technology are accessed and interpreted. 1.3 Reliable and valid ***sources*** of current information about developments in the types and ***applications*** of biometric technology are accessed. 1.4 Research is conducted appropriate to the work task and in accordance with legislative and organisational requirements. 1.5 Research findings are documented and maintained for future use in accordance with workplace procedures. 1.6 Strategies are implemented to ensure knowledge about developments in biometrics is regularly updated.
2 Assess client	2.1 Client security requirements are identified and verified

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ELEMENT	PERFORMANCE CRITERIA
requirements.	through consultation with relevant ***persons***.
	2.2 Effective ***communication*** and ***interpersonal*** techniques are used that reflect sensitivity to individual ***social and cultural*** differences.
	2.3 Security and ***risk*** assessments are undertaken as required and existing or potential security issues are identified and anticipated.
	2.4 Purpose and parameters of ***biometric systems***, devices and applications are discussed and confirmed with the client.
	2.5 Additional information is sought from specialists as required to assist assessment of client requirements.
3 Provide advice.	3.1 Client is provided with comprehensive advice about the types and applications of biometrics to meet identified requirements.
	3.2 Requests for clarification or expansion are responded to promptly and accurately in accordance with organisational policies and procedures.
	3.3 Recommendations and alternative options are supported by verifiable information and satisfy legal and organisational requirements.
	3.4 Information is sourced, organised and presented using ***business equipment*** in accordance with manufacturer's specifications.
	3.5 Presented information uses clear and concise language, is free of inconsistencies and is developed in an ***appropriate format***.
	3.6 All information is handled securely in accordance with client confidentiality, legislative and organisational requirements.
4 Evaluate effectiveness of advice.	4.1 ***Feedback*** is sought from relevant persons on service delivery and effectiveness of advice.
	4.2 A process of continual assessment is applied to review and evaluate client services to ensure a high standard of service is maintained.
	4.3 Client requirements are monitored, assessed and recommendations to modify advice are discussed with relevant persons.
	4.4 Client satisfaction with service delivery is reviewed using verifiable data in accordance with organisational requirements.
	4.5 ***Reports and records*** are completed and processed in accordance with organisational requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately and securely maintain records, reports and other workplace information
- coaching and mentoring to provide support to colleagues
- comply with applicable confidentiality and privacy requirements
- comply with legislation, regulations, standards, codes of practice relevant to the application of biometric technology in the workplace
- conduct security and risk assessments and identify potential security threats
- efficiently research, source and access a range of information, including legal and technical, relevant to biometric technology issues and applications
- make effective decisions
- organise work priorities and arrangements and complete work tasks within designated timeframes
- present information in required style and format
- read and interpret technical information including plans, designs and specifications
- recommend biometric systems and devices to meet identified and assessed requirements
- relate effectively to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- resolve problems
- seek, receive and evaluate feedback on work performance and delivery of client service
- select and use equipment and technology appropriate to the work task
- use appropriate communication and interpersonal skills including negotiation
- written communication skills sufficient to document research findings, present information to clients, and complete relevant records and reports.

Required knowledge

- applicable commonwealth, state or territory legislation, regulations, standards and codes of practice relevant to the full range of processes relating to the application of biometric technology in the workplace including privacy and client confidentiality
- appropriate mathematical procedures for estimating, measuring and calculating
- ergonomic and safe working practices and procedures
- established threshold levels and their impact on security
- general principles of biometric systems and their components

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REQUIRED SKILLS AND KNOWLEDGE

- initial enrolment procedures
- methods to elicit, analyse and interpret feedback
- operational principles of information technology
- organisational procedures for recording, reporting and maintaining workplace information
- organisational standards, requirements, policies and procedures for providing advice on the application of biometrics
- principles of cultural diversity and access and equity
- problem identification and resolution procedures
- processes for the management of enrolment data
- range of applications for biometrics and their associated disadvantages
- reliable, valid and current information sources for biometric technology
- security and risk assessment methods
- types, functions, purposes and parameters of biometric systems and devices
- workplace communication channels, protocols and procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- actively seeking feedback to review and evaluate effectiveness of advice and client service delivery
- assessing security requirements and providing advice on types and applications of biometrics to accurately meet identified requirements
- complying with applicable legislation and codes of ethics applicable to privacy and client confidentiality
- complying with organisational policies and procedures, including OHS, relevant to biometric work tasks
- maintaining a current knowledge and understanding of biometric technology and workplace applications through the sourcing of reliable and valid information
- maintaining client confidentiality and secure storage of all information

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- presenting advice and recommendations in a suitable format
- using appropriate communication modes and interpersonal techniques.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment including biometric and business equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

OHS requirements may relate to:

- controlling and minimising risks
- correct manual handling including shifting, lifting and carrying
- elimination of hazardous materials and substances
- identifying hazards
- safe use and operation of equipment including:
  - business technology
  - first aid equipment
  - fire safety equipment
  - personal protective clothing and equipment
  - safety equipment
- safety procedures for the protection of self and others.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- award and enterprise agreements
- Compliance Policy Guidelines (CPGs)
- counter-terrorism
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- telecommunications.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards

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- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- environmental management including waste disposal, recycling and re-use guidelines
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- standard operating procedures
- storage and disposal of information
- use and maintenance of equipment and systems.

Biometric refers to:

- a measurable physical characteristic or personal behavioural trait used to recognise the identity or verify the identity of an individual.

Types of biometrics may include:

- DNA matching
- eyes:
  - iris recognition
  - retina recognition
- face recognition
- finger geometry recognition
- fingerprint recognition
- gait
- hand geometry recognition
- odour
- signature recognition
- typing recognition and keystroke dynamics
- vein recognition
- voice:
  - speaker recognition
  - speaker verification.

Privacy legislation may include:

- Commonwealth, State and Territory Privacy Acts
- national information privacy principles
- national privacy principles.

Sources may include:

- Internet
- literature

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- professional associations and networks
- workshops.

Biometric applications may be:

- commercial:
  - access control
  - banking and finance (ATM and credit card access, e-commerce)
  - cybersecurity (computer network login and electronic data security, internet access)
  - encryption and watermarking
  - travel and transportation
- forensic:
  - corpse identification
  - criminal investigation
  - parenthood determination
  - terrorist identification
- government:
  - airport security
  - border control
  - correctional facility
  - healthcare
  - homeland security
  - identity management
  - law enforcement
  - national ID card, driver's licence
  - passport control
  - physical access control
  - social security.

***Relevant persons* may include**:

- biometric technology specialists
- clients
- colleagues
- external consultants
- information technology specialists
- manager.

Communication may be:

- face-to-face
- group interaction
- in Indigenous languages
- in languages other than English
- oral reporting
- participation in routine meetings
- reading independently

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	• recording of discussions • speaking clearly and directly • through the use of assistive technology • via an interpreter • visual or written • writing to audience needs.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
***Social and cultural differences* may relate to**:	• dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs.
***Risk* relates to**:	• the chance of something happening that will have an impact on objectives.
Security risks may relate to:	• biological hazards • chemical spills • client contact • electrical faults • explosives • financial viability • injury to personnel • noise, light, heat, smoke • persons carrying weapons • persons causing a public nuisance • persons demonstrating suspicious behaviour • persons suffering from emotional or physical distress

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- persons under the influence of intoxicating substances
- persons with criminal intent
- persons, vehicles and equipment in unsuitable locations
- property or people
- security systems
- suspicious packages or substances
- systems or process failures
- terrorism
- violence or physical threats.

Biometric systems are:

- automated systems able to capture a biometric sample from an individual person, extract biometric data from the sample, compare the data with one or more reference templates, determine the quality of a match, and indicate whether or not an identification or verification of identity has been achieved.

Biometric equipment and systems may include:

- acquisition devices:
  - cameras (video, infrared-enabled video, single-image)
  - chip or reader embedded in peripheral device
  - microphones
  - optical scanners
- biometric servers
- hardware
- interconnecting infrastructure
- software:
  - server-based authentication software for biometric authentication and logging
  - software associated with acquisition devices.

Business equipment may include:

- computers and computer applications
- data management applications and servers
- e-mail
- facsimile machines
- internet, extranet, and intranet
- modems
- personal schedulers
- photocopiers
- printers.

Appropriate format may include:

- formats that cater for those with special needs for example, producing documents in large print.

***Feedback* may include**:

- comments from managers, supervisors, colleagues or clients
- formal or informal performance appraisals

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- personal reflective behaviour strategies
- workplace assessment.

Records and reports:

- may be:
  - computer-based
  - manual
  - other appropriate organisational communication system
- may detail:
  - activity reports
  - client meetings
  - client requirements
  - oral briefings
  - security and risk assessments
  - technical data and specifications
  - telephone conversations.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Biometrics

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CPPSEC4021A Prepare standard operating procedures for the use of biometric technology

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to research and develop standard operating procedures for the application of workplace biometric technologies.

It requires the ability to access, collate, and prepare information to instruct and govern the use and operation of a range of biometric technology in line with best practice. It involves the writing of operating procedures, monitoring and reviewing procedures, and implementing modifications as required.

An understanding of the operating principles of biometric equipment, systems and technology is also required as well as the ability to interpret and apply effective principles and requirements relating to confidentiality, privacy and security to operating procedures.

This unit may form part of the licensing requirements for persons engaged in security operations involving biometric technology in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those roles involving the preparation of standard operating procedures for the application of biometric technology to maintain security. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify requirements.	1.1 Applicable ***Occupational Health and Safety*** (***OHS***), ***legislative*** and ***organisational requirements*** relevant to the development of ***standard operating procedures*** for the use of ***biometric technology*** are identified and complied with. 1.2 Relevant ***privacy legislation*** and codes of ethics relevant to the workplace application of biometric technology are accessed and interpreted. 1.3 Relevant information relating to the types, ***modes***, functions and parameters of ***biometric equipment and systems*** are accessed, reviewed and interpreted. 1.4 Industry issues and trends relevant to the use of biometric technology are researched and interpreted. 1.5 Security and safety issues, including ***risks*** and ***hazards***, associated with the use of biometric technology are

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ELEMENT	PERFORMANCE CRITERIA
	determined. 1.6 Consultative processes are conducted with ***relevant persons*** as required using effective ***communication*** and ***interpersonal techniques*** that reflect sensitivity to individual ***social and cultural differences***.
2 Develop standard operating procedures.	2.1 Standard operating procedures are developed and presented in an ***appropriate format*** in accordance with organisational requirements. 2.2 ***Administrative requirements*** prior to commencing workplace operation are clearly and concisely detailed. 2.3 Specific ***safety information and instructions*** for the safe conduct of the workplace operation are clearly and concisely detailed. 2.4 Location and conditions where workplace operation is to be undertaken are clearly and concisely detailed. 2.5 Individual activities required to carry out and complete workplace operation are clearly and concisely detailed in a procedural manner. 2.6 Procedural operations of tools, equipment and technology relevant to workplace operation are clearly and concisely detailed.
3 Monitor and review standard operating procedures.	3.1 Standard operating procedures are distributed to relevant persons in accordance with organisational requirements. 3.2 Feedback is sought, reviewed and modifications implemented as required in accordance with workplace procedures. 3.3 Standard operating procedures are monitored to ensure compliance with applicable legislative, industry and organisational requirements. 3.4 Standard operating procedures are routinely monitored against changes in biometric technologies to maintain validity and effectiveness. 3.5 ***Records and reports*** are completed and maintained in accordance with legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately and securely maintain records, reports and other workplace information
- coaching and mentoring to provide support to colleagues
- comply with applicable confidentiality and privacy requirements
- comply with legislation, regulations, standards, codes of practice relevant to the development of standard operating procedures for the use of biometric technology
- evaluate standard operating procedures
- make effective decisions
- organise work priorities and arrangements and complete work tasks within designated timeframes
- read and interpret technical information including plans, designs and specifications
- relate effectively to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- research, analyse and present information
- resolve problems
- select and use equipment and technology appropriate to the work task
- undertake effective enrolment of biometric and biographical data
- use appropriate communication and interpersonal skills including negotiation
- write standard operating procedures
- written communication skills sufficient to complete relevant records and reports.

Required knowledge

- applicable commonwealth, state or territory legislation, regulations, standards and codes of practice relevant to workplace biometric technology
- appropriate mathematical procedures for estimating, measuring and calculating
- ergonomic and safe working practices and procedures
- established threshold levels and their impact on security
- industry codes and best practice relating to the implementation and use of biometric technology
- initial enrolment procedures
- operational principles of information technology
- organisational procedures for recording, reporting and maintaining workplace information
- organisational standards, requirements, policies and procedures for the development of standard operating procedures for the use of biometric technology
- principles of cultural diversity and access and equity
- problem identification and resolution procedures
- procedural writing techniques
- processes for the management of enrolment data

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REQUIRED SKILLS AND KNOWLEDGE

- range of applications for biometrics and their associated disadvantages
- types, functions and parameters of biometric technologies
- workplace communication channels, protocols and procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- accessing, reviewing and interpreting legal, safety, privacy and organisational requirements, policies and procedures relevant to the use of biometric technology in the workplace
- complying with applicable legislation and codes of ethics applicable to privacy and client confidentiality
- complying with organisational policies and procedures, including OHS, relevant to biometric work tasks
- preparing and organising information, and writing in a clear, concise and comprehensive manner procedural functions involved with a specific workplace operation
- routinely monitoring changes to biometric technologies and systems, assessing results against standard operating procedures and workplace application, and implementing modifications as required.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book

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- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Occupational Health and Safety* (*OHS*) *requirements may relate to:

- controlling and minimising risks
- correct manual handling including shifting, lifting and carrying
- elimination of hazardous materials and substances
- identifying hazards
- safe use and operation of equipment including
  - business technology
  - first aid equipment

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- fire safety equipment
- personal protective clothing and equipment
- safety equipment

- safety procedures for the protection of self and others.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- award and enterprise agreements
- Compliance Policy Guidelines (CPGs)
- counter-terrorism
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- telecommunications.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- environmental management including waste disposal, recycling and re-use guidelines
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- standard operating procedures
- storage and disposal of information

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	• use and maintenance of equipment and systems.
Standard operating procedures are:	• established procedures specific to a given workplace operation that describe the activities necessary to use biometrics technology including staff training requirements, business processes and procedures relating to the use of biometrics, and requirements for enrolment, operation and maintenance of the biometrics system.
Biometric refers to:	• a measurable physical characteristic or personal behavioural trait used to recognise the identity or verify the identity of an individual.
Biometric technologies include:	• facial recognition • fingerprint recognition • hand geometry • iris recognition • retina recognition • signature recognition • vein recognition • voice recognition.
Privacy legislation may include:	• Commonwealth, State and Territory Privacy Acts • national information privacy principles • national privacy principles.
Modes may be:	• multiple (a biometric system that integrates two ore more biometric technologies) • single.
Biometric equipment and systems are:	• automated systems able to capture a biometric sample from an individual person, extract biometric data from the sample, compare the data with one or more reference templates, determine the quality of a match, and indicate whether or not an identification or verification of identity has been achieved.

Biometric equipment and systems may include:	• acquisition devices:
	  • cameras (video, infrared-enabled video, single-image)
	  • chip or reader embedded in peripheral device
	  • microphones
	  • optical scanners
	• biometric servers
	• hardware
	• interconnecting infrastructure
	• software:
	  • server-based authentication software for biometric authentication and logging
	  • software associated with acquisition devices.

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***Risk* relates to**:	• the chance of something happening that will have an impact on objectives.
***Risks* may relate to**:	• data and information • personnel • property.
***Hazards* may be**:	• associated with electrical or mechanical faults • environmental (improper use of materials and chemicals) • ergonomic (improper manual handling methods) • obstructive (blocked access to emergency entry and exit points).
***Relevant persons* may include**:	• biometric technology specialists • clients • colleagues • external consultants • information technology specialists • manager.
Communication may be:	• face-to-face • group interaction • in Indigenous languages • in languages other than English • oral reporting • participation in routine meetings • reading independently • recording of discussions • speaking clearly and directly • through the use of assistive technology • via an interpreter • visual or written • writing to audience needs.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction

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	• use of plain English • use of positive, confident and cooperative language.
***Social and cultural differences* may relate to**:	• dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs.
Appropriate format may include:	• formats that cater for those with special needs for example, producing documents in large print.
***Administrative requirements* may relate to**:	• access • authorisations • licensing.
***Safety information and instructions* may detail**:	• correct waste disposal guidelines • hazards and associated risks • maintaining a safe work area • personal protective equipment and clothing requirements • precautions to be undertaken before commencing the workplace operation • ways of minimising risk.

Records and reports:	• may be
	  • computer-based
	  • manual
	  • other appropriate organisational communication system
	• may detail
	  • assessment outcomes
	  • legislative, regulatory and OHS issues
	  • reviews and modifications undertaken
	  • workplace operation including specific work tasks.

Unit Sector(s)

Unit sector	Security

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Competency field

Competency field Biometrics

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CPPSEC5001A Establish and maintain an Occupational Health and Safety system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to manage an Occupational Health and Safety (OHS) system to ensure compliance with legislative requirements relating to security operations. It requires the ability to establish policies and procedures for the implementation of OHS in the workplace ensuring ongoing consultative processes. It also requires an ability to evaluate the effectiveness of the OHS system to identify procedural improvements.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of managerial roles in the security industry. Work is performed under minimal supervision and competency requires a high level of judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish an OHS system.	1.1 ***OHS system*** is developed which clearly states commitment to OHS and compliance with ***legislative requirements***.
	1.2 ***OHS roles and responsibilities*** for all employees are defined.
	1.3 Financial and human resources for the effective operation of the OHS system are established and implemented.
	1.4 OHS induction and ***training program*** is developed and made available to all employees.
	1.5 System for ***OHS record keeping*** is established and maintained to allow identification of ***hazard***, ***risk*** and injury patterns.
	1.6 ***OHS information and procedures*** are communicated and explained to all employees in an accessible format in accordance with legislative requirements.
2 Establish participative arrangements for OHS.	2.1 ***Consultative processes*** are established and maintained to ensure maximum OHS vigilance and compliance of all employees.
	2.2 OHS issues raised through participation and consultation are acknowledged and resolved promptly.
	2.3 Feedback from OHS consultation and any changes to procedures are ***recorded*** and communicated promptly to all employees.

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ELEMENT	PERFORMANCE CRITERIA
3 Establish procedures for managing hazards and risks.	3.1 Procedures for ***identifying hazards*** and ***managing risks*** are developed in accordance with legislative requirements. 3.2 Hazard identification is addressed at the planning, design and evaluation stages of any change in workplace to ensure new hazards are not created. 3.3 Procedures for selection and implementation of risk control measures in accordance with the hierarchy of control are developed and maintained. 3.4 Inadequacies in procedures for hazard identification and risk control are identified and new measures promptly established.
4 Evaluate system effectiveness.	4.1 Evaluation of the OHS system is undertaken using ***verifiable evidence***. 4.2 Improvements to the OHS system are developed and implemented to achieve organisational OHS objectives. 4.3 Compliance with the OHS legislative framework is continually assessed to ensure that legal obligations are met. 4.4 All OHS documentation is maintained in accordance with legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- access and use workplace information
- active listening
- adapt personal communication style to a variety of situations
- analyse and evaluate information and data
- coaching and mentoring to provide support to colleagues
- communicate in a clear and concise manner
- consultation
- effectively work with teams and individuals
- negotiation
- numeracy skill to calculate resources and costings
- planning

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REQUIRED SKILLS AND KNOWLEDGE

- reading to interpret complex information
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- research, analyse and interpret information from a variety of people and reporting
- solve problems to deal with complex and non routine difficulties
- use a range of communications equipment
- use technology to research, analyse and report information
- writing to develop complex reports.

Required knowledge

- applicable OHS licensing and legislative compliance requirements
- application of the hierarchy of control
- approved communication terminology and call signs
- available support agencies and the types of services offered
- difference between negative and positive language
- differences between written and spoken English
- how to read and use body language to gain confidence of others
- how to record information which may be used for legal purposes
- how to safeguard confidential information
- how to use business equipment to present information
- intervention points for expert OHS advice
- negotiation techniques
- non conformance reporting requirements
- OHS implications relating to use of guard dogs, apprehension or arrest of persons, use of firearms, use of restraints, handcuffs, batons and spray
- organisational standards for the presentation and maintenance of written information
- power plays and how they are used in conflict situations
- principles and practices of effective OHS management
- principles and techniques associated with modelling safe work practices, hazard identification and risk management
- principles of AS/NZS 4360: 2004 Risk management
- tactical response measures
- use of force guidelines.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- managing organisational compliance with applicable OHS legislation and licensing, and implementing consultative arrangements to ensure individual and team OHS awareness and compliance
- developing a comprehensive OHS system which maximises implementation of OHS policies and procedures
- conducting an evaluation of the OHS system and using the findings together with consultation processes as the basis for implementing improvements
- establishing systems for ensuring OHS records and information meet legal compliance requirements.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the

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candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

OHS system may include:

- counter terrorism
- designated OHS personnel and committees
- designing safe operations and systems of work
- duty of care requirements
- emergency and evacuation policies and procedures
- incorporation of expert OHS advice as required
- injury management and workers compensation
- issue resolution and conflict negotiation processes
- mechanisms for obtaining updated information (eg health effects of hazards, technical developments in risk control, changes to legislation, security alerts and industry trends)
- mechanisms for updating OHS policies and procedures
- planning and implementing changes to security operations and tactical response strategies
- procedures for maintenance and storage of equipment and weapons
- procedures for purchasing of materials and equipment
- procedures, timeframes and accountabilities for reporting OHS issues
- provision of counselling and stress management processes
- provision of OHS information and training
- provisions for first aid equipment and response
- restraint and apprehension of persons
- security licensing requirements
- system for communicating OHS information to

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	individuals and teams • use of firearms, handcuffs, batons and spray • use of force guidelines.
Legislative requirements may relate to:	• anti-discrimination and diversity • Australian standards, codes of practice and regulations • award and enterprise agreements • duty of care • evidence collection • licensing arrangements and certification requirements • OHS issue resolution • relevant commonwealth, state and territory OHS legislation, codes of practice and regulations • roles and responsibilities of OHS representatives and committees • trade practices • use of force.
***OHS roles and responsibilities* may include**:	• fire wardens • first aid officers • general duty of care • OHS chain of command • OHS committee representatives • OHS officers • safe workplace practices.
***Training program* may include**:	• allocation of resources for training including acquisition, purchase of training services, development of staff training skills • group discussions to enhance safety awareness • handouts or information sheets • OHS induction training • ongoing assessment of individual and team training needs • specific courses.
***OHS record keeping* may relate to**:	• audit and inspection reports • consultation processes (eg OHS Committee meeting papers) • equipment maintenance and testing reports • first aid or medical post records • hazardous substances register • identifying records required under OHS legislation (eg, major accident and injury notifications, certificates, licenses, dangerous goods storage register) • manufacturer and supplier information relating to security equipment • records of induction, instruction and training

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- workers compensation and rehabilitation records
- workplace environmental monitoring records.

Hazard relates to:

- any thing (including an intrinsic property of a thing) or situation with the potential to cause injury or harm.

***Risk* relates to**:

- the chance of something happening that will have an impact on objectives.

***Security risks* may include**:

- biological hazards
- chemical spills
- electrical faults
- explosives
- injury to personnel
- noise, light, heat, smoke
- persons carrying weapons
- persons causing a public nuisance
- persons demonstrating suspicious behaviour
- persons suffering from emotional or physical distress
- persons under the influence of intoxicating substances
- persons with criminal intent
- persons, vehicles and equipment in unsuitable locations
- suspicious packages or substances
- terrorism
- violence or physical threats.

***OHS information and procedures* may relate to**:

- application of organisational OHS policies and procedures
- back-up
- compliance with applicable legislation, standards and regulations related to OHS
- current security industry risks and alerts
- identified hazards
- outcomes of risk assessment and control processes
- procedures for evacuation, application of first aid and emergency response
- processes for raising OHS issues
- tactical response
- up-to-date OHS issues and industry safety trends
- use of force
- use of restraints, handcuffs, batons, spray and firearms.

Consultative processes may include:

- establishment and use of OHS committees and other committees
- establishment and use of OHS representatives and first aid officers
- involvement of individuals and teams in OHS management activities (eg OHS inspections, audits, environmental monitoring, risk assessment and control,

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	emergency simulations) • mechanisms for employees to raise OHS issues • provision of regular OHS bulletins, notices and information.
***OHS records* may relate to**:	• first aid and medical post records • hazardous substances registers • health surveillance and monitoring of work environment • identified hazards and risks • industry warnings and security alerts • maintenance and testing reports • manufacturer and supplier information, including materials safety data sheets and dangerous goods storage lists • OHS audits and inspections • OHS instruction and training • OHS issues which have been raised and reported • reports of accidents and injury • workers compensation and rehabilitation records.
Procedures for identifying hazards may include:	• consultation • continuous monitoring of work environment • debrief and review of security incidents • regular informal and informal discussions with colleagues • regular inspections of equipment and work area • review of OHS records.
***Managing risks* may involve**:	• application of the hierarchy of control • complying with safe operating procedures for equipment • correct selection, use, storage and maintenance of Personal Protective Equipment (PPE) • evacuation • maintaining vigilance, awareness and observation in the work environment • OHS communication and reporting • requests for back-up support or instructions • safe lifting and manual handling • security of documents, cash, equipment and persons • use of fire safety equipment • use of reasonable force.
***Verifiable evidence* may include**:	• auditable documentation and reports • employee and client questionnaires • number of hazards, accidents, injuries or near misses • quality assurance data • records of complaints and actions taken for resolution.

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Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC5002A Coordinate security operations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to coordinate and implement security operations. It requires the ability to acquire and allocate resources, monitor and adjust operational plans, and review and report operational performance. This work would be carried out under limited supervision within organisational guidelines.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of managerial roles in the security industry. Work is performed under minimal supervision and competency requires a high level of judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Confirm operational requirements.	1.1 Operational objectives are reviewed and confirmed as complying with client, ***organisational*** and ***legislative requirements***. 1.2 Performance targets, ***security resource*** availability and operational constraints are assessed against ***operational plan***. 1.3 Security resources are acquired and allocated in accordance with operational plan. 1.4 ***Communication skills*** are used to conduct team briefing to ensure information exchange and confirm roles, responsibilities and operational objectives.
2 Implement security operations.	2.1 Security operation is implemented in accordance with operational plan within designated timeframes and budget. 2.2 Operation is monitored to ensure quality and compliance with Occupational Health and Safety (OHS) and legislative requirements. 2.3 Deviations from operational plan are identified and remedial action implemented consistent with organisational procedures and budgetary constraints. 2.4 ***Communication systems and equipment*** are used to ensure an accurate and ongoing exchange of information.
3 Review and report security	3.1 Security operations are reviewed and outcomes documented to inform future operations.

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ELEMENT	PERFORMANCE CRITERIA
operations.	3.2 Reports addresses extent to which operational objectives were achieved and provides recommendations on changes to future operations. 3.3 Report is finalised in an appropriate ***format*** in accordance with organisational procedures and legislative requirements. 3.4 All records are maintained in accordance with legislative requirements with due regard to client confidentiality.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- access and use workplace information
- active listening
- adapt personal communication style to a variety of situations
- analyse and evaluate information and data
- coaching and mentoring to provide support to colleagues
- communicate in a clear and concise manner
- consultation
- effectively work with teams and individuals
- negotiation
- numeracy skills to calculate resources and costings
- phonetic alphabet
- planning
- reading to interpret complex information
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- solve problems to deal with complex and non routine difficulties
- use a range of security communications equipment
- writing to develop complex reports.

Required knowledge

- alternative approaches to improving resource usage and eliminating inefficiencies and waste
- applicable licensing and legislative compliance requirements for security operations

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REQUIRED SKILLS AND KNOWLEDGE

- application of the hierarchy of controls
- approved communication terminology and call signs
- available support agencies and the types of services offered
- difference between negative and positive language
- differences between written and spoken English
- how to read and use body language to gain confidence of others
- how to record information which may be used for legal purposes
- how to safeguard confidential information
- how to use business equipment to present information
- intervention points for expert advice
- legislative implications relating to use of guard dogs, apprehension or arrest of persons, use of firearms, use of restraints, handcuffs, batons and spray
- negotiation techniques
- organisational standards for the presentation and maintenance of written information
- power plays and how they are used in conflict situations
- tactical response measures
- use of force guidelines
- ways of supporting individuals and teams experiencing difficulty in performing to the required standard.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- planning and implementing a security operation within designated timeframes and budget ensuring availability of appropriate resources
- monitoring and adjusting operational performance as required
- using communication systems and equipment to ensure ongoing information exchange and maximise safety of operatives
- conducting a review of the operation and using the findings as the basis for recommendations to improve future operations
- preparing a report detailing operation outcomes and

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recommendations, ensuring all operational information and documentation is maintained with due regard to confidentiality.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational requirements may relate to:	• client service standards • policies for ensuring privacy and confidentiality of information • procedures for archiving electronic and hard-copy records • procedures for recording, storing and destroying information • standard of language, literacy and numeracy required • use of organisational equipment and resources.
Legislative requirements may relate to:	• anti-discrimination and diversity • Australian standards, codes of practice and regulations • award and enterprise agreements • duty of care • evidence collection • licensing arrangements and certification requirements • OHS issue resolution • relevant commonwealth, state and territory OHS legislation, codes of practice and regulations • roles and responsibilities of OHS representatives and committees • trade practices • use of force.
Security resources may include:	• budget • buildings and facilities • communications equipment (two-way radio, pager, telephone, mobile telephone, megaphone) • information • office equipment (computer, printer, fax, photocopier) • people and operatives • personal protective equipment • power and energy • property • security equipment (electronic screening equipment, video cameras, monitors, alarms and signals, metal detectors, motion sensors, personal duress alarms, static alarms, batons, handcuffs, spray, firearms) • technology • vehicle.
Operational plan may	• budgetary constraints • contingency plans

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include:	• coordination, monitoring and improvement processes • implementation procedures • resource and equipment requirements • responsibilities and chain of command • tactical response strategies • timetables, milestones and critical dates and times.
***Communication skills* may include**:	• active listening • comprehension • negotiation • note-taking • positive body language • questioning • reading accurately • speaking clearly • summarising • writing.
Communication systems and equipment may include:	• email • meetings and discussions. • monitoring equipment • pagers • portable and mounted two-way radios • reports and documents (eg relating to handover, shifts, incidents, resources, assignment instructions, procedures etc) • screen equipment • telephones and mobile phones • use of established abbreviations • use of hand signals • use of phonetic alphabet • video cameras
***Format* may relate to**:	• accuracy • common industry terminology • enclosures and attachments • length • sequence of coverage • style • use of abbreviations • use of appendices • use of plain English.

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Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC5003A Assess security risk management options

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assess options for the management of security risk in an organisational environment. It requires the ability to compare treatment options against identified security risks, rank suitable treatment options, and prepare and present recommended options and supporting analysis.

This unit may form part of the licensing requirements for persons engaged in risk assessment operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the assessment of security risks in an organisational environment. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine security risk.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements***, and ***relevant standards*** for assessment activities are identified and complied with. 1.2 Type and nature of ***security risks*** are determined based on an accurate and current assessment of the client's ***operating environment*** and core business operations. 1.3 Security risks are ranked in terms of degree of risk and linked to potentially suitable ***treatment options***. 1.4 Degree of risk is determined by an assessment of current and valid data.
2 Identify and assess treatment options.	2.1 Treatment options are identified and confirmed to be commensurate with the identified type, ***nature and cause*** of security risk. 2.2 Treatment options applied in a similar context are researched and assessed for effectiveness against documented and ***verifiable evidence***. 2.3 ***Criteria*** for assessment of risks against treatment options are consistent with recognised industry practice and relevant standards. 2.4 Treatment options appropriate to the full range of potential security risks are selected and prioritised according to established criteria.
3 Review and	3.1 A report outlining assessment findings and recommended treatment options is prepared and ***presented*** to relevant

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ELEMENT	PERFORMANCE CRITERIA
present findings.	persons. 3.2 Analysis and recommendations are clear, coherent and consistent with ***terms of reference*** and supported by verifiable evidence. 3.3 Advice outlining possible consequences of not implementing recommended treatment options is included in the analysis. 3.4 Effective ***interpersonal techniques*** and presentation procedures are used to enhance understanding and acceptance of recommended treatment options.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately determine identified risks and threats
- apply reasoning and logical analysis in assessment processes
- assess risks and threats
- coaching and mentoring to provide support to colleagues
- collate numerical data
- communicate in a clear and concise manner
- determine suitability of treatment option against security risk
- determine type and nature of security risks
- identify and assess assets
- prepare and present verbal and written reports
- prioritise tasks and organise schedules
- prioritise treatment options in terms of degree of security risk
- provide written communication to a standard required for compiling reports and summarising information
- relate to persons of different social and cultural backgrounds and varying physical and mental abilities
- research and analyse information
- source and access information
- use a variety of problem-solving techniques
- use business and information technology.

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

- applicable Australian standards, industry codes of practice and legislation including Occupational Health and Safety (OHS)
- basic understanding of insurance in terms of acceptable risks, premium ranges and liabilities
- client's operating environment and business operations
- concept of integrated security measures including physical security; information technology security, and security of personnel and information
- concept of litigation
- current security systems and technologies available expertise
- distinction between information and intelligence
- preparation of documentation and presentation procedures
- principles of basic statistics and numeracy
- principles of effective communication
- principles of AS/NZS 4360: 2004 Risk management and related guidelines
- privacy and confidentiality requirements
- relevant industry codes of practice
- relevant legislation and regulations including licensing requirements
- risk assessment techniques
- types of treatment options appropriate to the range of security risks and threats applicable to premises and businesses.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of understanding and knowledge of the following:

- evaluating risks against developed criteria and selecting treatment options commensurate with the level and nature of potential risks based on the principles of AS/NZS 4360: 2004
- identifying the nature, cause and range of potential security risks to client based on an assessment of valid and relevant data
- preparing and presenting an analysis and options related to management of security risks and using effective interpersonal skills to enhance client understanding and acceptance of recommendations.

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Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to a registered provider of assessment services • access to a suitable venue and equipment • access to plain English version of relevant statutes and procedures • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency should be assessed using questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on

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the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes

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	and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.

Relevant standards:	• must include AS/NZS 4360: 2004 Risk management
	• may relate to:
	  • AS2630-1983 Guide to the selection and application of intruder alarm systems for domestic and business premises
	  • HB 167:2006 Security Risk Management
	  • HB 436 Risk Management Guidelines - Companion to AS/NZS 4360
	  • HB 231:2000 Information security risk management guidelines
	  • other standards relating to the treatment options as published and distributed by Standards Australia.

Security risks may be:	• acceptable • across all aspects of operations • across limited number of operations • high likelihood • long-term • low likelihood • potentially avoidable • potentially unavoidable • short-term • unacceptable.
***Risk* relates to**:	• the chance of something happening that will have an impact on objectives.
Risks may relate to:	• break-ins • business operations • confidentiality • deliberate or accidental damage • finance • OHS • personnel • theft • threats of loss, harm or damage to persons or property • trespass • unauthorised access • vandalism • workplace environment.
Assessment of	• competitors

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***operating environment* may relate to**:	• core business functions • environmental issues • financial markets • industrial relations • market share • nature of operations • neighbours • scale of operations • situational issues • size • stability • stability of company, organisation, industry and market • stakeholders • type of industry • workforce.
Security risk *nature and causes* may be:	• client-based • external • financial • internal • mechanical • operational • skill based.
***Treatment options* may relate to**:	• attendance • confidentiality • interventions • regularity of presence • rehearsals • surveillance.
***Verifiable evidence* may include**:	• incident reports • insurance data • official records • organisational data • video evidence • witness statements.
***Criteria* may include assessment of**:	• budgetary constraints • environmental issues • industrial relations • legal issues • nature of the task • operating environment of organisation • organisation structure

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- organisational image
- political influences
- terms of reference
- timeframes.

***Presentation* may involve**:

- charts and statistical reports
- computer equipment including data projectors
- models
- real-time demonstration
- simulation
- the use of audio and video.

***Terms of reference* may relate to**:

- client expectations
- cost
- limitations and exclusions of access to information
- lines of authority
- operational environment
- roles and responsibilities
- scale of the assessment eg full-scale operation or limited to a particular section or operation of the company
- security and other clearances
- timeframe.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising
- two-way interaction
- use of plain English
- use of positive, confident and cooperative language.

Unit Sector(s)

Unit sector Security

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Competency field

Competency field Security and risk management

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CPPSEC5004A Prepare security risk management plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan and prepare for security risks. It requires the ability to develop a security risk management plan which incorporates suitable strategies for risk identification and treatment, and contingency arrangements compatible to identified risk.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of managerial roles in the security industry. Work is performed under minimal supervision and competency requires a high level of judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Evaluate security risks.	1.1 ***Security risks*** are identified and consequences interpreted in accordance with client, ***organisational*** and ***legislative requirements*** and ***relevant standards***. 1.2 Acceptable and unacceptable risks are clearly distinguished and confirmed. 1.3 High priority risks are emphasised and specified to ensure the development of appropriate ***controls***. 1.4 Existing controls are evaluated to determine impact on risk occurrence and required modifications identified.
2 Develop action plans.	2.1 Action plans are developed identifying key tasks, activities and resources to achieve security risk management objectives. 2.2 ***Type of risk*** associated with security context is identified and appropriate controls incorporated into planning processes. 2.3 Communication and reporting arrangements for maintaining currency of action plans are established. 2.4 ***Contingency arrangements*** for actions are developed and incorporated into plans.
3 Design treatment options.	3.1 Operating environment monitored to confirm potential and real risks, threats and required treatments. 3.2 ***Treatment options*** are selected in line with available organisational practices, and implications researched, clarified and approved by ***relevant persons***. 3.3 Feasible treatment options are documented and costed to ensure compatibility with nature of risk and client requirements.

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ELEMENT	PERFORMANCE CRITERIA
	3.4 Treatment options are linked to whole or part of security risks and verified with clients for suitability to security context.
	3.5 ***Tests*** on treatment options are conducted to determine applicability in the field, and results statistically analysed to confirm effectiveness of treatments.
4 Develop security risk management plan.	4.1 ***Management requirements*** are identified and accounted for in development of security risk management plan.
	4.2 Procedures for monitoring and review of security risk management activities are developed to ensure continuous improvement.
	4.3 Security risk management plan is developed incorporating all ***relevant information*** in line with appropriate ***format*** and relevant standards.
	4.4 Plan is finalised and presented to client for review and approval in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- access and use workplace information
- active listening
- adapt personal communication style to a variety of situations
- analyse and evaluate information and data
- coaching and mentoring to provide support to colleagues
- collate numerical data
- communicate in a clear and concise manner
- design treatment options and tests
- negotiation
- numeracy skills to calculate resources and costings
- planning
- reading to interpret complex information
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- solve problems to deal with complex and non routine difficulties
- use technology to research, analyse and report information

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REQUIRED SKILLS AND KNOWLEDGE

- writing to develop complex reports.

Required knowledge

- applicable Occupational Health and Safety (OHS) licensing and legislative compliance requirements
- application of the hierarchy of control
- approved communication terminology and call signs
- available support agencies and the types of services offered
- basic methods for statistical analysis and presentation of statistical data
- difference between negative and positive language
- differences between written and spoken English
- how to read and use body language to gain confidence of others
- how to record information which may be used for legal purposes
- how to safeguard confidential information
- how to use business equipment to present information
- negotiation techniques
- OHS implications relating to use of guard dogs, apprehension or arrest of persons, use of firearms, use of restraints, handcuffs, batons and spray
- organisational standards for the presentation and maintenance of written information
- principles of AS/NZS 4360: 2004 Risk management
- risk management principles and practices
- sources of supply of security equipment or systems
- tactical response measures
- use of force guidelines.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • identifying and evaluating security risks and control measures in compliance with client, organisational and legislative requirements • designing and developing effective action plans which

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incorporate strategies for treating risks, contingency arrangements, key tasks and resources, and communication and reporting
- designing and testing risk treatment options which are compatible with nature of risk and client requirements, and conducting an analysis of the results to confirm effectiveness of treatments
- developing a comprehensive risk management plan in an appropriate format which incorporates a broad range of relevant information, considers implementation issues, and incorporates continuous improvement mechanisms based on the principles of AS/NZS 4360:2004.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Security risks may relate to:

- biological hazards
- chemical spills
- client contact
- electrical faults
- explosives
- financial viability
- injury to personnel
- noise, light, heat, smoke
- persons carrying weapons
- persons causing a public nuisance
- persons demonstrating suspicious behaviour
- persons suffering from emotional or physical distress
- persons under the influence of intoxicating substances
- persons with criminal intent
- persons, vehicles and equipment in unsuitable locations
- property or people
- security systems
- suspicious packages or substances
- systems or process failures
- terrorism
- violence or physical threats.

***Risk* relates to**:

- the chance of something happening that will have an impact on objectives.

Organisational requirements may relate to:

- client service standards
- implementation of OHS system
- policies for ensuring privacy and confidentiality of information
- procedures for archiving electronic and hard-copy records
- procedures for recording, storing and destroying information

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- standard of language, literacy and numeracy required
- use of organisational equipment and resources.

Legislative requirements may relate to:

- anti-discrimination and diversity
- Australian standards, codes of practice and regulations
- award and enterprise agreements
- duty of care
- evidence collection
- licensing arrangements and certification requirements
- OHS issue resolution
- relevant commonwealth, state and territory OHS legislation, codes of practice and regulations
- roles and responsibilities of OHS representatives and committees
- trade practices
- use of force.

Relevant standards:

- must include AS/NZS 4360: 2004 Risk management
- may relate to:
  - AS2630-1983 Guide to the selection and application of intruder alarm systems for domestic and business premises
  - HB 167:2006 Security Risk Management
  - HB 436 Risk Management Guidelines - Companion to AS/NZS 4360
  - HB 231:2000 Information security risk management guidelines.

***Controls* may include**:

- communication
- deployment of specialist expertise or equipment
- development of procedures
- monitoring and surveillance
- physical attendance and security
- staff ratios and resource deployment
- training of personnel.

Type of risk may be:

- intermediate
- likely to occur
- major
- minor
- physical
- potentially avoidable
- potentially unavoidable
- property related
- unlikely to occur.

Contingency

- approvals and licenses

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***arrangements* may include**:	• availability of additional resources • background information • back-up • checklists and reporting • identification requirements • instructions.
***Project planning requirements* may include**:	• key outcomes • milestones • personnel involvement • resources • tasks • timelines.
***Treatment options* may include**:	• controlled interruptions to normal operations • exercises • information collation and analysis • simulations • surveillance • verification requirements.
***Relevant persons* may include**:	• authorities • client • managers • technical specialists.
***Tests* may include**:	• alarms and other warning devices • exercises • inspections • interviews • rehearsals • simulations.
***Management requirements* may relate to**:	• adherence to organisational policies and procedures • allocation of suitable resources and expertise • feedback and monitoring arrangements • preparation of documentation and checklists • procedures to maximise safety of operatives • project planning • reporting procedures and timeframes • risk management timelines and objectives specified in action plans.
***Relevant information* may include**	• action plans • backup systems or processes • contingency plans • details and results of testing and relevant statistical

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analysis
- identified assets
- identified management requirements
- implementation issues
- operational issues
- resource requirements including allocation and location of resources
- review and monitoring procedures
- risk assessment
- supporting evidence
- threat assessment
- treatment options and strategies linked to risks and threats.

***Format* may relate to**:
- accuracy
- common industry terminology
- enclosures and attachments
- length
- sequence of coverage
- style
- use of abbreviations
- use of appendices
- use of plain English.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC5005A Implement security risk management plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to facilitate implementation of a security risk management plan. It requires the ability to allocate roles and responsibilities, coordinate and monitor implementation procedures, and evaluate the effectiveness of treatment options.

This unit may form part of the licensing requirements for persons engaged in risk assessment operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of managerial roles in the security industry. Work is performed under minimal supervision and competency requires a high level of judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Organise functions and tasks.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements***, and ***relevant standards*** for ***risk*** assessment activities are identified and complied with.
	1.2 ***Roles and responsibilities*** associated with the implementation of the security risk management plan are clearly defined and articulated to ***relevant persons***.
	1.3 ***Activities*** and targets are linked to achievement of milestones and outcomes in project action plans.
	1.4 ***Resources***, ***equipment and materials*** to assist plan implementation are suitable to project purposes and available within specified timelines.
	1.5 Information related to the implementation of the plan is accurately and promptly distributed using established communication channels.
	1.6 Confidentiality requirements are confirmed and maintained in accordance with client and organisational requirements.
2 Monitor risk context.	2.1 Emerging risks or threats to assets are monitored and assessed to maintain ongoing suitability of implemented security risk ***treatment options***.
	2.2 Changes to operating environment are monitored and corrective measures determined and incorporated into the plan as required.
	2.3 ***Targets and outcomes*** are regularly reviewed and evaluated to ensure achievement of ***project aims*** based on relevant standards.
	2.4 Existence and occurrence of risks are accurately and

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ELEMENT	PERFORMANCE CRITERIA
	comprehensively documented providing an assessment of the type, nature and cause.
	2.5 Application of contingencies and corrective measures are accurately documented.
3 Review effectiveness of treatment options.	3.1 Long and short-term options are costed to ensure an accurate estimate of resources is allocated to support the plans.
	3.2 Discrepancies between treatment options and risk incidence are monitored and addressed through appropriate modifications to plans.
	3.3 Stages of implementation are identified and resources and options are coordinated to ensure access and availability.
	3.4 Corrective measures are developed, tested and incorporated into the risk management plan.
	3.5 Feedback on effectiveness of treatment options is sought and provided to relevant personnel.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- allocate work tasks and functions
- coaching and mentoring to provide support to colleagues
- collate and analyse numerical data
- communicate in a clear and concise manner
- delegate roles and responsibilities
- determine suitability of treatment option against security risk
- determine type and nature of security risks and threats
- manage projects
- monitor implementation procedures
- monitor risk context and identify emerging risks or threats to assets
- prepare and present verbal and written reports
- prioritise tasks and organise schedules
- prioritise treatment options in terms of degree of security risk
- provide written communication to a standard required for compiling reports and summarising information

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REQUIRED SKILLS AND KNOWLEDGE

- relate to persons of different social and cultural backgrounds and varying physical and mental abilities
- research and analyse data and information
- summarise information
- use a variety of problem-solving techniques
- use business equipment and technology.

Required knowledge

- availability and capability of project management software
- concept of integrated security measures including physical security; information technology security, and security of personnel and information
- current security systems and technologies and available expertise
- operating environment and business operations
- preparation of documentation procedures
- principles of effective communication
- principles of AS/NZS 4360: 2004 Risk management and related guidelines
- privacy and confidentiality requirements
- process of security risk management
- relevant legislation and regulations including licensing requirements
- risk assessment techniques and processes
- sources of supply of security equipment and systems
- types of treatment options appropriate to the range of security risks and threats applicable to premises and businesses.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- monitoring emerging risks to ensure ongoing suitability of risk management plan based on principles of AS/NZS 4360: 2004
- efficient allocation of resources to support risk management plan
- effectively communicating designated roles, responsibilities and work schedules to security personnel

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- preparing documentation and guidelines with a clear explanation of the incidence, nature and causes of risks and appropriate contingency arrangements
- systematically reviewing the effectiveness of treatment options and making appropriate modifications as required to address any discrepancies between treatment options and risk incidence.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- cabling
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- Force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- surveillance
- telecommunications
- trespass and the removal of persons
- use of listening and recording devices
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may

- access and equity policies, principles and practices
- business and performance plans

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relate to:

- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Relevant standards:

- must include AS/NZS 4360: 2004 Risk management
- may relate to:
  - AS2630-1983 Guide to the selection and application of intruder alarm systems for domestic and business premises
  - HB 167:2006 Security Risk Management
  - HB 436 Risk Management Guidelines - Companion to AS/NZS 4360
  - HB 231:2000 Information security risk management guidelines.

***Risk* relates to**:

- the chance of something happening that will have an impact on objectives.

Security risks may relate to:

- biological hazards
- chemical spills
- client contact
- electrical faults
- explosives
- financial viability
- injury to personnel
- noise, light, heat, smoke
- persons carrying weapons
- persons causing a public nuisance
- persons demonstrating suspicious behaviour
- persons suffering from emotional or physical distress
- persons under the influence of intoxicating substances
- persons with criminal intent
- persons, vehicles and equipment in unsuitable locations

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- property or people
- security systems
- suspicious packages or substances
- systems or process failures
- terrorism
- violence or physical threats.

Roles and responsibilities may relate to:

- administrative support
- backup operational role
- decision-making
- frontline role
- team leadership
- team membership.

Relevant persons may include:

- client
- colleagues
- human resources personnel
- management
- security personnel.

Activities may include:

- advising
- field work
- monitoring
- organising
- report preparation
- reporting.

Resources, equipment and materials may relate to:

- consumables
- equipment
- funding
- personnel
- time
- vehicles.

***Treatment options* may relate to**:

- controlled interruptions to normal operations
- exercises
- information collation and analysis
- simulations
- surveillance
- verification requirements.

***Targets and outcomes* may relate to**:

- client support times
- effective security risk management
- incident reports
- level of feedback from clients
- number of new sales
- police liaison

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***Project aims* may relate to**:	• response times. • key outcomes • milestones • personnel involvement • resources • tasks • timelines.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CPPSEC5006A Determine strategy for the implementation of biometric technology

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to determine requirements and processes for the strategic implementation of biometric technology in the workplace.

It requires the ability to determine security and biometric technology requirements, design treatment options and develop an implementation strategy for the integration of a biometrics system.

An understanding of the operating principles of biometric systems including software, hardware and acquisition devices is also required as well as the ability to interpret and apply effective principles and requirements relating to confidentiality, privacy and security in own work.

This unit may form part of the licensing requirements for persons engaged in security operations involving biometric technology in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those roles involving determining requirements for biometric technology in the workplace to maintain security. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine security requirements.	1.1 Applicable ***Occupational Health and Safety*** (***OHS***), ***legislative*** and ***organisational requirements*** relevant to workplace ***biometric technology*** are identified and complied with. 1.2 Relevant ***privacy legislation*** and codes of ethics relevant to the workplace application of biometric technology are accessed and interpreted. 1.3 Reliability and effectiveness of organisational ***security safeguards*** are evaluated. 1.4 ***Threats*** to organisational physical and technical security are identified. 1.5 ***Risks*** are identified and risk levels established and prioritised. 1.6 Effective ***communication*** and ***interpersonal techniques*** are used that reflect sensitivity to individual ***social and***

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ELEMENT	PERFORMANCE CRITERIA
	cultural differences.
	1.7 Specialist assistance to examine and assess security requirements is sought as required in accordance with organisational requirements.
2 Determine requirements for implementing biometric technology.	2.1 Legislative and regulatory requirements applicable to the use of biometric technology are confirmed.
	2.2 ***Options*** for single or ***multiple*** biometric technology are determined.
	2.3 Physical and technical specifications of ***biometric equipment and systems*** to be installed are determined.
	2.4 Workspace requirements are identified and locations determined.
	2.5 ***Resources***, skills and training requirements for the implementation of biometric technology are determined.
	2.6 ***Existing architecture*** is assessed for effective integration with biometric technology and ***additional requirements*** determined.
3 Design implementation options.	3.1 Implementation options are selected in accordance with industry practices and organisational policies and procedures.
	3.2 Implementation options are ***feasible*** and verifiable in accordance with organisational requirements.
	3.3 Implementation options are in compliance with time schedules, available resources and budgetary guidelines.
	3.4 Implementation options take into account organisational risk assessment and security requirements.
	3.5 Implementation options are effective and applicable in the workplace.
4 Develop an implementation strategy.	4.1 All ***relevant information*** is collated, documented and presented in an ***appropriate format*** in accordance with organisational requirements.
	4.2 ***Implementation strategy*** is developed in accordance with organisational requirements.
	4.3 Strategy incorporates ***contingencies*** and allows for continuous improvement planning.
	4.4 Strategy is presented to ***relevant persons*** and feedback is sought and used to evaluate and refine strategy.
	4.5 ***Records and reports*** are completed and maintained in accordance with legislative and organisational requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately and securely maintain records, reports and other workplace information
- analyse organisational security plans, goals, objectives and existing safeguards
- coaching and mentoring to provide support to colleagues
- comply with applicable confidentiality and privacy requirements
- comply with legislation, regulations, standards, codes of practice relevant to workplace biometric technology
- conduct and evaluate risk and threat assessments
- design effective treatment options
- determine biometric technology and system requirements, including single or multiple biometrics applications
- determine resources including personnel, tools and equipment
- determine security requirements
- make effective decisions
- plan for contingencies
- read and interpret technical information including plans, designs and specifications
- relate effectively to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- research and analyse data and specifications
- resolve problems
- select and use equipment and technology appropriate to the work task
- undertake effective enrolment of biometric and biographical data
- use appropriate communication and interpersonal skills including negotiation
- written communication skills sufficient to complete relevant records and reports.

Required knowledge

- accuracy metrics and ratios according to risk tolerance
- applicable commonwealth, state or territory legislation, regulations, standards and codes of practice relevant to the full range of processes relating to workplace biometric technology
- appropriate mathematical procedures for estimating, measuring and calculating
- biometric technology installation and implementation processes, procedures and requirements
- ergonomic and safe working practices and procedures
- established threshold levels and their impact on security
- feasibility and cost-benefit analysis techniques

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REQUIRED SKILLS AND KNOWLEDGE

- initial enrolment processes
- management of enrolment data
- operating systems and integration application requirements
- operational principles of information technology
- organisational procedures for recording, reporting and maintaining workplace information
- organisational security plans, goals and objectives
- organisational standards, requirements, policies and procedures for the use of biometric technology
- principles of cultural diversity and access and equity
- privacy and ethics issues associated with biometric technology
- product options for various biometric systems
- risk, threats and vulnerabilities associated with biometric technology
- security and risk assessment and management techniques and processes
- types, functions and parameters of biometric technology including software, hardware and acquisition devices
- workplace communication channels, protocols and procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- accurately estimating resources to support implementation strategy and determining roles, responsibilities and work schedules
- complying with applicable legislation and codes of ethics applicable to privacy and client confidentiality
- complying with organisational policies and procedures, including OHS, relevant to biometric work tasks
- designing treatment options which are compatible with assessed risk and security requirements
- determining biometric technology requirements based on an accurate evaluation of existing security controls, assets, and potential risks and threats

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- developing an effective strategy which incorporates the implementation of treatment options, contingency arrangements, and resources for the effective implementation of biometric technology in a workplace environment.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Occupational Health and Safety* (*OHS*) *requirements may relate to:

- controlling and minimising risks
- correct manual handling including shifting, lifting and carrying
- elimination of hazardous materials and substances
- identifying hazards
- safe use and operation of equipment including
  - business technology
  - first aid equipment
  - fire safety equipment
  - personal protective clothing and equipment
  - safety equipment
- safety procedures for the protection of self and others.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- award and enterprise agreements
- Compliance Policy Guidelines (CPGs)
- counter-terrorism
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- telecommunications.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards

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- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- environmental management including waste disposal, recycling and re-use guidelines
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- standard operating procedures
- storage and disposal of information
- use and maintenance of equipment and systems.

Biometric refers to:

- a measurable physical characteristic or personal behavioural trait used to recognise the identity or verify the identity of an individual.

Biometric technologies include:

- facial recognition
- fingerprint recognition
- hand geometry
- iris recognition
- retina recognition
- signature recognition
- vein recognition
- voice recognition.

Privacy legislation may include:

- Commonwealth, State and Territory Privacy Acts
- national information privacy principles
- national privacy principles.

Security safeguards may be:

- administrative and include:
  - contingency plans (data back-up, disaster recovery, and emergency mode operation plans)
  - information access management (access authorisation, establishment and modification)
  - security awareness and training (awareness, virus protection, log-in success or failure, password management)
  - security incident procedures (report and response procedures)

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- security management (risk analysis and management)
- physical and include measures to protect information systems, buildings and equipment from natural and environmental hazards and unauthorised intrusions
- technical and include:
  - access control (user identification, emergency access procedures, automatic log-off, encryption and decryption)
  - audit control (logging, capturing data versions, times, sessions, workstations, events and user information)
  - transmission security (integrity controls, encryption).

Threats:

- are intentional or unintentional potential events that could compromise the security integrity of physical and technical organisational systems.

***Risk* relates to**:

- the chance of something happening that will have an impact on objectives.

***Risks* may relate to**:

- data and information
- personnel
- property.

Communication may be:

- face-to-face
- group interaction
- in Indigenous languages
- in languages other than English
- oral reporting
- participation in routine meetings
- reading independently
- recording of discussions
- speaking clearly and directly
- through the use of assistive technology
- via an interpreter
- visual or written
- writing to audience needs.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism

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- providing sufficient time for questions and responses
- reflection and summarising
- two-way interaction
- use of plain English
- use of positive, confident and cooperative language.

***Social and cultural differences* may relate to**:

- dress and personal presentation
- food
- language
- religion
- social conventions
- traditional practices
- values and beliefs.

***Options* may relate to**:

- enrolment advice
- motivation to verify
- tolerance for rejected attempts.

***Multiple* biometrics refers to**:

- a biometric system that integrates two ore more biometric technologies (facial and iris recognition, and multiple instances of a single biometric eg one, two or ten fingerprints).

Biometric equipment and systems are:

- automated systems able to capture a biometric sample from an individual person, extract biometric data from the sample, compare the data with one or more reference templates, determine the quality of a match, and indicate whether or not an identification or verification of identity has been achieved.

Biometric equipment and systems may include:

- acquisition devices:
  - cameras (video, infrared-enabled video, single-image)
  - chip or reader embedded in peripheral device
  - microphones
  - optical scanners
- biometric servers
- hardware
- interconnecting infrastructure
- software:
  - server-based authentication software for biometric authentication and logging
  - software associated with acquisition devices.

Resource requirements may include:

- computer systems (hardware, software and infrastructure)
- equipment
- funding
- personnel
- time

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	• tools.
***Existing architecture* may include**:	• desktop PCs • local area networks (LANs) • mainframe systems • servers • websites • wide area networks (WANs).
***Additional requirements* may relate to**:	• integration service requirements and interoperability • upgrading or replacing the system or components of the system.
***Feasibility* may relate to**:	• economic and schedule feasibility • operational feasibility • technical feasibility.
***Relevant information* may include**:	• assets (resources, data and information) • contingency plans • implementation issues • resource requirements including allocation and location • risk and threat assessment outcomes • treatment options.
Appropriate format may include:	• formats that cater for those with special needs for example, producing documents in large print.
Implementation strategy may include:	• analysis and comparison of biometrics system options • assessment of security risks • enrolment processes • integration requirement and system interoperability • resources necessary for implementation • staged rollouts.
Contingencies may detail:	• roles, responsibilities, teams and procedures associated with restoring a security system following a disruption • side manual door entry.
***Relevant persons* may include**:	• biometric technology specialists • clients • colleagues • external consultants • information technology specialists • manager.

Records and reports:	• may be:
	  • computer-based
	  • manual
	  • other appropriate organisational communication

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system
- may detail:
  - biometric technologies and systems
  - organisational security requirements
  - resources requirements
  - risk assessment outcomes
  - technical data and specifications
  - timeframe and financial considerations.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Biometrics

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CPPSEC5007A Assess biometric system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to conduct an assessment of the application and operations of biometric technologies and systems in a workplace environment.

It requires the ability to determine security arrangements and requirements, measure and assess the operation, application and outcomes of biometric technologies and systems in terms of efficiency and effectiveness. It also involves the preparation and presentation of assessment results.

An understanding of the operating principles of biometric systems including software, hardware and acquisition devices, and principles of measurement and assessment are also required as well as the ability to interpret and apply effective principles and requirements relating to confidentiality, privacy and security in own work.

This unit may form part of the licensing requirements for persons engaged in security operations involving biometric technology in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those roles involving the assessment of biometric technologies and systems in the workplace. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan for assessment.	1.1 Applicable ***Occupational Health and Safety*** (***OHS***), ***legislative*** and ***organisational requirements*** relevant to ***biometric technologies and systems*** are confirmed.
	1.2 Relevant ***privacy legislation*** and codes of ethics relevant to the workplace application of biometric technology are accessed and interpreted.
	1.3 Context and purpose of assessment is determined and clarified with ***relevant persons*** as required.
	1.4 Organisational ***security requirements*** are determined.
	1.5 Resources relevant to assessment activities are determined and organised in accordance with workplace procedures.
	1.6 ***Assessment plan*** is constructed in accordance with client requirements and workplace procedures.
2 Conduct assessment.	2.1 Effective ***communication*** and ***interpersonal techniques*** are used that reflect sensitivity to individual ***social and***

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ELEMENT	PERFORMANCE CRITERIA
	cultural differences.
	2.2 Integration of biometric systems with ***existing architecture*** is assessed.
	2.3 Operational functions of biometric technologies and systems are assessed.
	2.4 Application of single or ***multiple*** biometric technologies are assessed.
	2.5 Data and information is assessed and errors or deficiencies identified.
	2.6 Skills and training requirements for the use, operation and maintenance of biometric systems are determined.
3 Complete assessment.	3.1 Assessment results are analysed, accurately documented and prepared in an ***appropriate format*** in accordance with organisational requirements.
	3.2 Findings are presented to relevant persons in accordance with workplace procedures.
	3.3 Findings are supported by verifiable evidence in accordance with organisational requirements.
	3.4 Feedback is sought, received and used in a constructive manner.
	3.5 Recommendations or identified opportunities for ***system improvements*** are forwarded to relevant persons to inform future practice.
	3.6 ***Records and reports*** are completed and maintained in accordance with legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately and securely maintain records, reports and other workplace information
- analyse organisational security plans, goals, objectives and existing safeguards
- assess data and information and identify errors or deficiencies
- assess the application, operation and outcomes of biometric technologies and systems
- coaching and mentoring to provide support to colleagues

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REQUIRED SKILLS AND KNOWLEDGE

- comply with applicable confidentiality and privacy requirements
- comply with legislation, regulations, standards, codes of practice relevant to workplace biometric systems
- conduct and evaluate risk and threat assessments
- conduct contingency planning
- design effective treatment options
- determine biometric technology and system requirements, including single or multiple biometric applications
- determine resource requirements including personnel, tools and equipment
- determine security requirements
- determine skills and training requirements
- make effective decisions
- read and interpret technical information including plans, designs and specifications
- relate effectively to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- resolve problems
- select and use equipment and technology appropriate to the work task
- undertake effective enrolment of biometric and biographical data
- use appropriate communication and interpersonal skills including negotiation.
- written communication skills sufficient to complete relevant records and reports
- written communication skills sufficient to write assessment plan, document assessment results and complete relevant records and reports.

Required knowledge

- accuracy metrics and ratios according to risk tolerance
- applicable commonwealth, state or territory legislation, regulations, standards and codes of practice relevant to the full range of processes relating to workplace biometric systems
- appropriate mathematical procedures for estimating, measuring and calculating
- assessment methods and techniques
- biometric technology and systems installation and implementation processes, procedures and requirements
- ergonomic and safe working practices and procedures
- established threshold levels and their impact on security
- feasibility and cost-benefit analysis techniques
- initial enrolment processes
- management of enrolment data
- operating systems and integration application requirements
- operational principles of information technology
- organisational procedures for recording, reporting and maintaining workplace information
- organisational security plans, goals and objectives

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REQUIRED SKILLS AND KNOWLEDGE

- organisational standards, requirements, policies and procedures for the use of biometric systems
- principles of cultural diversity and access and equity
- privacy and ethics issues associated with biometric systems
- problem identification and resolution procedures
- product options for various biometric systems
- risk, threats and vulnerabilities associated with biometric technology
- security and risk assessment and management techniques and processes
- types, functions and parameters of biometric systems including software, hardware and acquisition devices
- workplace communication channels, protocols and procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • complying with applicable legislation and codes of ethics applicable to privacy and client confidentiality • complying with organisational policies and procedures, including OHS, relevant to biometric work tasks • determining security requirements based on an accurate assessment of existing security controls, assets, and existing and potential risks and threats • determining skill and training requirements to support the application of biometric technologies and systems • efficiently and effectively assessing the application, operation and outcomes of biometric technologies and systems, including an accurate assessment of data and information • establishing purpose and context of assessment and plan, organising and coordinating assessment activities • preparing and presenting assessment findings, seeking and reviewing feedback, and recommending opportunities for improvement to inform future practices.
Context of and specific	Context of assessment includes:

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resources for assessment	• a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to a registered provider of assessment services • access to a suitable venue and equipment • access to plain English version of relevant statutes and procedures • assessment instruments including personal planner and assessment record book • work schedules, organisational policies and duty statements. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency could be assessed using the following methods of assessment: • observation of processes and procedures • questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Occupational Health and Safety* (*OHS*) *requirements may relate to:

- controlling and minimising risks
- correct manual handling including shifting, lifting and carrying
- elimination of hazardous materials and substances
- identifying hazards
- safe use and operation of equipment including
  - business technology
  - first aid equipment
  - fire safety equipment
  - personal protective clothing and equipment
  - safety equipment
- safety procedures for the protection of self and others.

Legislative requirements may relate to:

- Australian standards and quality assurance requirements
- award and enterprise agreements
- Compliance Policy Guidelines (CPGs)
- counter-terrorism
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- telecommunications.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- environmental management including waste disposal, recycling and re-use guidelines

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- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- standard operating procedures
- storage and disposal of information
- use and maintenance of equipment and systems.

Biometric refers to:

- a measurable physical characteristic or personal behavioural trait used to recognise the identity or verify the identity of an individual.

Biometric technologies include:

- facial recognition
- fingerprint recognition
- hand geometry
- iris recognition
- retina recognition
- signature recognition
- vein recognition
- voice recognition.

Biometric systems are:

- automated systems able to capture a biometric sample from an individual person, extract biometric data from the sample, compare the data with one or more reference templates, determine the quality of a match, and indicate whether or not an identification or verification of identity has been achieved.

Biometric systems may include:

- acquisition devices
  - cameras (video, infrared-enabled video, single-image)
  - chip or reader embedded in peripheral device
  - microphones
  - optical scanners
- biometric servers
- hardware
- interconnecting infrastructure
- software
  - server-based authentication software for biometric authentication and logging
  - software associated with acquisition devices.

Privacy legislation may include:

- Commonwealth, State and Territory Privacy Acts
- national information privacy principles

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- national privacy principles.

***Relevant persons* may include**:

- biometric technology specialists
- clients
- colleagues
- external consultants
- information technology specialists
- manager.

Security requirements may be:

- risk and threat assessments
  - auditability
  - authentication
  - integrity
  - privacy protection
  - recovery
- security objectives
  - auditability
  - authentication
  - integrity
  - privacy protection
  - recovery
- security safeguards
  - administrative (licensing, authorisations, contingency plans, information access management, security incident procedures, security management, security awareness and training)
  - physical (include measures to protect information systems, buildings and equipment from natural and environmental hazards and unauthorised intrusions)
  - technical (access control, audit control, transmission security).

***Assessment plan* may include**:

- enrolment requirements
- level of assessment
- measurement and testing details and methods
- necessary resources (eg number of tests)
- privacy and ethics requirements
- timelines.

Communication may be:

- face-to-face
- group interaction
- in Indigenous languages
- in languages other than English
- oral reporting
- participation in routine meetings

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- reading independently
- recording of discussions
- speaking clearly and directly
- through the use of assistive technology
- via an interpreter
- visual or written
- writing to audience needs.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising
- two-way interaction
- use of plain English
- use of positive, confident and cooperative language.

***Social and cultural differences* may relate to**:

- dress and personal presentation
- food
- language
- religion
- social conventions
- traditional practices
- values and beliefs.

***Existing architecture* may include**:

- desktop PCs
- local area networks (LANs)
- mainframe systems
- servers
- websites
- wide area networks (WANs).

***Multiple* biometrics refers to**:

- a biometric system that integrates two ore more biometric technologies (facial and iris recognition, and multiple instances of a single biometric eg one, two or ten fingerprints).

Appropriate format may include:

- formats that cater for those with special needs for example, producing documents in large print.

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***System improvements* may relate to**:	• backup systems • changes to biometrics settings • contingency plans • threshold levels.

Records and reports:	• may be:
	  • computer-based
	  • manual
	  • other appropriate organisational communication system
	• may detail:
	  • applications of biometric technologies and systems
	  • functional operations of biometric technologies and systems
	  • resource requirements
	  • risk and threat assessments
	  • security arrangements and additional requirements.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Biometrics

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CPPSIS2001B Prepare for work in the spatial information services industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to understand legal and procedural requirements of the spatial information services (SIS) industry. It requires the ability to access industry information, and applicable legislative and OHS guidelines. Functions would be carried out under direct supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of teamwork, verbal and written workplace communication skills, and the use of SIS technology. The skills and knowledge acquired upon completion of this unit would support the needs of new employees in the SIS industry sector in positions such as field hands, data collection assistants and administrative assistants.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify and apply industry information.	1.1 ***Legislation***, ***procedural requirements and OHS issues*** relevant to employment in the SIS industry are assessed.
	1.2 Key ***SIS*** organisations able to provide information and assistance to individuals and enterprises are identified.
	1.3 ***Employee and employer rights and responsibilities*** are discussed and understood.
	1.4 Skills and knowledge are updated to accommodate the vocational needs of the SIS sector.
2 Identify future career opportunities.	2.1 Various ***vocational roles and industry sectors*** within the SIS industry are identified.
	2.2 Possible career directions in the SIS industry are discussed with ***appropriate persons***.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Personal values and attitudes regarding work and business are taken into account when planning for future work/career directions.
	2.4 ***Opportunities for vocational development*** are identified in consultation with appropriate persons.
3 Access spatial information.	3.1 Significance of data capture and description of real world objects are identified.
	3.2 Existing ***data sources*** are identified and researched for suitability.
	3.3 Appropriate categories of data sources are selected and accessed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communicate in a clear and concise manner in both written and verbal modes
- computer skills
- estimate time to complete activities and prioritise tasks
- literacy skills to:
  - assess and use workplace information
  - interpret and understand basic legal, financial and procedural requirements
  - process workplace documentation
  - read and record data
- numeracy skills to:
  - accurately record and collate
  - undertake basic computations
- organisational skills to:
  - prioritise daily activities
  - seek and receive feedback
  - source, organise and record information
- spatial skills to:
  - apply appreciation of height, depth, breadth, dimension and position to basic

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REQUIRED SKILLS AND KNOWLEDGE

virtual representation
- apply understanding of height, depth, breadth, dimension and position to actual operational activity (basic)
- work on an individual basis and within a team in a range of SIS activities.

Required knowledge and understanding:

- company pricing schedules
- legislation associated with job specifications and procedures
- legislation, regulations and codes of practice applicable to specific SIS functions
- nature of spatial and aspatial data
- OHS issues and requirements
- organisational structure and reporting channels
- principles of effective communication
- terms and conditions of employment
- types of SIS and responses
- workplace communication channels and procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit PSPGOV202B Communicate in the workplace.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • accessing, interpreting and complying with a range of legislative and procedural requirements relevant to specific assignment procedures • accurately interpreting organisational information to ensure an effective understanding of various roles and responsibilities, and organisational processes and procedures • developing effective skills and personal relationships through the application of organisational, social, ethical and operational

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	standards and the use of appropriate interpersonal styles and techniques.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, which may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment,

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questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislation, ***procedural requirements and OHS issues*** may include:

- Australian standards, quality assurance and certification requirements
- award and enterprise agreements
- environmental and zoning laws affecting factors, including:
  - building density
  - energy efficiency
- licensing arrangements

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- relevant codes of practice
- relevant state, territory or federal legislation that affects organisational operations, including:
  - anti-discrimination and diversity
  - environment and sustainability
  - equal employment opportunity (EEO)
  - copyright and digital copyright
  - industrial relations
- OHS guidelines.

Spatial information services (***SIS***):

- relationship between location of global objects, events or activities, when:
  - objects are usually features with attributes that are given a relative digital position
  - events can be natural or man-made and observed in relation to position and time
  - relationships are developed through the application of geographic information systems (GIS) technologies
- SIS industry encompasses the broad disciplines of:
  - GIS
  - land administration
  - mapping
  - photogrammetry
  - related software development and value-added services
  - remote sensing
  - surveying.

Employee and employer rights and responsibilities may include:

- rights and responsibility of employees, which may relate to:
  - taking direction from supervisors
  - confidentiality and privacy
  - safety and care with respect to OHS requirements
  - knowing the terms and conditions of own employment
  - protection from discrimination and sexual harassment
- rights and responsibilities of employers, which may relate to:
  - the right to dismiss you (see the Commonwealth Workplace Relations Act 1996) if you:
  - commit a criminal offence

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- are negligent, careless or cause an accident
- commit acts of disloyalty, such as revealing confidential information
- the responsibility to provide a safe environment free from discrimination and sexual harassment (see relevant state and federal anti-discrimination legislation).

Vocational roles and industry sectors may include:

- town planners
- surveyors
- cartographers
- field hands
- GIS software vendors
- administrative and assisting roles to the above.

Appropriate persons may include:

- assessors
- colleagues
- managers
- supervisors
- trainers.

Opportunities for vocational development may include:

- career planning and development
- coaching, mentoring or supervision
- formal and informal learning programs
- internal and external training provision
- personal study
- quality assurance assessment and recommendations
- recognition of current competencies assessment
- recognition of prior learning assessment
- work experience/exchange opportunities
- workplace skills assessment.

Data sources may include:

- addressing systems
- cadastral data
- hydrographic maps
- remote sensed imagery
- thematic data sources
- topographic maps
- valuation records.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS2002A Assist in the collection of basic spatial data

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assist in spatial data collection. It requires the ability to perform a range of routine and basic activities involved in the use of information technology and equipment within a spatial information handling framework. Functions would be carried out under direct supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of teamwork, verbal and written workplace communication skills, and the use of spatial information services (SIS) technology. The skills and knowledge acquired upon completion of this unit would support the needs of new employees in the SIS industry sector in positions such as field hands, data collection assistants and administrative assistants.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to collect basic spatial data.	1.1 Requirements of the task are clarified with ***appropriate persons***.
	1.2 ***Equipment***, ***resources and SIS technologies*** are selected according to task requirements.
	1.3 Equipment is checked to ensure that it is in safe working order.
	1.4 Skills and knowledge are updated to accommodate changes in work environment.
2 Assist in gathering basic spatial data.	2.1 Data and ***attributes*** are collected using methodologies detailed in the provided ***data collection plan***.
	2.2 Any discrepancies between specifications, standards and actual activities are identified, recorded and reported.
	2.3 ***Metadata*** is documented according to accepted

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ELEMENT	PERFORMANCE CRITERIA
	industry standards.
	2.4 Operational, ***administrative and legal requirements*** for data collection are complied with and recorded.
	2.5 ***OHS requirements*** are planned for and adhered to.
3 Use equipment under supervision.	3.1 Appropriate equipment and SIS technologies are operated according to the task requirements and ***manufacturer specifications***.
	3.2 All safety requirements are adhered to.
	3.3 Data is recorded correctly and securely according to manufacturer specifications and operational guidelines.
4 Maintain equipment under supervision.	4.1 ***Operational maintenance*** of equipment is undertaken according to organisational guidelines.
	4.2 ***Contingencies*** that may affect equipment usage are reported.
	4.3 Unsafe or faulty equipment or SIS technologies is reported and referred for repair.
5 Assist in finalising the data collection process.	5.1 Tools, resources and equipment, and SIS technologies are stored safely in appropriate locations and according to manufacturer specifications.
	5.2 All data and documentation are stored according to ***organisational guidelines***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communicate in a clear and concise manner in both written and verbal modes
- computer skills to perform basic data collection
- literacy skills to:
  - assess and use workplace information
  - interpret and understand basic legal, financial and procedural requirements
  - process workplace documentation

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REQUIRED SKILLS AND KNOWLEDGE

- read and record data
- numeracy skills to:
  - accurately record and collate
  - undertake basic computations
- organisational skills to prioritise daily activities
- spatial skills to:
  - apply appreciation of height, depth, breadth, dimension and position to basic virtual representation
  - apply understanding of height, depth, breadth, dimension and position to actual operational activity (basic)
  - collect spatial and aspatial data using electronic equipment and SIS technologies
- use a range of equipment in the field safely, accurately and as required for the task
- work effectively as part of a team.

Required knowledge and understanding:

- basic data collection methods using electronic equipment
- basic characteristics, capabilities and limitations of tools, technology and equipment used
- basic organisational policies and guidelines, such as OHS guidelines
- equipment and SIS technologies, capabilities, limitations and potential problems.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS2003A Assist in the storage and retrieval of spatial data, and CPPSIS2007A Use information technology for spatial information services activity.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying a defined range of skills • applying known solutions to a limited range of

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	predictable problems • assessing and recording information from varied sources • demonstrating basic operational knowledge in a moderate range of areas • performing a range of tasks where choice between a limited range of options is required • taking limited responsibility for own outputs in work and learning.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

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Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Appropriate persons may include:

- assessors
- colleagues
- managers
- supervisors
- trainers.

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Equipment, resources and SIS technologies may include:	• data logger or other mobile computing device
	• data recording equipment
	• digital imagery
	• handheld global positioning system (GPS)
	• maps (digital or hard copy)
	• measuring instruments
	• non-navigational aids relevant to duties, including:
	  • compass
	  • clinometer
	  • distance measuring wheel
	• personal digital assistant
	• personal computer-based digitising boards
	• tools
	• ultra high frequency (UHF) radio.

Attributes are properties associated with a dataset and may include:	• condition • date • feature code • size • type.
Data collection plan may include:	• data dogging • digitising theodolite • GPS scanning • photogrammetry • remote sensing • sonar • survey • total station.

Metadata may include:	• summarised information about a spatial dataset that describes its characteristics, including:
	  • availability
	  • conditions of use
	  • coordinate system
	  • currency
	  • date of acquisition
	  • quality
	  • source
	  • spatial data acquisition methodologies
	  • version control.

Administrative and legal requirements may include:	• Australian standards, quality assurance and certification requirements • award and enterprise agreements

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- company OHS guidelines
- licensing arrangements
- relevant codes of practice
- relevant state, territory or federal legislation that affects organisational operations, including:
  - anti-discrimination and diversity
  - equal employment opportunity (EEO)
  - industrial relations.

OHS requirements may include:

- Australian standards
- development of site safety plan
- identification of potential hazards
- inspection of work sites
- training staff in OHS requirements
- use of personal protective clothing
- use of safety equipment and signage.

Manufacturer specifications may be found in:

- electronic format
- equipment specifications
- online assistance or digital support documentation
- operator manuals
- printed product instructions and information
- spatial database
- warranty documents.

Operational maintenance tasks may include:

- adjusting
- cleaning
- lubricating
- tightening
- maintaining battery
- running operational tests
- simple repairs.

Contingencies may include:

- adverse weather
- equipment failure
- SIS technology problems.

Organisational guidelines may include:

- code of ethics
- company policies and procedures
- legislation relevant to the work or service function
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining work roles and responsibilities.

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Unit Sector(s)

Unit sector Spatial information services

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CPPSIS2003A Assist in the storage and retrieval of spatial data

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assist in spatial data storage and retrieval. It requires the ability to perform a range of routine and basic activities involved in the use of information technology and equipment within a spatial information handling framework. Functions would be carried out under direct supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of teamwork, administration and communication skills, and the use of technology. The skills and knowledge acquired upon completion of this unit would support the needs of new employees in the spatial information services (SIS) industry sector in positions such as field hands, data collection assistants and administrative assistants.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assist in the storage of spatial data.	1.1 Data is recorded in index according to ***organisational guidelines***. 1.2 Data index is used to maintain data storage according to organisational, legal and spatial data requirements. 1.3 ***Administrative and legal requirements*** for data storage are complied with and recorded. 1.4 Spatial data is backed up according to organisational guidelines. 1.5 Designated ***methods of spatial data storage*** and ***distribution*** are observed, following consultation with ***relevant personnel***. 1.6 Skills and knowledge are updated to accommodate the vocational needs of the SIS sector.
2 Assist in accessing and	2.1 Indexing system is used to locate spatial data source.

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ELEMENT	PERFORMANCE CRITERIA
retrieving spatial data.	2.2 Spatial data is presented to relevant personnel for translation into required format.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communicate in a clear and concise manner in both written and verbal modes
- literacy skills to:
  - assess and use workplace information
  - interpret and understand basic legal, financial and procedural requirements
  - process workplace documentation
  - read and record data
- numeracy skills to:
  - accurately record and collate
  - undertake basic computations
- organisational skills to prioritise daily activities
- spatial skills to:
  - apply appreciation of height, depth, breadth, dimension and position to basic virtual representation
  - apply understanding of height, depth, breadth, dimension and position to actual operational activity (basic)
- technological skills (basic) to use computers.

Required knowledge and understanding:

- current indexing systems (basic)
- classification systems, processes and products linked to specifications (basic)
- data retrieval methods, querying and browsing (basic)
- network and security guidelines (basic)
- OHS requirements
- organisational policies and guidelines (basic)
- risk management principles as applied to spatial data storage (basic)
- spatial data formats (basic)

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REQUIRED SKILLS AND KNOWLEDGE

- spatial data structure requirements (basic)
- storage media (basic).

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS2002A Assist in the collection of basic spatial data, and CPPSIS2007A Use information technology for spatial information services activity.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- applying data security and backup measures
- retrieving spatial data
- storing spatial data according to established policies and procedures
- using an index system.

Specific resources for assessment

Resource implications for assessment include access to:

- assignment instructions, work plans and schedules, policy documents and duty statements
- assessment instruments, including personal planner and assessment record book
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

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Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, which may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in this field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Assessment processes will be appropriate to the

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language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisational guidelines may include:

- electronic format
- equipment specifications
- operator manuals
- printed product instructions and information
- spatial database
- warranty documents.

Administrative and legal requirements may include:

- access protocols and obligations
- Australian standards, quality assurance and certification requirements
- award and enterprise agreements
- licensing arrangements
- organisational protocols for accessing physical, financial and human resources
- royalty obligations
- relevant state, territory and federal legislation affecting organisational operations, including:
  - anti-discrimination and diversity
  - copyright and digital copyright
  - equal employment opportunity (EEO)
  - industrial relations
- reimbursements
- Indigenous considerations
- relevant codes of practice
- title search processes
- understanding of company OHS guidelines.

Method of spatial data

- digital
- hard copy.

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storage may include:

Distribution method may include:	• network access to an authoritative data source that can accommodate storage in digital or hard copy format.
Relevant personnel may include:	• colleagues • registered surveyors • company personnel • staff or employee representatives • supervisors or line managers • suppliers • users.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS2004A Assist in the selection, operation and maintenance of equipment and supplies

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assist with the operation and maintenance of equipment and supplies. It requires the ability to work under instructions to perform spatial on-site job requirements in relation to the use of equipment and supplies. Functions would be carried out under direct supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of communication, interpersonal and teamwork skills, and the basic use of technology. The skills and knowledge acquired upon completion of this unit would support the needs of new employees in the spatial information services industry sector in positions such as field hands, data collection assistants and administrative assistants.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assist with the selection of equipment and supplies.	1.1 Instructions from ***relevant personnel*** are followed regarding the selection of ***equipment and supplies***, according to ***organisational guidelines***.
	1.2 Assistance is provided to check and maintain equipment to ensure it is in safe working order.
	1.3 Assistance with transport of equipment and supplies is provided where appropriate.
	1.4 Skills and knowledge are updated to accommodate work environment.
2 Assist with the use of equipment and supplies.	2.1 Assistance is provided to operate appropriate equipment according to ***manufacturer specifications*** to meet task requirements.
	2.2 Assistance with the use of supplies is provided in line with organisational requirements and according to

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ELEMENT	PERFORMANCE CRITERIA
	established procedures. 2.3 ***OHS*** requirements are adhered to throughout the task procedures. 2.4 Data is recorded accurately under instructions from relevant personnel.
3 Assist with the maintenance of equipment.	3.1 Assistance with the ***operational maintenance*** of equipment, including mechanical problem solving and repairs, is provided according to organisational guidelines. 3.2 Repair work is organised for unsafe or faulty equipment under the direction of relevant personnel. 3.3 Tools and equipment are stored safely in appropriate locations and according to manufacturer specifications. 3.4 Assistance with implementing the ***equipment maintenance plan*** is provided as directed by relevant personnel.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- ability to select and use tools and equipment safely and appropriately (basic)
- communicate in a clear and concise manner in both written and verbal modes
- interpersonal skills e.g. cooperation and flexibility
- literacy skills to:
  - assess and use workplace information
  - interpret and understand basic legal, financial and procedural requirements
  - process workplace documentation
  - read and record data
- numeracy skills to:
  - accurately record and collate
  - undertake basic computations
- organisational skills to prioritise daily activities

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REQUIRED SKILLS AND KNOWLEDGE

- spatial skills to apply understanding of height, depth, breadth, dimension and position to actual operational activity (basic)
- technological skills (basic)
- work effectively as part of a team.

Required knowledge and understanding:

- characteristics, capabilities and limitations of tools, equipment and supplies being used
- industry ethics and practice
- legislation as it applies to the spatial information services industry sector (basic)
- safe work practices.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS2005A Assist in field activity, and CPPSIS2006A Assist with personnel and load transfer.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • carrying out task instructions • operating precision-measuring equipment • selecting and maintaining equipment and supplies • understanding the nature of spatial projects.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment.

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	Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of

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time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant personnel may include:	• colleagues • staff or employee representatives • supervisors or line managers • suppliers • users.
Equipment and supplies may include:	• data recording equipment • measuring instruments • personal computer-based digitising boards • tools • vehicles.
Organisational guidelines may include:	• code of ethics • company guidelines • legislation relevant to the work or service function • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Manufacturer specifications may include:	• equipment specifications • operator manuals.

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OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Operational maintenance may include:	• adjusting • cleaning • lubricating • tightening • simple repair.
Equipment maintenance plan may include:	• appropriate storage • equipment and tool monitoring • schedule of regular checks.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS2005A Assist in field activity

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assist with field support services. It requires the ability to work with others on site to perform key organisational requirements, and to work under instruction using site drawings and specifications. Functions would be carried out under direct supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of communication, interpersonal and teamwork skills, and the use of technology. The skills and knowledge acquired upon completion of this unit would support the needs of new employees in the spatial information services industry sector in positions such as field hands and data collection assistants.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assist in preparations for the support task.	1.1 Requirements of the job are clarified with ***relevant personnel*** according to ***organisational guidelines***. 1.2 Tools, ***equipment and supplies*** appropriate to the environment are sourced according to ***specifications***. 1.3 ***Personal protective equipment*** is used according to ***OHS*** guidelines.
2 Assist in support tasks.	2.1 Barricades, protective works and signs are erected, when required, according to supervisor instructions and organisational guidelines. 2.2 Surface positions are determined and marked according to ***accepted standards*** using information available from site drawings, references and relevant personnel. 2.3 ***Support tasks*** are carried out under direction, often in a team environment, and according to specifications.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Skills and knowledge are updated to accommodate work environment.
3 Finalise the task.	3.1 Site is restored as near as practicable to original condition.
	3.2 Tools and equipment are inspected and, where appropriate, referred for repair.
	3.3 Tools and equipment are cleaned and stored in a secure location.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communicate in a clear and concise manner in both written and verbal modes
- computer skills
- interpersonal skills e.g. cooperation and flexibility
- literacy skills to:
  - assess and use workplace information
  - interpret and understand basic legal, financial and procedural requirements
  - process workplace documentation
  - read and record data
- numeracy skills to:
  - accurately record and collate
  - undertake basic computations
- organisational skills to prioritise daily activities
- first aid (basic)
- spatial skills to apply understanding of height, depth, breadth, dimension and position to actual operational activity (basic)
- technological skills (basic).

Required knowledge and understanding:

- industry ethics and practices
- legislation as it applies to the spatial information services industry sector (basic)

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REQUIRED SKILLS AND KNOWLEDGE

- safe work practices
- spatial data measuring and recording (basic).

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS2004A Assist in the selection, operation and maintenance of equipment and supplies, and CPPSIS2006A Assist with personnel and load transfer.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • carrying out task instructions • demonstrating critical aspects of working safely • providing support in marking positions • understanding the nature of spatial projects.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct

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the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant personnel may include:	• colleagues • staff or employee representatives • supervisors or line managers • suppliers • users.
Organisational guidelines may include:	• code of ethics • company guidelines • legislation relevant to the work or service function • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Equipment and supplies may include:	• data recording equipment • measuring instruments • personal computer-based digitising boards • tools • vehicles.
Specifications may include:	• budget • data capture methods • project deliverables • personnel required • resources needed • timelines.
Personal protective equipment may include:	• breathing apparatus • gloves • helmets • overalls • masks and respirators • safety boots • safety glasses • safety vests • sun protection equipment.
OHS may include:	• Australian standards • development of site safety plan

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	• identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Accepted standards may include:	• Environment Protection Authority (EPA) recommendations • state, territory and federal legislative requirements • manufacturer instructions and specifications • OHS standards • organisational guidelines • relevant industry codes of practice.
Support tasks may include:	• maintaining equipment • identifying, determining and marking positions • obtaining supplies • recording data • driving.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS2006A Assist with personnel and load transfer

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assist with the use of light vehicles, including boats to transfer personnel and loads. It requires the ability to work with others to apply safe and efficient loading practices. Functions would be carried out under direct supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of communication skills required to follow instructions, problem-solving skills, and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of new employees in the surveying or spatial information services industry sector in positions such as field hands and data collection assistants.

Licensing, legislative, regulatory or certification requirements pertaining to relevant states or territories, as well as codes concerning the loading and unloading of goods, including mass and loading regulations dealing with over-size and over-mass permits, apply to this unit.

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assist with plan load preparation.	1.1 ***Supervisor*** instructions to load ***spatial and/or surveying requirements for site work*** are followed. 1.2 ***Loading and unloading plans*** are followed to ensure efficiency and safety of operations. 1.3 ***Characteristics of the load*** are taken into account to ensure that the distribution is even, legal and within safe working capacity. 1.4 Skills and knowledge are updated to accommodate work environment.
2 Assist with managing load.	2.1 Supervisor instructions for loading goods are followed. 2.2 Lifting aids and appliances are selected and used to assist loading procedures in compliance with workplace procedures and ***applicable regulations and legislation***. 2.3 Load is secured using the correct load restraint and

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ELEMENT	PERFORMANCE CRITERIA
	protection equipment.
	2.4 Load is protected according to legal and workplace ***OHS*** requirements.
	2.5 ***Loading and unloading activities*** are conducted in a safe and efficient manner taking into account suitable locations, stowage, safe use of equipment and balance of the remaining load.
	2.6 Goods requiring special handling or ***documentation*** are identified and appropriate procedures are followed.
	2.7 ***Personal protective equipment*** is used when required and according to ***organisational guidelines***.
3 Assist in the transfer of goods and personnel to the destination.	3.1 ***Traffic flow and work area conditions*** are constantly monitored and anticipated to allow for safe, injury-free and damage-free operations.
	3.2 Driver is advised of the most efficient route of travel by monitoring and anticipating traffic flow and conditions, road standards and other factors likely to cause delays or route deviations.
	3.3 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and to ensure no injury to people or damage to property, ***equipment***, loads and facilities.
	3.4 Any occurrence in the work area that may affect the safety and efficiency of operations is reported to the supervisor.
	3.5 Vehicle is driven to the destination in line with supervisor instructions.
4 Manage vehicle efficiency.	4.1 ***Vehicle*** performance is maintained through pre-operational inspections and checks as instructed by the supervisor.
	4.2 Performance and efficiency of vehicle operation are monitored during use.
	4.3 Defective or irregular performance or malfunctions are reported to the appropriate authority.
	4.4 Minor technical vehicle problems are addressed as directed, using problem-solving techniques.
	4.5 Vehicle records are maintained and updated, and information is processed according to ***workplace procedures***.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communicate in a clear and concise manner in both written and verbal modes
- conduct navigation operations
- drive vehicles safely
- literacy skills to:
  - assess and use workplace information
  - interpret and understand basic legal, financial and procedural requirements
  - process workplace documentation
  - read and record data
- numeracy skills to:
  - accurately record and collate
  - undertake basic computations
- organisational skills to prioritise daily activities
- spatial skills to apply understanding of height, depth, breadth, dimension and position to actual operational activity (basic).

Required knowledge and understanding:

- industry requirements and standards
- organisational policies and guidelines
- requirements for parking and securing vehicles
- safe work practices
- spatial and/or surveying site requirements (basic)
- statutory requirements for the operation of vehicles.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment This unit of competency could be assessed on its own or

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	in combination with other units relevant to the job function, for example units CPPSIS2004A Assist in the selection, operation and maintenance of equipment and supplies, and CPPSIS2005A Assist in field activity.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of matching objectives with resources to ensure transport proceeds in a safe, organised and timely manner, particularly in: • accessing and interpreting loading information • displaying ability to work in a team • operating a vehicle safely on a variety of travelling surfaces and in varying weather conditions while transporting personnel • planning basic resources.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for	Assessment requires that the clients' objectives and

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assessment	industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Supervisor may include:	• relevant work site personnel • mentor

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- manager.

Spatial and/or surveying requirements for site work may include:

- analysis of environment and land
- cartographic services
- civil engineering
- emergency services management
- geographic information systems (GIS)
- land ownership tenure system
- location-based services
- global positioning
- mapping determination
- site analysis
- survey marks
- sewerage
- telecommunications
- town planning observation
- utility services observation, such as water
- water catchment observation.

Loading and unloading plans may include:

- assignment instructions, work plans and schedules, policy documents and duty statements
- information on:
  - nature of load
  - size
  - shape
  - weight.

Characteristics of the load are identified for operations that include:

- carrying
- lifting
- lowering
- loading and unloading a vehicle
- setting down a load.

Applicable regulations and legislation may include:

- relevant Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including state and territory mass and loading regulations
- relevant Australian state and territory environment protection legislation
- relevant state, territory and federal legislation affecting organisational operations, including:
  - anti-discrimination and diversity
  - equal employment opportunity (EEO)
  - OHS
  - industrial relations.

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OHS may include:	• Australian standards • identification of potential hazards • inspection of equipment and supplies • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Loading and unloading activities may be:	• aided by lifting equipment and appliances • manual.
Documentation may include:	• awards, enterprise bargaining agreements and other industrial arrangements • codes of practice, including the national standards for manual handling • goods identification numbers and codes, including Australian Dangerous Goods (ADG) markings and HAZCHEM signs • load restraint guide • manifests, bar codes, and other goods and container identification • manufacturer specifications for equipment and tools • quality assurance procedures • relevant Australian standards and certification requirements • workplace procedures and policies for loading and unloading goods and cargo.
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing.
Organisational guidelines may include:	• code of ethics • company policies and standards • legislation relevant to the work or service function • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities • remote area operations, such as catering and camping requirements.
Traffic flow and work area conditions may include:	• degree of visibility • nature of loads • obstacles • other traffic

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	• surface conditions of work area • weather conditions.
Equipment may include:	• camp equipment • surveying instruments • vehicles.
Vehicle may include:	• boats • cars • light trucks • two and four-wheel drive vehicles with or without trailers.
Workplace procedures may be written or verbal, including:	• assignment instructions • instructions from colleagues, supervisors or managers • personal protective equipment requirements • reporting and documentation requirements • specific client requirements.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS2007A Use information technology for spatial information services activity

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to use information technology. The technology includes the effective use of computer software to organise information and spatial data in order to verify spatial data. It requires the ability to assess and record information from varied sources and understand the use of technology in problem solving. Functions would be carried out under direct supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of the use of technology, data interpretation and collation, and problem-solving and teamwork skills. The skills and knowledge acquired upon completion of this unit would support the needs of new employees in the spatial information services industry sector in positions such as data collection assistants and administrative assistants.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Operate computer.	1.1 ***Computer hardware*** and related equipment are used to produce a routine ***spatial data*** outcome according to ***organisational guidelines***.
	1.2 Keyboard and equipment are used to meet ***functional requirements*** in regard to speed and accuracy, and according to ***OHS requirements***.
	1.3 Skills and knowledge are updated to accommodate information technology requirements.
2 Operate computer packages.	2.1 ***Appropriate software*** is used to produce the required outcome.
	2.2 Documents are saved and stored in ***appropriate files***.
	2.3 Data is accessed, produced, manipulated and stored to

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ELEMENT	PERFORMANCE CRITERIA
	meet the requirements of the task as specified by ***relevant personnel***.
3 Access and use support resources.	3.1 Online help is used to overcome basic difficulties with applications. 3.2 Manuals and training booklets are used to solve minor problems. 3.3 Legal and ***ethical requirements*** are adhered to according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills in relation to a limited range of routine areas
- communicate in a clear and concise manner in both written and verbal modes
- computer skills
- literacy skills to:
  - assess and use workplace information
  - interpret and understand basic legal, financial and procedural requirements
  - process workplace documentation
  - read and record data
  - research and access routine sources of spatial data
  - use basic workplace documents and user manuals
- numeracy skills to:
  - accurately record and collate
  - undertake basic computations
- organisational skills to:
  - manage files
  - prioritise daily activities
- problem solving (basic)
- spatial skills to:
  - apply appreciation of height, depth, breadth, dimension and position to basic

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REQUIRED SKILLS AND KNOWLEDGE

virtual representation

- apply understanding of height, depth, breadth, dimension and position to actual operational activity (basic)
- understand virtual images.

Required knowledge and understanding:

- OHS principles and responsibilities, such as ergonomic principles and practices to avoid muscle strain
- operation of relevant software packages
- organisational policies and guidelines (basic)
- security management guidelines
- spatial database operation (basic)
- spatial data storage technology (basic)
- technical terminology in relation to reading help files and prompts.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS2002A Assist in the collection of basic spatial data, and CPPSIS2003A Assist in the storage and retrieval of spatial data.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of:
	• organising own work load
	• taking directions
	• working in a team
	• using relevant information technology to perform routine work functions:
	  • applying solutions to routine problems
	  • accurate record keeping
	  • organising own work load
	  • performing a range of tasks where choice between a substantial range of options is required.

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Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Computer hardware may include:	• mobile devices such as personal digital assistants or data loggers • multimedia devices • networked systems • personal computers • printers and scanners.
Spatial data may include:	• digital • hard copy • image • text • raster • vector.
Organisational guidelines may include:	• code of ethics • company policy

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- legislation relevant to the work or service function, including equal employment opportunity (EEO)
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining work roles and responsibilities.

Functional requirements refer to:

- work deliverables.

OHS requirements may include:

- Australian standards
- identification of potential hazards
- safety plan
- safe use of:
  - computer equipment
  - mobile equipment
  - regulated equipment
  - screen-based equipment
  - workstations.

Appropriate software may include:

- commercial software applications
- communication packages and presentation functions
- computer-aided design (CAD)
- database
- geographic information systems (GIS)
- graphic
- internet
- organisational
- remote sensing
- surveying.

Appropriate files may include:

- compact discs
- diskettes
- local hard disk drive
- remote hard disk drive
- USB storage devices
- zip files.

Relevant personnel may include:

- colleagues
- staff or employee representatives
- supervisors or line managers
- suppliers
- users.

Ethical requirements may include:

- confidentiality
- privacy.

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Unit Sector(s)

Unit sector Spatial information services

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CPPSIS3001A Apply map presentation principles

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to be able to interpret and create simple maps. It requires basic cartographical skills and knowledge and the ability to apply them. Functions would be carried out under supervision, within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of accuracy and basic problem-solving skills, interpreting technical documentation, and an understanding of technological design. The skills and knowledge acquired upon completion of this unit would support the low level needs of employees in surveying, cartography, mapping, town planning and geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply understanding of cartography principles.	1.1 Purpose, application and scope of cartography are applied in the context of the ***project objective***. 1.2 Different types of ***maps*** are identified and described. 1.3 Cartographic conventions used on maps are identified. 1.4 Skills and knowledge are updated to accommodate changes in cartographic requirements.
2 Apply basic cartographical practical skills.	2.1 Major elements and ***features*** on maps are identified. 2.2 ***Spatial reference systems*** are used to measure, locate and plot features on maps. 2.3 Simple maps are created using correct ***cartographical design principles*** and according to ***project specifications***. 2.4 Sound ***OHS*** practices are applied at all times according to ***organisational policies***. 2.5 ***Quality assurance*** principles are observed under the

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ELEMENT	PERFORMANCE CRITERIA
	direction of ***relevant personnel***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills (basic)
- communicate in a clear and concise manner in both written and verbal modes
- computer skills, including ability to use basic software systems
- literacy skills to:
  - assess and use workplace information
  - interpret and understand basic legal, financial, procedural and technical requirements
  - process workplace documentation
  - read and record data
- numeracy skills to:
  - accurately record and collate
  - undertake basic computations
- organisational skills to:
  - prioritise daily activities
  - process customers routine needs
- spatial skills to:
  - apply understanding of height, depth, breadth, dimension and position to actual operational activity and virtual representation
  - exercise precision and accuracy in relation to basic design application
- time management skills.

Required knowledge and understanding:

- abilities and capabilities of work team
- application of a graphic design package (basic)
- cartographic conventions used on maps (basic)
- information on maps and how to extract it
- performance evaluation procedures

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REQUIRED SKILLS AND KNOWLEDGE

- safe work practices
- spatial information principles and their application (basic).

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit RIIG005A Read and interpret maps.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • accessing and interpreting information to identify the components to be measured and monitored • creating basic maps • performing measurements.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

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Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Project objectives may include:	• acquiring intellectual property • aims of project • evaluation criteria • milestones • performance indicators • quality standards • return on investment • risk management • targets.
Maps may include:	• hard copy plans • digital information.

Features may refer to:	• any item on a map represented by:
	  • line work
	  • a mark
	  • a name
	  • a symbol.

Spatial reference systems may include:	• contours • map orientations • map scale • mapping coordinate systems.
Cartographical design principles may include application of:	• map symbols • colour • contours • hachuring • line work • shading.
Project specifications refer to:	• detailed technical descriptions of the survey data and its requirements.
OHS may include:	• taking prescribed breaks from concentrated work • Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites

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	• training staff in OHS requirements • use of equipment and signage.
Organisational policy may include:	• code of ethics • company policy • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Quality assurance may include:	• internal and external • product or service measurement against set criteria • standard verification • target monitoring.
Relevant personnel may include:	• colleagues • registered surveyors • site personnel • staff or employee representatives • supervisors or line managers • suppliers • users.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS3002A Store and retrieve basic spatial data

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to collect basic data through a range of methods. It requires the ability to work with others in performing set task requirements within deadlines. Functions would be carried out under supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of basic organisational, communication and problem-solving skills and the use of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in the spatial information services industry sector in positions such as field coordination, data collection and administration.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Store basic spatial data.	1.1 Data index is created for the storage and retrieval of basic spatial data.
	1.2 ***Administrative and legal requirements*** for spatial data storage are complied with and recorded.
	1.3 Spatial data is recorded in index according to ***organisational guidelines***.
	1.4 Spatial data is backed up according to organisational guidelines.
	1.5 ***Method of spatial data storage*** is selected following assistance from ***relevant personnel*** and according to organisational guidelines.
	1.6 Data ***distribution method*** is determined to ensure that

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ELEMENT	PERFORMANCE CRITERIA
	the most current data is available. 1.7 Skills and knowledge are updated to accommodate changes in data storage.
2 Access and retrieve basic spatial data.	2.1 Indexing system is used to locate basic spatial data source. 2.2 Basic spatial data is translated into required format where necessary.
3 Implement contingency plans.	3.1 ***Contingency plans*** for spatial data retrieval are implemented on the request of relevant personnel.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills (basic)
- communication skills to:
  - discuss vocational issues effectively with colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills, including ability to use basic networking
- information technology
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read and record data
- numeracy skills to:
  - accurately record and collate
  - undertake basic computations
- organisational skills to prioritise daily activities
- problem solving (basic)
- spatial skills to:
  - apply understanding of height, depth, breadth, dimension and position to actual

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REQUIRED SKILLS AND KNOWLEDGE

operational activity and virtual representation

- exercise precision and accuracy in relation to basic design application.

Required knowledge and understanding:

- classification systems, processes and products linked to specifications
- corporate information database environment (basic)
- current indexing systems
- data retrieval methods, querying and browsing
- network and security guidelines
- organisational policies and guidelines, such as OHS guidelines
- reference systems and their relationship to each other
- risk management principles as applied to operational spatial data storage
- spatial data formats (basic)
- spatial data management practices (basic)
- spatial data structure requirements (basic)
- storage media.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS3005A Collect basic spatial data.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying data security and backup measures • dealing with contingencies • storing and retrieving basic spatial data • using an index system.
Specific resources for assessment	Resource implications for assessment include access to: • assignment instructions, work plans and schedules, policy documents and duty statements • assessment instruments, including personal planner and assessment record book

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- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, which may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in this field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

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In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Administrative and legal requirements may include:

- access protocols and obligations
- Australian standards, quality assurance and certification requirements
- award and enterprise agreements
- licensing arrangements
- organisational protocols for accessing physical, financial and human resources
- reimbursements
- Indigenous considerations
- relevant codes of practice
- relevant state, territory and federal legislation affecting organisational operations, including:
  - anti-discrimination and diversity
  - copyright and digital copyright
  - equal employment opportunity (EEO)
  - industrial relations
- royalty obligations
- title search processes
- company OHS guidelines.

Organisational guidelines. may be included in:

- electronic format
- equipment specifications

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- operator manuals
- printed product instructions and information
- spatial database
- warranty documents.

Method of spatial data storage may include:

- digital
- hard copy.

Relevant personnel may include:

- colleagues
- registered surveyors
- company personnel
- staff or employee representatives
- supervisors or line managers
- suppliers.

Distribution method may include:

- network access to an authoritative data source that can accommodate storage in digital or hard copy format.

Contingency plans may include:

- duplicates
- insurance
- media malfunction
- media and formats becoming outdated
- storage:
  - in different media
  - fireproof
  - off site.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS3003A Support spatial process improvement

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assist in organisational continuous improvement and the review of work processes and guidelines. It requires the ability to participate in team debate on the application of various improvement processes within a spatial information-handling framework. Functions would be carried out under supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of organisational, sound communication and basic problem-solving skills, the ability to demonstrate initiative and enterprise, and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in the spatial information services industry sector in positions such as field coordination, data collection and administration.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify opportunities for process change.	1.1 ***Processes*** are monitored to ensure they are cost-effective, customer focused, error free and achieve the planned result. 1.2 ***Problems*** are identified and communicated to appropriate personnel to improve service according to ***organisational guidelines***. 1.3 Skills and knowledge are updated to accommodate process improvement.
2 Participate in assessing the viability of new ideas and implementing new or improved processes.	2.1 ***Ideas*** are discussed and evaluated with team to determine viability and compliance with relevant ***legislation***. 2.2 Ideas are assessed against existing practice, precedent and any legislative or organisational restrictions. 2.3 Contribution of the ideas to ***spatial process***

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ELEMENT	PERFORMANCE CRITERIA
	improvement or cost efficiency is identified.
	2.4 Approved processes are implemented according to organisational guidelines.
	2.5 ***OHS*** issues are considered at all times.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to apply theoretical analysis (basic)
- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communication skills to:
  - discuss vocational issues effectively with colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read and record data
- numeracy skills to:
  - accurately record and collate
  - undertake basic computations
- organisational skills to:
  - prioritise daily activities
  - process customers routine needs
- self-management skills
- spatial skills to:
  - apply understanding of height, depth, breadth, dimension and position to actual operational activity and virtual representation
  - exercise precision and accuracy in relation to basic design application
- work effectively as part of a team.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- customer relations guidelines
- legislation as it applies to the spatial information services industry sector (basic)
- organisational policies and guidelines
- quality assurance principles
- performance evaluation (basic)
- risk-assessment principles (basic)
- safe work practices
- spatial information principles and their application (basic)
- spatial information services project contingencies (basic)
- spatial technologies (basic)
- spatial referencing systems (basic).

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS3004A Respond to client spatial enquiry.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide theoretical and practical evidence at the base operational level of: • applying cost consideration • applying qualitative and quantitative measurements • assessing and reporting contingencies • communication and interpersonal skills • demonstrating an awareness of risk • identifying and assessing opportunities for process change.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book

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- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or

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recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Processes may include:

- application of project specifications or plan
- application of company policies and processes
- cost-effective work practices
- clustering workloads
- cultural approaches
- enhancement of company policy
- enhancement of project plan
- discussions with clients
- discussions with supervisors
- discussions with team
- issues register recordings
- quality assurance procedures
- review of products, services and company policies
- value adding.

Problems may include:

- administration
- environmental, land and geographic information errors
- asset management
- contractual issues
- dataset errors

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- poor digital imagery quality
- equipment failure
- integration issues, such as the difficulty in integrating environmental, land and geographic related datasets
- managing day-to-day workload
- location-based contingencies
- poor communication
- telecommunication issues
- software issues.

Organisational guidelines may include:

- code of ethics
- company policies and procedures
- legislation relevant to the work or service function
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining work roles and responsibilities.

Ideas may include:

- considerations based on:
  - ability to add value
  - cost-effectiveness
  - implementation techniques
  - increased customer satisfaction
  - management support
  - practicality.

Legislation refers to relevant state, territory and federal Acts, including:

- anti-discrimination
- consumer protection
- environmental
- equal employment opportunity (EEO)
- freedom of information
- industry codes of conduct
- OHS
- public health
- relevant Australian standards
- trade practices.

Spatial process improvement may include:

- asset management standards
- enhancement or expansion of:
  - cartographic services
  - datasets
  - digital imagery
  - environmental, land and geographical information
  - location-based services
  - mapping facilities

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- site analysis
- surveying standards
- town planning.

OHS may include:

- Australian standards
- development of site safety plan
- identification of potential hazards
- inspection of work sites
- training staff in OHS requirements
- use of equipment and signage.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS3004A Respond to client spatial enquiry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assess client needs in routine matters and provide appropriate information and follow-up on a variety of predictable issues within the spatial information handling framework. It requires the ability to communicate effectively and interpret and act upon available information using discretion and judgement. While dealings with clients will often be direct, follow-up functions will be carried out under supervision, within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of communication, interpersonal, basic problem-solving and teamwork skills. The skills and knowledge acquired upon completion of this unit would support the needs of employees in the spatial information services industry sector in positions such as field coordination, data collection and administration.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify nature and type of spatial enquiry.	1.1 ***Client*** is addressed in a courteous and businesslike manner.
	1.2 Client ***spatial requirements*** and degree of urgency are established promptly.
	1.3 Ability to respond and select an appropriate ***organisational policy*** for dealing with enquiry is determined.
	1.4 Enquiries regarding additional ***spatial research*** required are allocated a priority and arrangements are made for follow-up.
	1.5 Skills and knowledge are updated to accommodate changes in client enquiries.
2 Determine suitable response.	2.1 Need for a written or verbal response is established according to organisational guidelines and the nature

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ELEMENT	PERFORMANCE CRITERIA
	of the enquiry.
	2.2 Client is provided with response options to satisfy their needs where appropriate.
	2.3 Areas of potential difficulty in customer service delivery are identified and appropriate action is taken.
	2.4 ***Complex spatial enquiries*** are referred to ***supervisors*** or appropriate personnel according to organisational guidelines.
3 Research information relevant to enquiry.	3.1 Information relevant to ***client needs*** is identified from company and industry sources.
	3.2 Accuracy and type of information accessed from client is assessed to determine if a visit to the customer is required.
	3.3 Crux of the issue is ascertained from the information available.
4 Communicate advice and pricing information.	4.1 Written and verbal responses are presented in a clear and concise manner.
	4.2 Pricing information for routine and specified ***spatial products and services*** is provided where appropriate.
	4.3 ***OHS*** issues form part of the advice, where appropriate.
5 Update relevant files and records.	5.1 ***Spatial business documentation*** is completed according to established ***work procedures***.
	5.2 Co-workers and supervisors are promptly advised of work implications, where appropriate.
	5.3 Information on the type and source of enquiries is collated according to organisational practices to enable subsequent data analysis.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communication skills that assist in identifying and meeting client needs, including:

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REQUIRED SKILLS AND KNOWLEDGE

- accessing, synthesising and using information
- communicating effectively on the telephone
- discussing vocational issues effectively with colleagues
- imparting knowledge and ideas through oral, written and visual means
- written skills to document follow-up action
- computer skills (technical user level)
- interpersonal skills e.g. cooperation and flexibility
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read and record data
- numeracy skills to:
  - accurately record and collate
  - undertake basic computations
- organisational skills to prioritise daily activities
- spatial skills to apply understanding of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- time management skills.

Required knowledge and understanding:

- complaint-handling procedures
- customer groups (internal and external)
- industry ethics and practices
- legislation as it applies to the spatial information services industry sector (basic)
- organisational customer service standards
- pricing schedules
- product and service knowledge
- safe work practices
- work allocation procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS3003A Support spatial process improvement.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying cost consideration • assessing and acting upon basic contingencies • communication and negotiation skills • determining basic data requirements • managing basic risks and contingencies • working towards set targets • understanding the nature of spatial projects.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated

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environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- customers with routine or special requests
- external to organisation
- internal to organisation
- regular and new customers, including:
  - business enterprises
  - government agencies
  - members of the public
  - suppliers.

Spatial requirements may include:

- administration (e.g. postcodes, suburbs, and federal and state electoral counties)
- analysis of environmental, land and geographic information
- asset management
- cartographic services
- civil engineering
- digital imagery
- electricity
- emergency services management
- environmental datasets
- geographic information systems (GIS)
- integrated services - environmental, land and geographic related datasets
- land ownership tenure system
- local government
- location-based services
- global positioning
- mapping facilities
- site analysis
- survey marks
- sewerage
- telecommunications
- town planning
- utility services such as water.

Organisational policies may be found in:

- code of ethics
- company guidelines
- legislation relevant to the work or service function, including equal employment opportunity (EEO)

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	• manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Spatial research may include:	• contract documents • existing spatial datasets • historical spatial data • internet spatial data directories • metadata • reports • tender documents.
Complex spatial enquiries may include any enquiry that:	• involves accessing information that is not immediately obvious or accessible • requires the attention of particular personnel • requires diplomacy or discretion beyond the first point of contact.
Supervisors may include:	• relevant work site personnel • mentors • managers.
Client needs may include:	• administration • advice or general information • cartography • complaints and suggestions • environmental services • GIS • locational information • mapping information • payment • spatial software • surveying.
Spatial products and services may include:	• database management system (DBMS) • dataset • datum, including geocentric datum • digital geographic information exchange standard (DIGEST) • digital imagery • digital nautical chart • engineering surveying • Enroute Navigation chart • geocoding • geodata products • geodic surveying

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	• GIS • hydrographic surveying • land information system • map projections • map referencing • metadata • mining surveying • remote sensing • topographic data • topographic information.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Spatial business documentation may include:	• databases • detailed technical description of the spatial data and its qualifiers • emails and faxes • quotations and estimates • standard letters • tax invoices • statements.
Work procedures may be written or verbal and include:	• assignment instructions • instructions from colleagues, supervisors or managers • personal protective equipment requirements • reporting and documentation requirements • specific client requirements.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS3005A Collect basic spatial data

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to collect basic data through a range of methods. It requires the ability to work with others in performing set task requirements within deadlines. It also requires the ability to perform a range of basic activities in the use of information technology and equipment within a spatial information handling framework. Functions would be carried out under supervision, often in a team environment, and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of teamwork, verbal and written workplace communication skills, and the use of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in the spatial information services (SIS) industry sector in positions such as field coordination, data collection and administration.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1Prepare for the task.	1.1 Requirements for the task are clarified with ***appropriate persons***.
	1.2 Equipment, supplies and ***SIS technologies*** are selected according to task requirements.
	1.3 Equipment is checked to ensure it is in safe working order.
	1.4 Skills and knowledge are updated to accommodate changes in data collection techniques.
2Gather basic data.	2.1 Data and ***attributes*** are collected using methodologies detailed in a ***data collection plan***.
	2.2 ***Metadata*** is documented according to accepted industry standards.
	2.3 Any discrepancies between specifications and actual activities are identified, recorded and reported.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 ***Administrative and legal requirements*** for data collection are complied with and recorded.
	2.5 Assistance is given to ***relevant personnel*** assisting in the data collection process.
	2.6 ***OHS requirements*** are planned for and adhered to.
3Use equipment.	3.1 Supervisor guidance is sought on the selection of appropriate equipment.
	3.2 Appropriate equipment is operated according to the task requirements and ***manufacturer specifications***.
	3.3 All safety requirements are adhered to at all times.
	3.4 Data is recorded correctly and according to specifications.
4Maintain equipment.	4.1 Supervisor guidance is sought on the manner in which equipment is to be maintained.
	4.2 ***Operational maintenance*** of equipment is undertaken according to organisational guidelines.
	4.3 ***Contingencies*** that may affect equipment usage are reported.
	4.4 Unsafe or faulty equipment is reported and referred for repair.
	4.5 Tools and equipment are stored safely in appropriate locations and according to manufacturer specifications.
5Contribute to finalising the collection process.	5.1 All ***required documentation*** is completed according to organisational requirements.
	5.2 All data and documentation are stored according to ***organisational guidelines***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communication skills to:
  - discuss vocational issues effectively with colleagues

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REQUIRED SKILLS AND KNOWLEDGE

- impart knowledge and ideas through oral, written and visual means
- computer skills (technical user level)
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read and record data
- numeracy skills to:
  - accurately record and collate
  - undertake basic computations
- organisational skills to prioritise daily activities
- spatial skills to:
  - apply understanding of height, depth, breadth, dimension and position to actual operational activity and virtual representation
  - perform basic spatial and aspatial data collection in an accurate manner
  - use spatial information technology to perform basic data collection
- work effectively as part of a team
- use a range of equipment in the field safely, accurately and as required for the task.

Required knowledge and understanding:

- basic data collection methods using electronic equipment
- spatial and aspatial data acquisition using electronic equipment
- equipment capabilities, limitations and potential problems
- basic organisational policies and guidelines, such as OHS guidelines
- basic characteristics, capabilities and limitations of tools, technology and equipment used.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS3002A Store and retrieve basic spatial data.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying a defined range of skills • applying known solutions to a range of predictable problems • assessing and recording information from varied sources • demonstrating operational knowledge in a moderate range of areas • performing a range of tasks where choice between a limited range of options is required • taking responsibility for own outputs in work and learning.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are

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assessment	narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Appropriate persons may include:	• assessors • colleagues • managers

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	• supervisors • trainers.

SIS technologies may include:	• data recording equipment
	• digital imagery
	• handheld global positioning system (GPS)
	• maps (digital or hard copy)
	• measuring instruments
	• non-navigational aids relevant to duties, including:
	  • compass
	  • clinometer
	  • distance measuring wheel
	• personal digital assistant
	• personal computer-based digitising boards
	• tools
	• ultra high frequency (UHF) radio.

Attributes are properties associated with a dataset and may include:	• condition • date • size • type.
Data collection plan may include:	• data dogging • digitising theodolite • GPS scanning • photogrammetry • remote sensing • sonar • survey • total station.
Metadata is summarised information about a spatial dataset that describes the characteristics of the dataset, including:	• availability • conditions of use • coordinate system • currency • date of acquisition • quality • source • spatial data acquisition methodologies • version control.
Administrative and legal requirements may include:	• Australian standards, quality assurance and certification requirements • award and enterprise agreements • company OHS guidelines • licensing arrangements

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	• relevant codes of practice
	• relevant state, territory or federal legislation that affects organisational operations, including:
	  • anti-discrimination and diversity
	  • equal employment opportunity (EEO)
	  • industrial relations.

Relevant personnel may include:	• colleagues • registered surveyors • site personnel • staff or employee representatives • supervisors or line managers • suppliers • users.
OHS requirements may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective equipment and clothing.
Manufacturer specifications may be found in:	• electronic format • equipment specifications • operator manuals • printed product instructions and information • spatial database • warranty documents.
Operational maintenance tasks may include:	• adjusting • cleaning • lubricating • tightening • maintaining battery • simple repairs.
Contingencies may include:	• adverse weather • equipment failure.
Required documentation may include:	• accident and injury reports • authority/approval documentation • meeting reports • records and reports of communication • reimbursements.
Organisational guidelines may include:	• code of ethics • company policy • legislation relevant to the work or service function

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- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining work roles and responsibilities.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS3006A Provide field support services

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to provide field support services. It requires the ability to work with others on site to perform key organisational requirements within a spatial information services framework, working from site drawings and specifications. Functions would be carried out under supervision, often in a team environment, and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of communication, interpersonal and teamwork skills, and the use of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in the spatial information services industry sector in positions such as field coordination and data collection.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1Plan and prepare for support task.	1.1 Requirements of the job are clarified with ***relevant personnel*** according to ***organisational guidelines***. 1.2 Tools, ***equipment and supplies*** appropriate to the environment are selected and prepared according to ***specifications***. 1.3 Safety requirements for the protection of site personnel, the public and the environment are determined. 1.4 Plans are examined to determine the location of services. 1.5 ***Personal protective equipment*** is used according to ***OHS*** guidelines. 1.6 Skills and knowledge are updated to accommodate changes in field support services.

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ELEMENT	PERFORMANCE CRITERIA
2Execute support tasks.	2.1 Barricades, protective works and signs are erected, when required according to organisational guidelines.
	2.2 Surface positions are determined and marked according to ***accepted standards*** using information available from site drawings and references, and relevant personnel.
	2.3 ***Support tasks*** are carried out under direction and according to specifications.
	2.4 Skills and knowledge are updated to accommodate changes in equipment and operating procedures.
3Finalise the task.	3.1 Site is restored as near as practicable to original condition.
	3.2 Tools and equipment are cleaned and stored in a secure location.
	3.3 Repair work is organised for unsafe or faulty tools and equipment.
	3.4 All required ***spatial business documentation*** is completed accurately and promptly according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- ability to select and use tools appropriately
- communication skills to:
  - discuss vocational issues effectively with colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills
- first aid (basic)
- interpersonal skills e.g. cooperation and flexibility
- literacy skills to:
  - assess and use workplace information

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REQUIRED SKILLS AND KNOWLEDGE

- interpret and understand legal, financial and procedural requirements
- process workplace documentation
- read and record data
- numeracy skills to:
  - accurately record and collate
  - undertake basic computations
- organisational skills to prioritise daily activities
- spatial skills to apply understanding of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- technological skills (basic)
- time management skills.

Required knowledge and understanding:

- industry ethics and practices
- legislation as it applies to the spatial information services industry sector (basic)
- OHS requirements
- safe work practices
- spatial data measuring and recording
- work allocation procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS3007A Select, operate and maintain equipment and supplies, and CPPSIS3008A Transfer personnel and loads.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • carrying out task instructions • demonstrating critical aspects of working safely • managing basic risk • providing support in determining and marking positions

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	• understanding the nature of spatial projects.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and

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environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant personnel may include:	• colleagues • staff or employee representatives • supervisors or line managers • suppliers • users.
Organisational guidelines may include:	• code of ethics • company guidelines • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Equipment and supplies	• data recording equipment • measuring instruments

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may include:	• personal computer-based digitising boards • tools • vehicles.
Specifications may include:	• budget • data capture methods • personnel required • project deliverables • resources needed • timelines.
Personal protective equipment may include:	• breathing apparatus • gloves • helmets • overalls • masks and respirators • safety boots • safety glasses • safety vests • sun protection equipment.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Accepted standards may include:	• Environment Protection Authority (EPA) recommendations • state, territory and federal legislative requirements • manufacturer instructions and specifications • OHS standards • organisational guidelines • relevant industry codes of practice.
Support tasks may include:	• equipment maintenance • identifying, determining and marking positions • obtaining supplies • recording data • driving.
Spatial business documentation may include:	• databases • detailed technical description of the spatial data and its qualifiers • emails and faxes • quotations and estimates

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- standard letters
- tax invoices
- statements.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS3007A Select, operate and maintain equipment and supplies

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to select, operate and maintain equipment and supplies. It requires the ability to read specifications and understand spatial on-site job requirements in relation to the use of equipment and supplies. Functions would be carried out under supervision, often in a team environment, and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of communication, interpersonal, teamwork, technological and basic problem-solving skills. The skills and knowledge acquired upon completion of this unit would support the needs of employees in the spatial information services industry sector in positions such as field hands, field work coordinators and data collection officers.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Select equipment and supplies.	1.1 Requirements of the job are clarified with ***relevant personnel*** according to ***organisational guidelines***.
	1.2 ***Equipment and supplies*** are selected and prepared according to task requirements.
	1.3 Equipment is checked to ensure it is in safe working order.
	1.4 Transport of equipment and supplies is provided, where appropriate.
	1.5 Skills and knowledge are updated to accommodate changes in equipment and operations.
2 Use equipment and supplies.	2.1 Appropriate equipment is operated to meet task requirement according to ***manufacturer specifications***.
	2.2 ***OHS*** requirements are adhered to.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Spatial data is recorded accurately and according to ***specifications***.
3 Maintain equipment and replenish supplies.	3.1 ***Operational maintenance*** of equipment, including mechanical problem solving, is undertaken according to organisational guidelines.
	3.2 Repair work is organised for unsafe or faulty equipment.
	3.3 Tools and equipment are stored safely in an appropriate location according to manufacturer specifications.
	3.4 ***Equipment maintenance plan*** is maintained.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- ability to select and use tools and equipment safely and appropriately
- communication skills to:
  - discuss vocational issues effectively with colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills
- interpersonal skills e.g. cooperation and flexibility
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read and record data
- numeracy skills to:
  - accurately record and collate
  - undertake basic computations
- organisational skills to prioritise daily activities
- maintain records relating to equipment and tool maintenance
- spatial skills to apply understanding of height, depth, breadth, dimension and

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REQUIRED SKILLS AND KNOWLEDGE

position to actual operational activity and virtual representation
- technological skills (basic)
- time management skills.

Required knowledge and understanding:

- characteristics, capabilities and limitations of tools and equipment being used
- industry ethics and practices
- legislation as it applies to the spatial information services industry sector (basic)
- OHS requirements
- safe work practices
- work allocation procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS3006A Provide field support services, and CPPSIS3008A Transfer personnel and loads.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • carrying out task instructions • maintaining appropriate equipment and supplies for a range of work situations • operating precision measuring equipment • recording data • understanding the nature of spatial projects.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice

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- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the

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underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant personnel may include:	• colleagues • staff or employee representatives • supervisors or line managers • suppliers • users.
Organisational guidelines may include:	• code of ethics • company guidelines • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Equipment and supplies may include:	• data recording equipment • measuring instruments • personal computer-based digitising boards • tools • vehicles.
Manufacturer specifications may include:	• equipment specifications • operator manuals.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites

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	• training staff in OHS requirements • use of equipment and signage.
Specifications may include:	• budget • data capture methods • personnel required • project deliverables • resources needed • timelines.
Operational maintenance may include:	• adjusting • cleaning • lubricating • tightening • simple repair.
Equipment maintenance plan may include:	• appropriate storage • equipment and tool monitoring • schedule of regular checks.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS3008A Transfer personnel and loads

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to use light vehicles, including boats, to transfer personnel and loads. It requires the ability to operate four-wheel drive vehicles in off-road conditions, and to load according to plans to ensure efficiency and safety of operations. Functions would be carried out under supervision, often in a team environment, and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of communication, day-to-day organisational, problem-solving and self-management skills and the use of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in the surveying and spatial information services industry sector in positions such as field hands, field work coordinators and data collection officers.

Licensing, legislative, regulatory or certification requirements pertaining to relevant states or territories, and codes concerning the loading and unloading of goods, including mass and loading regulations dealing with over-size and over-mass permits, apply to this unit.

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for loading.	1.1 Loading needs for ***spatial and/or surveying site work*** are identified and located according to instructions from ***appropriate personnel***.
	1.2 ***Loading and unloading plans*** are followed to ensure efficient and safe operations.
	1.3 ***Characteristics of the load*** are taken into account to ensure that the distribution is even, legal and within safe working capacity.
	1.4 Skills and knowledge are updated to accommodate changes in ***equipment*** and operations.
2 Manage load.	2.1 Goods are loaded according to relevant mass and loading regulations and workplace procedures.
	2.2 Lifting aids and appliances are selected and used to assist loading procedures, according to workplace procedures and ***applicable regulations and legislation***.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Load is secured using the correct load restraint and protection equipment.
	2.4 Load is protected according to legal and workplace ***OHS*** requirements.
	2.5 ***Loading and unloading activities*** are conducted in a safe and efficient manner taking into account suitable locations, stowage, safe use of equipment and balance of the remaining load.
	2.6 Goods requiring special handling or ***documentation*** are identified and appropriate procedures are followed.
	2.7 ***Personal protective equipment*** is used according to ***organisational guidelines***.
3 Maintain awareness of driving conditions.	3.1 ***Traffic flow and work area conditions*** are constantly monitored and anticipated to allow for safe, injury-free and damage-free operations.
	3.2 Most efficient and safe route of travel is selected by monitoring and anticipating traffic flow, weather conditions, road standards and any other factors likely to cause delays, route deviations, injury to people or damage to equipment, loads and facilities.
	3.3 Any occurrence in the work area that may affect the safety and efficiency of operations is reported to the appropriate personnel.
4 Manage vehicle efficiency.	4.1 ***Vehicle*** performance is maintained through pre-operational inspections and checks.
	4.2 Performance and efficiency of vehicle operation are monitored during use.
	4.3 Defective or irregular performance or malfunctions are reported to the appropriate authority.
	4.4 Vehicle records are maintained and updated, and information is processed according to ***workplace procedures***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communication skills to:
  - discuss vocational issues effectively with colleagues
  - impart knowledge and ideas through oral, written and visual means
- conduct navigation operations
- drive a range of vehicles safely
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read and record data
- numeracy skills to:
  - accurately record and collate
  - undertake basic computations
- operate four-wheel drives
- organisational skills to prioritise daily activities
- spatial skills to apply understanding of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- characteristics, capabilities and limitations of equipment
- industry requirements and standards
- organisational policies and guidelines
- requirement for parking and securing the vehicle
- safe work practices
- spatial and/or surveying site requirements
- statutory requirements for the operation of vehicles.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment This unit of competency could be assessed on its own or

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	in combination with other units relevant to the job function, for example units CPPSIS3006A Provide field support services, and CPPSIS3007A Select, operate and maintain equipment and supplies.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of matching objectives with resources to ensure transport proceeds in a safe, organised and timely manner, particularly in: • applying known solutions to a range of immediate site problems • accessing and interpreting loading information to transport goods efficiently • displaying ability to function effectively in emergency situations • operating a vehicle safely while transporting personnel on a variety of travelling surfaces and in varying weather conditions • planning basic resources.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable,

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observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Spatial and/or surveying site work may include:

- analysis of environment and land
- cartographic services
- civil engineering
- emergency services management
- geographic information systems (GIS)
- land ownership tenure system
- location-based services
- global positioning
- mapping determination
- site analysis
- survey marks
- sewerage
- telecommunications
- town planning observation
- utility services observation, such as water
- water catchment observation.

Appropriate personnel may include:

- colleagues
- contractors
- official representatives
- site visitors
- staff or employee representatives
- supervisors or line managers
- suppliers
- workplace personnel.

Loading and unloading plans may include:

- assignment instructions, work plans and schedules, policy documents and duty statements
- information on:
  - nature of load
  - size
  - shape
  - weight.

Characteristics of the load are identified for operations that include:

- carrying
- lifting
- lowering down
- loading and unloading a vehicle
- setting down a load.

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Equipment may include:	• camp equipment • surveying instruments • vehicles.
Applicable regulations and legislation may include:	• relevant Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances • relevant Australian standards and regulations, including state and territory mass and loading regulations • relevant Australian state and territory environment protection legislation • relevant state, territory and federal OHS legislation.
OHS may include:	• Australian standards • identification of potential hazards • inspection of equipment and supplies • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Loading and unloading activities may be:	• aided by lifting equipment and appliances • manual.
Documentation may include:	• award, enterprise bargaining agreement, other industrial arrangements • codes of practice, including the national standards for manual handling and the industry safety code • goods identification numbers and codes, including Australian Dangerous Goods (ADG) markings and HAZCHEM signs • load restraint guide • manifests, bar codes, goods and container identification • manufacturer specifications for equipment and tools • quality assurance procedures • relevant Australian standards and certification requirements • workplace procedures and policies for loading and unloading goods/cargo.
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing.
Organisational guidelines	• code of ethics

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may include:	• company standards • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and teamwork responsibilities • remote area operations, such as catering and camping requirements.
Traffic flow and work area conditions may include:	• degree of visibility • nature of loads • obstacles • other traffic • site • surface conditions of work area • weather conditions.
Vehicle may include:	• boat • car • light truck • two and four-wheel drive vehicle with or without trailer.
Workplace procedures may be written or verbal and include:	• assignment instructions • instructions from colleagues, supervisors and/or managers • personal protective equipment requirements • reporting and documentation requirements • specific client requirements.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS3009A Perform basic drafting

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to use basic computer-aided design (CAD) program functions and features to produce drawings. It requires the ability to operate computer applications correctly in order to perform the required tasks of a spatial project. Functions would be carried out under supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of skills in supervised problem solving, teamwork and interpreting technical data, and the use of technology for data interpretation and collation. The skills and knowledge acquired upon completion of this unit would support the needs of employees in the spatial information services (SIS) industry sector in positions such as field hands, field work coordinators and data collection officers.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine drafting requirements.	1.1 ***Spatial data*** updates are accessed, read and interpreted to prepare for basic drafting.
	1.2 ***Entities*** and ***attributes*** are used to display ***spatial information*** assisting in the delivery of ***spatial information services***.
	1.3 Drafting requirements are confirmed and clarified with ***relevant personnel*** according to ***organisational guidelines***.
	1.4 ***Hardware*** and ***software*** are set up according to operating procedures.
	1.5 Basic ***digitised information*** that is relevant to the project is identified and retrieved.
	1.6 Computer hardware equipment is used to meet functional speed and accuracy requirements according to ***OHS requirements***.

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ELEMENT	PERFORMANCE CRITERIA
	1.7 Skills and knowledge are updated to accommodate changes in drafting procedures.
2 Gather object parameters and measurements.	2.1 Critical dimensions and data for the required design are established. 2.2 Requirements in relation to accuracy and tolerances are identified. 2.3 ***Geospatial techniques*** available within appropriate software are used to combine ***spatial layers data*** to highlight selected features and improve the visualisation and understanding of the project. 2.4 Spatial overlay techniques specified by relevant personnel are used to generate results pertaining to the ***spatial project***. 2.5 Cartographic integrity is tested and ***validated*** to ensure accuracy and quality.
3 Prepare plots or drawings.	3.1 Basic ***CAD functions and features*** are accessed according to operating instructions. 3.2 ***Equipment*** required for the project is accessed. 3.3 Preliminary drawings are reviewed with relevant personnel. 3.4 Legal and ***ethical requirements*** are adhered to according to organisational guidelines.
4 Check drawings and save files.	4.1 Designs are checked against project objectives and specifications. 4.2 Adjustments to designs are made following consultation with relevant personnel. 4.3 Data files are stored according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills in relation to a limited range of routine areas

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REQUIRED SKILLS AND KNOWLEDGE

- combine spatial data layers (geoprocessing)
- communicate in a clear and concise manner in both written and verbal modes
- computer skills (technical user level)
- literacy skills to:
  - assess and use workplace information
  - conduct web-based searches and use digital techniques
  - locate legislation and other written documentation
  - make technical references
  - research and access routine sources of spatial data
  - search databases and catalogues
  - use basic workplace documents and user manuals
- load spatial data into a mapping application and perform spatial and attribute edits
- low level decision making in relation to a limited range of routine areas
- manage files
- numeracy skills to:
  - accurately record and collate
  - conduct image analysis
  - interpret statistics
  - undertake basic computations
- problem solving (basic)
- spatial skills to:
  - apply understanding of height, depth, breadth, dimension and position to actual operational activity and virtual representation
  - exercise precision and accuracy in relation to basic design application.

Required knowledge and understanding:

- CAD applications (basic)
- cartographic design principles
- datums and projections
- logging procedures relating to a personal computer
- OHS principles and responsibilities, such as ergonomic principles and practices to avoid muscle strain
- operation of relevant software packages
- organisational policies and guidelines (basic)
- printing and image formats for map production
- security management guidelines
- spatial database operation (basic)
- spatial data storage technology (basic)
- spatial information systems (basic)
- technical terminology in relation to reading help files and prompts.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS3002A Store and retrieve basic spatial data.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • using basic features of a CAD program to produce drawing features such as points • organising own workload • team work • using a variety of desktop applications • using a variety of features available within a spatial information system.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that

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may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Spatial data may include:

- digital
- hard copy
- image
- text
- raster
- vector.

Entities may include:

- single items created on the screen such as:
  - arcs
  - circles
  - dimensions
  - hatch
  - lines
  - points
  - text.

Attributes may include:

- properties associated with an entity such as:
  - colour
  - layer or level
  - line type
  - line width
  - text.

Spatial information refers to:

- virtual data related to the location of objects on the earth.

Spatial information services involve:

- virtual data that is:
  - analysed
  - collected
  - displayed
  - manipulated
  - stored
- virtual images used for planning and implementing the efficient administration and development of natural and built resources.

Relevant personnel may include:

- colleagues
- staff or employee representatives
- supervisors or line managers
- suppliers

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	• users.
Organisational guidelines may include:	• code of ethics • company policy • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policy and procedures • personnel practices and guidelines outlining work roles, responsibilities and delegations.
Hardware may include:	• mobile devices such as personal digital assistants (PDAs) or data loggers • multi-media devices and peripherals • networked systems • personal computers • printers • scanners.

Software may include:	• commercial software application
	• communication packages and presentation functions
	• CAD
	• databases
	• geographic information services (GIS)
	• graphic
	• internet
	• organisational
	• presentation applications:
	  • Autodesk's AutoCAD
	  • CivilCAD
	  • ESRI's ArcView GIS and ArcGIS
	  • ERDAS Imagine
	  • FREEWARE or other similar applications
	  • Intergraph GeoMedia
	  • Manifold Professional
	  • MapInfo Professional
	• remote sensing
	• surveying.

Digitised information may include:	• creative objectives • scope for making adjustments • technical objectives.
OHS requirements may include:	• Australian standards • identification of potential hazards • safety plan

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- safe use of:
  - computing equipment
  - mobile equipment
  - regulated equipment
  - screen-based equipment
  - workstations.

Geospatial techniques may include geoprocessing spatial data such as:

- clip
- dissolve
- intersect
- merge
- union.

Spatial layers data may include:

- raster, including aerial photography and/or satellite imagery in digital format
- vector overlay, geoprocessing and the incorporation of other spatial information.

Spatial project may include:

- administration (e.g. postcodes, suburbs, and federal and state electoral counties)
- analysis of environmental, land and geographic information
- asset management
- cartographic services
- civil engineering
- digital imagery
- electricity
- emergency services management
- environmental datasets
- GIS
- global positioning
- hydrography
- integrated services - environmental, land and geographic related datasets
- land ownership tenure system
- local government
- location-based services
- mapping facilities
- photogrammetry
- remote sensing
- site analysis
- survey marks
- sewerage
- telecommunications
- terrestrial survey

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- town planning
- utility services such as water
- water catchment.

Validated means reflecting the true state of a test result, including tests for systematic distortions such as:

- confounding bias
- information/data bias
- observational bias
- recall bias
- selection bias.

CAD functions and features may include:

- drawing features such as:
  - polylines
  - texts
- drawing tools
- edit functions
- isometrics and perspectives
- instructions as to how CAD works in an integrated environment
- macros
- plotting and printing
- 3-D techniques, including:
  - displaying 3-D views
  - entering coordinates
- use of attributes to make project reports
- working with layers.

Equipment may include:

- plotters
- printers
- scanners.

Ethical requirements may include:

- access to personnel records
- confidentiality
- privacy.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS3010A Perform basic spatial computations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to perform basic spatial computations. It requires the accuracy and ability to follow specifications. Functions would be carried out under direct supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of accuracy, communication and problem-solving skills, and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in field work and data collection.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to perform basic traverse computations.	1.1 Task ***objectives*** are defined. 1.2 ***Pertinent standards*** are identified, considered and adhered to in line with ***project specifications***.
2 Execute the task.	2.1 Computations are performed on angles and bearings. 2.2 Conversions between polar and rectangular modes are performed. 2.3 Computations are performed on the coordinates of a simple closed ***traverse***. 2.4 ***Organisational documented and undocumented practices*** are adhered to. 2.5 ***OHS*** requirements are planned for and adhered to. 2.6 Skills and knowledge are updated to accommodate changes in operating environment and equipment.
3 Document the task.	3.1 All required documentation is completed according to ***organisational guidelines***.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills (basic)
- communication skills to:
  - discuss vocational issues effectively with colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (technical user level)
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read and record data
  - research and access routine sources of spatial data
- numeracy skills to:
  - accurately record and collate
  - accurately use a calculator
  - apply the basic principles of algebra, geometry and trigonometry
  - mentally evaluate data for approximate results
  - undertake basic computations
- organisational skills to prioritise daily activities
- spatial skills to:
  - apply understanding of height, depth, breadth, dimension and position to actual operational activity and virtual representation
  - exercise precision and accuracy in computations.

Required knowledge and understanding:

- accuracy requirements
- basic industry requirements and standards
- basic principles of algebra, circular geometry and trigonometry
- basic surveying computations involving basic mathematical principles
- knowledge, understanding and application of significance in calculations
- safe work practices
- spatial reference systems (basic)
- vocational problems involving computations of survey traverses

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REQUIRED SKILLS AND KNOWLEDGE

- vocational problems involving oblique triangles.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS3005A Collect basic spatial data.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of ability to ensure that accuracy is achieved in:

- applying mathematical principles and skills to a range of surveying problems
- basic documenting
- understanding basic mathematical concepts and techniques
- conducting calculations in a logical and thorough manner
- understanding the purpose of numerically solving surveying problems
- understanding the requirement for accuracy in surveying calculations
- using check equations where possible
- using formulae appropriately and obtaining results correctly.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and

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	assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

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Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Objectives may include:

- agreed client requirements
- written survey data specifications.

Pertinent standards are standards essential to the accuracy of:

- basic measurement:
  - circular geometry
  - trigonometry
- calculation of horizontal and vertical information
- recording.

Project specifications refer to:

- detailed technical descriptions of the survey data and its requirements.

Traverse refers to:

- a method of surveying in which lengths and directions of lines between points on the earth are obtained by or from field measurements and are used in determining positions of the points.

Organisational documented and undocumented practices may include:

- appropriate timelines
- data processing requirements
- final product formats
- formal design parameters
- teamwork.

OHS may include:

- Australian standards
- development of site safety plan
- identification of potential hazards
- inspection of work sites
- training staff in OHS requirements
- use of personal protective clothing
- use of safety equipment and signage.

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Organisational guidelines may include:	• code of ethics • company policy • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS4001A Maintain spatial systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to apply the cycle of spatial systems maintenance, including updating, backing up, recovering and archiving data. It requires the ability to perform a range of basic activities within a spatial information handling framework. Functions would be carried out under supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of self-management and technological skills, planning and organising data management, and data manipulation. The skills and knowledge acquired upon completion of this unit would apply to the needs of employees in supporting positions for surveying, town planning, cartography, mapping and geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Confirm reliability of the spatial systems.	1.1 ***Spatial data*** updates are accessed from ***spatial systems*** to ensure currency and relevance. 1.2 Spatial systems are checked to ensure they meet organisational requirements. 1.3 ***Updates*** are made in line with organisational guidelines and ***legislative requirements***. 1.4 Integrity and consistency of systems and data are maintained. 1.5 Correct ***OHS*** practices are adhered to. 1.6 Skills and knowledge are updated to accommodate changes in data requirements.
2 Replace data in spatial systems.	2.1 Spatial data is amended and replaced according to changes identified, spatial systems and organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Existing data is adjusted to integrate with new data as appropriate.
	2.3 Spatial datasets are tested and validated to ensure integrity and quality.
	2.4 ***Documentation*** is amended and updated according to organisational standards.
3 Carry out data backup and recovery.	3.1 Data backups are implemented to ensure copies of data are accessible in contingency situations.
	3.2 Backup system is tested to ensure it can be retrieved.
4 Archive data.	4.1 Spatial dataset to be archived is ***manipulated*** where necessary to ensure completeness.
	4.2 ***Metadata*** is created according to accepted industry standards.
	4.3 New and existing spatial data is stored in a secure environment and according to spatial systems and organisational guidelines.
	4.4 Archival details are recorded according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to develop basic policies and guidelines pertaining to spatial data systems
- ability to interpret technical manuals
- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- ability to verify data reliability
- administrative skills
- communication skills to:
  - discuss vocational issues effectively with colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (technical user level) to apply software and hardware
- information management
- literacy skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- assess and use workplace information
- interpret and understand legal, financial and procedural requirements
- process workplace documentation
- read and record data and write routine reports

- numeracy skills to:
  - accurately record and collate
  - undertake computations
- organisational skills to:
  - prioritise activities to meet contractual requirements
  - prepare and administer documentation
- project management skills
- spatial skills to:
  - perform spatial data archival and retrieval
  - perform spatial data management and manipulation
  - perform file management
  - solve basic problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- computer operating systems
- coordinating reference systems
- industry metadata standards, including positional accuracy, currency, coordinate system, metric system, lineage and source
- map projections
- OHS guidelines
- organisational policies and guidelines regarding spatial data maintenance
- relational database
- relevant spatial data
- spatial data input technologies, including digitising, scanning, remote sensing and satellite imagery
- spatial data maintenance systems
- spatial data output and distribution technologies, including scripting, query language, macro development, graphic interfaces, networks and remote access
- spatial reference systems.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS4002A Store and retrieve spatial data, CPPSIS4004A Collect and set out basic spatial data, and CPPSIS4005A Collect basic GPS data.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- applying known solutions to a range of problems
- making qualitative judgements about new and existing spatial data
- operational knowledge in a broad range of areas relating to spatial data
- performing a range of tasks where choice between a substantial range of options is required
- taking responsibility for own outputs in work and learning
- undertaking the full cycle of spatial data maintenance, including updating, backing up, recovering and archiving data.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

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Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Spatial data may include:	• digital • hard copy.
Spatial systems may include:	• database • global positioning system (GPS) • image data • mapping • reference systems.
Update may include:	• incremental or full updates • spatial or attribute or both • new information.

Legislative requirements may include:	• relevant state, territory and federal legislation affecting organisational operations, including:
	  • anti-discrimination and diversity
	  • equal employment opportunity (EEO)
	  • industrial relations.

OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Documentation may include:	• metadata • organisational indexes • spatial data files.
Manipulation may include:	• addition • error tolerance testing • subtraction.
Metadata refers to	• availability

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summarised information about a spatial dataset that describes the characteristics of the dataset, including:	• conditions of use • coordinate system • currency • spatial data acquisition methodologies • date of acquisition • quality • source • version control.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS4002A Store and retrieve spatial data

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to store and retrieve spatial data from a range of storage media, including digital or hard copy storage. It requires the ability to analyse and evaluate spatial information from a variety of sources and to identify and access spatial information for set task requirements. Functions would be carried out under limited supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of organisational, sound communication and basic problem-solving skills, the ability to demonstrate initiative and enterprise, and the use of technology. The skills and knowledge acquired upon completion of this unit would apply to the needs of employees in supporting positions for surveying, town planning, cartography, mapping and geographic information systems (GIS).

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1Store spatial data.	1.1 Data index is created to assist in retrieval and storage according to organisational spatial data and legal requirements. 1.2 ***Administrative and legal requirements*** for data storage are complied with and recorded. 1.3 Data is recorded in index according to ***organisational guidelines***. 1.4 Spatial data is backed up according to organisational guidelines. 1.5 ***Method of spatial data storage*** is selected according to organisational guidelines. 1.6 ***Distribution method*** is determined to ensure that the most current data is available. 1.7 Skills and knowledge are updated to accommodate

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ELEMENT	PERFORMANCE CRITERIA
	changes in data storage and retrieval processes.
2Access and retrieve spatial data.	2.1 Indexing system is used to locate spatial data source. 2.2 Spatial data is translated into required format where necessary.
3Manage contingencies.	3.1 All reasonable ***contingencies*** and possible solutions to anticipated problems are considered in the development of a ***risk management plan***. 3.2 Contingency plans are implemented where necessary.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analysis
- communication skills to:
  - discuss vocational issues effectively with colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills to network
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read and record data and write routine reports
  - research and access routine sources of spatial data
- numeracy skills to:
  - record and interpret statistics
  - record with accuracy and precision
  - undertake computations
- organisational skills to:
  - maintain information systems
  - prioritise activities to meet contractual requirements
- spatial skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- perform spatial data archival and retrieval
- perform spatial data management and manipulation
- perform file management
- solve basic problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
- understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- classification systems, processes and products linked to specification
- corporate information database environment
- current indexing systems
- data retrieval methods, querying and browsing
- downloading global positioning system (GPS) and GIS
- network and security guidelines
- OHS requirements
- organisational policies and guidelines
- reference systems and their relationship to each other
- risk management principles as applied to spatial data storage
- spatial data formats
- spatial data management practices
- spatial data structure requirements
- storage media
- spatial reference systems.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS4001A Maintain spatial systems, CPPSIS4004A Collect and set out basic spatial data, CPPSIS4005A Collect basic GPS data, and CPPSIS4014A Maintain spatial data.
Critical aspects for	A person who demonstrates competency in this unit must

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assessment and evidence required to demonstrate competency in this unit	be able to provide evidence of: • applying data security and backup measures • creating a workable index system • managing contingencies • retrieving spatial data.
Specific resources for assessment	Resource implications for assessment include access to: • assignment instructions, work plans and schedules, policy documents and duty statements • assessment instruments, including personal planner and assessment record book • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, which may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in this field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written

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assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Administrative and legal requirements may include:

- access protocols and obligations
- Australian standards, quality assurance and certification requirements
- award and enterprise agreements
- licensing arrangements
- organisational protocols for accessing physical, financial and human resources
- reimbursements
- Indigenous considerations
- relevant codes of practice

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	• relevant state, territory and federal legislation affecting organisational operations, including:
	  • anti-discrimination and diversity
	  • copyright and digital copyright
	  • equal employment opportunity (EEO)
	  • industrial relations
	• royalty obligations
	• title search processes
	• understanding of company OHS guidelines.

Organisational guidelines may be included in:	• electronic format • equipment specifications • operator manuals • printed product instructions and information • spatial database • spatial reference systems • warranty documents.
Method of spatial data storage may include:	• digital • hard copy.
Distribution method may include:	• network access to an authoritative data source that can accommodate storage in digital or hard copy format.
Contingencies may include:	• duplicates • fireproof storage • insurance • media malfunction • media and formats becoming outdated • offsite storage • storage in different media.
Risk management plan may include:	• effective management • budgetary constraints • timelines • clearly identified project stages • sound internal audit processes.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS4003A Facilitate effective spatial client relationships

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to assess client needs and provide appropriate information and follow-up on a variety of issues within the spatial information handling framework. It requires the ability to communicate effectively and apply skills and knowledge to a wide variety of spatial contexts, including complex issues relating to organisational products and services. Functions would be carried out under limited supervision and within organisational guidelines.

Application of the Unit

Application of the unit	This unit of competency supports the application of communication, interpersonal, teamwork, self-management and basic problem-solving skills. The skills and knowledge acquired upon completion of this unit would apply to the needs of employees in supporting positions for surveying, town planning, cartography, mapping and geographic information systems (GIS). While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify nature and type of spatial service required.	1.1 Discussion with ***client*** regarding ***client needs*** and expectations is conducted in line with ***organisational guidelines***. 1.2 Client expectations are ascertained to establish an understanding of ***spatial service requirements***. 1.3 Feedback is sought from client confirming understanding of spatial requirement. 1.4 Prompt action is taken to address the enquiry. 1.5 Relevant personnel are consulted on possibility of contractual activity or on the need for a variation to contractual activity. 1.6 Contracts are implemented according to ***company requirements***. 1.7 Skills and knowledge are updated to accommodate the

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ELEMENT	PERFORMANCE CRITERIA
	nature of the service.
2 Satisfy client needs.	2.1 Clients are encouraged and assisted to evaluate ***spatial product and service options*** to satisfy their needs according to company requirements.
	2.2 Areas of difficulty are identified and preferred action is prioritised according to organisational guidelines.
3 Establish business contacts and networks.	3.1 Organisations and groups that have the potential to benefit from company products and services are identified.
	3.2 Appropriate contact officers in the organisations identified are contacted according to organisational guidelines.
	3.3 Methods of ***communication*** and high business standards are maintained with ***business contacts and networks*** according to organisational guidelines.
	3.4 Strategies to represent and promote the company's interests and requirements are developed.
4 Work effectively with business contacts.	4.1 Realistic service commitments are set and adhered to according to organisational guidelines.
	4.2 Flexibility in work practices when operating under unusual or ***complex spatial requirements*** is encouraged.
	4.3 Situations outside own area of responsibility are referred to ***appropriate personnel*** according to organisational guidelines.
	4.4 ***OHS*** issues form part of the business advice, where appropriate.
5 Communicate advice and pricing information.	5.1 ***Written or verbal responses*** are provided according to organisational guidelines.
	5.2 Pricing information for routine specified products and services are provided according to organisational guidelines.
	5.3 Client requirements for follow-up information are attended to promptly.
	5.4 Co-workers and supervisors are promptly advised of work implications.
	5.5 ***Spatial business documentation*** is completed according to ***work procedures***.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communication skills that assist in facilitating client relationships, including:
  - accessing, synthesising and using information
  - assertiveness
  - communicating effectively on the telephone
  - displaying empathy, tact and diplomacy
  - negotiating
  - written skills to document follow-up action
- computer skills (technical user level) to complete business documentation
- interpersonal skills e.g. cooperation and flexibility
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read and record data and write routine reports
  - research and access routine sources of spatial data
- numeracy skills to:
  - estimate pricing
  - provide quotations
  - record and interpret statistics with accuracy and precision
  - undertake computations
- organisational skills to:
  - prepare and administer documentation
  - prioritise activities to meet contractual requirements
- spatial skills to:
  - perform spatial data archival and retrieval
  - perform file management
  - solve basic problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- time management skills.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- complaint-handling procedures
- industry ethics and practice
- internal and external client groups
- legislation as it applies to the spatial industry sector
- methods of establishing and maintaining effective business contacts and networks
- organisational customer service standards
- pricing schedules
- principles of time management
- product and service knowledge
- role of designated personnel in client referrals
- range of potential and actual business contacts and networks
- safe work practices
- sales presentation processes
- work allocation procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS4013A Participate in spatial process improvement.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying cost considerations • assessing and acting upon contingencies • determining precise data requirements • identifying and using opportunities for establishing business contacts and networks • knowledge of available products and services and the capacity to explain to clients their features and benefits • managing risks and contingencies

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- presenting information in a variety of formats to a range of business contacts
- proactive client relationship-building skills
- sound communication and negotiation skills
- working towards set targets
- understanding spatial project deliverables.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written

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assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- customers with routine or special requests
- external to organisation
- internal to organisation
- regular and new customers, including:
  - business enterprises
  - government agencies
  - members of the public
  - suppliers.

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Client needs may include:

- administrative
- advice or general information
- cartography
- commercial, government or industrial interests
- complaints and suggestions
- environmental services
- GIS
- locational information
- mapping information
- payment
- spatial software
- surveying.

Organisational guidelines may include:

- code of ethics
- company policy
- legislation relevant to the work or service function
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining work roles and responsibilities.

Spatial service requirements may include:

- administration (e.g. postcodes, suburbs, and federal and state electoral counties
- analysis of environmental, land and geographic information
- asset management
- cartographic services
- civil engineering
- digital imagery
- electricity
- emergency services management
- environmental datasets
- GIS
- integrated services - environmental, land and geographic related datasets
- land ownership tenure system
- local government
- location-based services
- global positioning
- mapping facilities
- site analysis
- survey marks
- sewerage
- telecommunications

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- town planning
- utility services, such as water.

Company requirements may include:

- company's promotional needs
- legal and organisational policies and guidelines
- legislative and regulatory requirements, including:
  - codes of conduct
  - consumer law
  - environmental law
- relevant state, territory or federal legislation that affects organisational operations, including:
  - anti-discrimination and diversity
  - equal employment opportunity (EEO)
  - industrial relations
  - OHS
  - privacy
- personnel practices and guidelines outlining work roles and responsibilities
- quality systems, standards and guidelines
- staff appearance and presentation.

Spatial product and service options may include:

- database management system (e.g. DBMS)
- datum, including geocentric datum
- digital geographic information exchange standard (DIGEST)
- digital imagery
- digital nautical chart
- engineering surveying
- Enroute Navigation chart
- existing spatial datasets
- geocoding
- geodata products
- geodic surveying
- GIS
- historical spatial data
- hydrographic surveying
- internet spatial data directories
- land information system
- map projections
- map referencing
- metadata
- mining surveying
- navigational tools, such as global positioning system units

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	• remote sensing • reports • software • topographic data • topographic information • tender documents.
Communication may be verbal and written and may include:	• presentation and correspondence on company profile • electronic • exchange of reports and information • inspections • logbooks • newsletters.
Business contacts and networks may include:	• community groups • departments or branches of an organisation • environmental groups • local, state or territory, and federal government • research companies • software vendors • suppliers • technicians.
Complex spatial requirements may include any requirement that:	• calls for diplomacy or discretion beyond operational activity • involves accessing information that is not immediately obvious or accessible • warrants the attention of particular personnel.
Appropriate personnel may include:	• colleagues • staff or employee representatives • supervisors or line managers • suppliers.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Written or verbal responses may include:	• electronic or paper-based formal correspondence • general advice • informal conversations or emails • information on available products, including features and benefits • pricing estimates and quotations • standard industry disclaimers.

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Spatial business documentation may include:	• databases • detailed technical description of the spatial data and its qualifiers • emails and faxes • quotations and estimates • standard letters • tax invoices • statements.
Work procedures may be written and verbal and may include:	• assignment instructions • instructions from colleagues, supervisor or manager • personal protective equipment requirements • reporting and documentation requirements • specific client requirements.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS4004A Collect and set out basic spatial data

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to collect and set out basic spatial data. It requires the ability to plan and execute the collection and set out operation in a team environment, often in the lead role. Functions would be carried out under limited supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of organisational, communication and problem-solving skills, and a sound understanding of technology. The skills and knowledge acquired upon completion of this unit would apply to the needs of employees in supporting positions for surveying, town planning, cartography, mapping and geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Source basic spatial data to prepare for data set out.	1.1 Extent, content, intended use, accuracy, precision and ***format*** of required ***spatial data*** are clearly identified from the ***specifications***. 1.2 A search is undertaken via a ***range of media*** to identify sources of information. 1.3 ***Metadata*** for potential spatial data, ***datasets*** and ***attributes*** are obtained to assist in determining the most appropriate data source. 1.4 All potential sources of spatial data are listed according to ***organisational guidelines***.
2 Assess spatial data availability and suitability.	2.1 Spatial data and datasets are assessed for ***suitability*** against the specifications. 2.2 ***Availability*** of suitable data is verified with the potential ***suppliers of spatial data***, taking into account

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ELEMENT	PERFORMANCE CRITERIA
	any copyright and ownership constraints. 2.3 ***Constraints*** on use of spatial data are assessed against the specifications. 2.4 Where required, sample data is obtained and assessed to further ensure its suitability. 2.5 Spatial data indexing, backup and archiving requirements are determined to ensure currency.
3 Collect suitable spatial data for set out purposes.	3.1 Administrative and industry requirements for data collection are complied with and recorded. 3.2 ***OHS*** requirements are adhered to. 3.3 Spatial data is collected and set out in line with organisational guidelines. 3.4 Skills and knowledge are updated to accommodate changes in data requirements.
4 Document spatial data collection and set out process.	4.1 A written assessment of data availability, including cost, licensing conditions and constraints on use is completed according to organisational guidelines. 4.2 A written assessment of the suitability of available data, including comparisons with quality, accuracy, standards and format requirements is completed according to organisational guidelines. 4.3 All remaining ***documentation requirements*** are completed according to organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills to determine the data requirements of a survey project
- communication skills to:
  - discuss vocational issues effectively with colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (technical user level) to complete business documentation

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REQUIRED SKILLS AND KNOWLEDGE

- interpret surveying task requirements
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read, record data and write technical reports
  - research and access routine sources of spatial data
- numeracy skills to:
  - record and interpret statistics
  - record with accuracy and precision
  - undertake basic computations
- organisational skills to:
  - prepare and administer documentation
  - prioritise activities to meet contractual requirements
- self-management skills
- spatial skills to:
  - perform spatial data archival and retrieval
  - perform spatial data management and manipulation
  - perform file management
  - solve basic problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- work effectively as part of a team.

Required knowledge and understanding:

- accuracy and precision requirements (basic)
- data license agreements
- data quality and integrity
- data recording and reduction (basic)
- existing spatial datasets and dataset sources
- organisational policies and guidelines
- safe work practices
- range of basic spatial data capture and data set out methodologies
- relevant legislation and requirements
- spatial control requirements
- spatial data formats, handling and structure
- spatial equipment for data capture and data set out
- spatial reference systems.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS4001A Maintain spatial systems, CPPSIS4002A Store and retrieve spatial data, and CPPSIS4005A Collect basic GPS data.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- ensuring that accuracy has been attempted in:
  - basic measurements
  - basic reporting and documentation
  - basic spatial data reduction and manipulation
  - basic resource planning
  - interpretation of basic design information to identify the components to be measured
- identifying sources of data and evaluating the suitability of available data against project specifications
- matching objectives with resources.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

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Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Format may include:

- electronic information and data management systems, where system refers to computer software
- hardware
- users and other elements.

Spatial data:

- may include data from:
  - echo sounder
  - global positioning system (GPS)
  - level
  - photogrammetry
  - remote sensing
  - total station
- may relate to:
  - depth
  - dimension
  - direction
  - height
  - position.

Specifications refer to:

- detailed technical descriptions of the survey data and its requirements.

Range of media may include:

- computer-based storage
- internet spatial data directories
- services authorities indexes
- supplier catalogues.

Metadata may include:

- summarised information about a spatial dataset that describes the characteristics of the dataset, including:
  - availability
  - conditions of use
  - coordinate system
  - currency
  - date of acquisition

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- quality
- source
- spatial data acquisition methodologies
- version control.

Datasets may include:
- collection of data arranged in a digital geographic information exchange standard (DIGEST) compliant format used for the bulk exchange of data between producers
- collection of data that has a specification which pre-defines the content and the DIGEST encapsulation.

Attributes are properties associated with an entity and may include:
- colour
- layer
- level
- line type
- line width
- text.

Organisational guidelines may include:
- code of ethics
- company policy
- legislation relevant to the work or service function, including equal employment opportunity (EEO)
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining work roles and responsibilities.

Suitability:
- assessment of whether the spatial data will meet:
  - accuracy
  - completeness
  - coverage
  - density
  - logical consistency
  - specifications.

Availability includes:
- assessment of whether the spatial data can be obtained and used for client requirements.

Suppliers of spatial data may include:
- brokers
- government agencies
- internal
- private.

Constraints may include:
- contractual arrangements
- resource availability
- time.

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OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Documentation required may include:	• electronic or paper-based correspondence with client • field records • final reports • records of conversation • survey plots • organisational work activity sheets.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS4005A Collect basic GPS data

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to collect data using basic global positioning system (GPS) equipment and to be able to use suitable software to communicate with a GPS receiver. It requires the ability to combine technical application in a team environment with sound communication skills. Functions would be carried out under limited supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of basic planning, organising and communication skills, the use of technology, and technical understanding in interpreting specifications. The skills and knowledge acquired upon completion of this unit would apply to the needs of employees in supporting positions for surveying, town planning, cartography, mapping and geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for GPS data collection.	1.1 A data collection plan is developed, detailing key activities and timelines, which are scheduled with full consideration of the ***specifications*** and team activity. 1.2 ***Organisational GPS survey requirements*** are complied with and recorded. 1.3 ***Equipment*** is prepared for the survey with consideration of the specific ***project parameters and requirements***. 1.4 Designated responsibilities are communicated to and by ***relevant personnel*** to ensure clarity of understanding of the work and to provide a basis for ongoing data assessment. 1.5 Skills and knowledge are updated to accommodate changes in GPS equipment.

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ELEMENT	PERFORMANCE CRITERIA
2 Collect GPS data.	2.1 GPS equipment is operated according to ***manufacturer specifications*** and ***organisational guidelines***.
	2.2 ***Point positional data*** is collected and related to a reference system based on specifications.
	2.3 GPS data is collected using methodologies detailed in the data collection plan.
	2.4 Conditions for obtaining optimum GPS positions are determined.
	2.5 Basic methods to improve the accuracy of GPS point positioning are recognised and used.
	2.6 GPS measurements are ***validated*** and recorded on the ***reference system*** according to the project specifications.
	2.7 Any discrepancies between specifications and actual activities are identified and addressed.
	2.8 ***OHS*** requirements are adhered to.
	2.9 GPS equipment is operated according to manufacturer specifications and organisational guidelines.
3 Finalise the collection process.	3.1 Basic ***GPS software*** is used to communicate with basic GPS receivers.
	3.2 GPS software is used to determine ***required information***.
	3.3 Measured GPS data is compared against design.
	3.4 Checks are completed according to organisational requirements.
	3.5 All ***required documentation*** is completed according to organisational guidelines.
	3.6 Appropriate software is used to process the data in order to determine required information, according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

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REQUIRED SKILLS AND KNOWLEDGE

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills (high level)
- communication skills to:
  - discuss vocational issues effectively with colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (technical user level) to complete business documentation
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read, record data and write technical reports
  - research and access routine sources of spatial data
- negotiation skills
- numeracy skills to:
  - analyse errors
  - record with accuracy and precision
  - undertake computations
- organisational skills to:
  - prepare and administer documentation
  - prioritise activities to meet contractual requirements
- project management skills
- spatial skills to:
  - perform GPS data archival and retrieval
  - perform GPS data management and manipulation
  - perform file management
  - solve basic problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- team leadership.

Required knowledge and understanding:

- abilities of work teams
- accuracy and precision requirements related to GPS data
- data formats
- data management
- errors, accuracy and precision in collection techniques
- GPS data processing and data manipulation
- GPS equipment

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REQUIRED SKILLS AND KNOWLEDGE

- industry standards
- limitations of equipment
- organisational policies and guidelines, such as OHS guidelines
- planning and control processes
- safe work practices
- relevant industry requirements and standards
- spatial reference systems (basic)
- surveying computation skills (basic).

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS4001A Maintain spatial systems, CPPSIS4002A Store and retrieve spatial data, and CPPSIS4004A Collect and set out basic spatial data.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- matching objectives with resources to ensure collection proceeds in an organised and timely manner
- ensuring that achievement of required accuracy has been attempted by:
  - accessing and interpreting basic design information to identify the components to be measured and monitored
  - performing basic measurements
  - planning basic resources
  - applying solutions to a range of problems
  - basic documenting and reporting
  - reducing and manipulating GPS data
- ensuring that non-conformity aspects are recorded and reported
- taking responsibility for outputs in work and learning.

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Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or

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Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- detailed technical descriptions of survey data and its requirements
- preparation of cross-sections and plans with all information included.

Organisational GPS survey requirements may include:

- administration (e.g. postcodes, suburbs, and federal and state electoral counties)
- analysis of environmental, land and geographic information
- asset management
- cartographic services
- civil engineering
- digital imagery
- electricity
- emergency services management
- environmental datasets
- geographic information systems

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- integrated services - environmental, land and geographic related datasets
- land ownership tenure system
- local government
- location-based services
- global positioning
- mapping facilities
- programming GPS
- site analysis
- survey marks
- sewerage
- telecommunications
- town planning
- utility services, such as water.

Equipment may include:

- any geodetic GPS receiver
- associated equipment capable of differential and real time modes of operations.

Project parameters and requirements may include:

- coordinate systems
- datum
- display formats
- information displays
- outputs.

Relevant personnel may include:

- colleagues
- registered surveyors
- site personnel
- staff or employee representatives
- supervisors or line managers
- suppliers
- users.

Manufacturer specifications may include:

- equipment specifications
- operator manuals.

Organisational guidelines may include:

- appropriate timelines
- code of ethics
- company policy
- final product formats
- formal design parameters
- legislation relevant to the work or service function, including equal employment opportunity (EEO)
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining

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	teamwork, work roles and responsibilities • requirements for data processing.
Point positional data may include:	• basic GPS positions, not including differential methods.
Validated means reflecting the true state of a test result, including tests for systematic distortions such as:	• confounding bias • information/data bias • observational bias • recall bias • selection bias.
Reference system refers to:	• projection and datum parameters required for GPS equipment and processing software.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
GPS software refers to:	• GPS software package designed to process GPS data and output required information.
Required information may include:	• calculated information • metadata • positional data • set out positional accuracy.
Required documentation may include:	• electronic or paper-based correspondence with client • field records • final report • records of conversation • survey plots • organisational work activity sheets.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS4006A Read and interpret basic image data

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to interpret information from various types of image data. It requires the ability to identify, analyse and evaluate image data to fulfil project requirements. Functions would be carried out under limited supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of accuracy, problem-solving and self-management skills, and an understanding of technological images. The skills and knowledge acquired upon completion of this unit would apply to the needs of employees in supporting positions for surveying, town planning, cartography, mapping and geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply understanding of basic image data.	1.1 Basic principles of ***image data*** are applied in the context of the ***project objective*** and ***project survey area***.
	1.2 Possible sources of image data are identified.
	1.3 Properties of different types of image data are identified.
	1.4 ***Constraints*** of different types of image data are identified.
	1.5 Spatial reference systems are accessed as required.
	1.6 Skills and knowledge are updated to accommodate changes in spatial reference systems.
2 Calculate information from image data.	2.1 Scale of digital and hard copy image data is determined.
	2.2 Problems involving ***acquired image data*** are solved

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ELEMENT	PERFORMANCE CRITERIA
	according to ***organisational policies and principles***.
3 Interpret image data.	3.1 Information from acquired image data is used to fulfil project objectives.
	3.2 Data image problems are resolved where possible.
4 Document activity.	4.1 ***Required documentation*** is completed according to organisational policies.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- communication skills to:
  - discuss vocational issues effectively with colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (technical user level) to complete business documentation
- interpretation of technical task requirements
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read, record data and write technical reports
  - research and access routine sources of spatial data
- numeracy skills to:
  - record and interpret statistics
  - record with accuracy and precision
  - undertake computations
- organisational skills to:
  - prepare and administer documentation
  - prioritise activities to meet contractual requirements
  - quality assurance skills
- spatial skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- interpret basic data imagery
- perform spatial data archival and retrieval
- perform spatial data management and manipulation
- solve basic problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
- understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- time management skills.

Required knowledge and understanding:

- data formats (basic)
- image data (basic)
- information management
- organisational policies and guidelines
- quality assurance principles
- planning
- relevant industry requirements and standards
- safe work practices
- spatial reference systems
- surveying requirements for capturing various sources of data (basic).

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS4001A Maintain spatial systems.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • accessing and interpreting information to identify the components of image data to be measured and monitored • managing quality processes • planning basic resources • performing measurements

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- writing reports and completing documentation.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Image data may include:	• digital • hard copy.
Project objectives may include:	• acquiring intellectual property • aims of project • evaluation criteria • milestones • performance indicators • project implementation • quality standards • return on investment • risk management. • targets.
Project survey area may	• aerial photographs

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include:	• other forms of digital data in the horizontal or vertical plane.
Constraints may include:	• resource availability • specific survey requirement • time.
Acquired image data may include:	• aerial photographs • digital • hard copy • imagery • other remote sensed images.
Organisational policies and principles may include:	• code of ethics • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS practices, policies and procedures • personnel practices and guidelines outlining work roles and responsibilities • quality assurance principles.
Required documentation may include:	• final product report • project reports.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS4007A Organise field services

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to organise field services. It requires the ability to lead and work with others on site to perform key organisational requirements, working from site drawings and specifications. Functions would be carried out under limited supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of communication, interpersonal, teamwork, technological and leadership skills. The skills and knowledge acquired upon completion of this unit would apply to the needs of employees in supporting positions for surveying, cartography, mapping and geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan and prepare for field services.	1.1 Project objectives, ***principal work activities*** and ***constraints*** are defined and documented according to the written ***spatial data*** specifications and ***client*** requirements. 1.2 Information on identified risks, ***contingencies***, ***risk management processes*** and resources is included in the plan. 1.3 Requirements of the job are clarified with ***relevant personnel*** according to ***organisational guidelines***. 1.4 Work is allocated to appropriate personnel and ***supervisory processes***, checks and measures are implemented to ensure work is completed within ***time available***. 1.5 Tools, ***equipment and supplies*** appropriate to the environment are selected and prepared according to

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ELEMENT	PERFORMANCE CRITERIA
	specifications.
	1.6 Safety requirements for the protection of site personnel, the public and the environment are determined.
	1.7 Plans are examined to determine the location of services.
	1.8 ***Personal protective equipment*** is used according to ***OHS*** guidelines.
	1.9 Skills and knowledge are updated to accommodate changes in equipment and operations.
2 Execute field tasks.	2.1 Barricades, protective works and signs are erected as required and according to organisational guidelines.
	2.2 Surface positions are determined and marked according to ***accepted standards***, using information available from relevant personnel, site drawings and references.
	2.3 Direction is provided for ***field tasks*** to be carried out according to specifications.
	2.4 Skills and knowledge are updated to accommodate changes in equipment and operating procedures.
3 Finalise the task.	3.1 Site is restored as near as practicable to original condition.
	3.2 Tools and equipment are cleaned and stored in a secure location.
	3.3 All required ***spatial business documentation*** is completed accurately, promptly and according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- ability to select and use appropriate tools
- communication skills to:
  - discuss vocational issues effectively with colleagues

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REQUIRED SKILLS AND KNOWLEDGE

- impart knowledge and ideas through oral, written and visual means
- first aid
- interpersonal skills e.g. cooperation and flexibility
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read, record data and write technical reports
  - research and access routine sources of spatial data
- negotiation skills
- numeracy skills to:
  - accurately record and correct inaccuracies
  - analyse errors
  - record and interpret statistics
  - undertake computations
- organisational skills to:
  - prepare and administer documentation
  - prioritise activities to meet contractual requirements and immediate field needs
- spatial skills to:
  - solve basic problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- team leadership
- time management skills.

Required knowledge and understanding:

- abilities of work teams
- accuracy and precision requirements
- equipment requirements
- industry ethics and practices
- legislative, statutory and industry requirements and standards
- limitations of the guidelines relating to equipment, measuring and analysis
- organisational policies and guidelines, such as OHS guidelines
- planning and control processes
- project review procedures
- safe work practices
- spatial data measuring and recording
- understanding and application of relevant engineering-related tasks and associated computations

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REQUIRED SKILLS AND KNOWLEDGE

- work allocation procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS4008A Organise equipment and supplies.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • carrying out field services • demonstrating critical aspects of working safely • determining and marking positions • leading teams • managing basic risks • understanding spatial project deliverables.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

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Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Principal work activities may include:

- activities and sequence of activities determined to be essential in order to meet project objectives.

Constraints may include:

- coverage
- datum
- environmental factors
- financial
- industry requirements
- legal and statutory
- resource availability
- time.

Spatial data may:

- include data from:
  - echo sounder
  - global positioning system
  - level
  - photogrammetry
  - remote sensing
  - total station
- relate to:
  - depth
  - dimension
  - direction
  - height
  - position.

Clients may include:

- customers with routine or special requests
- external to organisation
- internal to organisation
- regular and new customers, including:
  - business enterprises
  - government agencies

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- members of the public
- suppliers.

Contingencies may include:

- equipment failure
- injury to personnel
- personnel changes
- observation errors
- obstructions to project plan
- weather.

Risk management processes may include:

- contingency planning
- guidelines for the selection of contractors
- effective communication and consultation
- effective planning, including such things as:
  - budget control
  - anticipating external influences
  - realistic timelines
  - targeted activity
- effective project management
- internal and external audit processes
- milestone review and evaluation.

Relevant personnel may include:

- colleagues
- staff or employee representatives
- supervisors or line managers
- suppliers
- users.

Organisational guidelines may include:

- code of ethics
- company guidelines
- legislation relevant to the work or service function, including equal employment opportunity (EEO)
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining work roles and responsibilities.

Supervisory processes may include:

- delegating
- implementing
- monitoring
- overseeing
- planning
- reviewing
- targeting.

Time available may involve estimates for time duration of

- client instructions
- consideration of contingencies

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project, including:	• consideration of past project experiences • experience of project personnel • location of project • methods to be employed • resources and equipment to be used.
Equipment and supplies may include:	• data recording equipment • measuring instruments • personal computer-based digitising boards • tools • vehicles.
Specifications may include:	• budget • data capture methods • personnel required • resources needed • project deliverables • timelines.
Personal protective equipment may include:	• breathing apparatus • gloves • helmets • overalls • masks and respirators • safety boots • safety glasses • safety vests • sun protection equipment.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Accepted standards may include:	• Environment Protection Authority (EPA) recommendations • state, territory and federal legislative requirements • manufacturer instructions and specifications • OHS standards • organisational guidelines • relevant industry codes of practice.
Field tasks may include:	• maintaining equipment • identifying, determining and marking positions • obtaining supplies

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Spatial business documentation may include:	• recording data • driving. • databases • detailed technical description of the spatial data and its qualifiers • emails • faxes • quotations and estimates • standard letters • statements • tax invoices.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS4008A Organise equipment and supplies

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to organise equipment and supplies. It requires the ability to read specifications, understand spatial on-site job requirements in relation to the use of equipment and supplies, plan and execute set tasks in a team environment, often in the lead role. Functions would be carried out under limited supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of communication, interpersonal, problem-solving, teamwork and leadership skills, and the use of technology. The skills and knowledge acquired upon completion of this unit would apply to the needs of employees in supporting positions for surveying, cartography, mapping and geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Select equipment and supplies.	1.1 ***Equipment and supply*** requirements are ascertained from ***specifications*** and ***principal work activities*** according to ***organisational guidelines***.
	1.2 Tools, equipment and supplies appropriate to the environment are selected and prepared.
	1.3 ***Contingencies*** and ***risk management processes*** are considered when using equipment and supplies.
	1.4 Equipment is checked to ensure it is in safe working order.
	1.5 Equipment and supplies are allocated to appropriate personnel.
	1.6 ***Supervisory processes***, checks and measures are implemented to ensure work is completed within ***time available***.
	1.7 Arrangements are made for the transport of equipment

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ELEMENT	PERFORMANCE CRITERIA
	and supplies. 1.8 ***Personal protective equipment*** is used according to ***OHS*** guidelines. 1.9 Skills and knowledge are updated to accommodate changes in equipment.
2 Outlay equipment and supplies to be used.	2.1 Work is allocated to team members. 2.2 Personnel are instructed to operate equipment according to ***manufacturer specifications***. 2.3 Maintenance of equipment is arranged.
3 Maintain equipment.	3.1 Unsafe or faulty equipment is identified and arrangements are put in place for the ***operational maintenance*** of ***equipment***. 3.2 Repair work is organised for unsafe or faulty equipment under direction of relevant personnel and according to organisational guidelines. 3.3 Tools and equipment are stored safely in an appropriate location and according to manufacturer specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- ability to select and use tools and equipment safely and appropriately
- ability to train others in the use of equipment
- communication skills to:
  - discuss vocational issues effectively with colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (technical user level) to complete business documentation
- first aid
- interpersonal skills e.g. cooperation and flexibility
- literacy skills to:
  - assess and use workplace information

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REQUIRED SKILLS AND KNOWLEDGE

- interpret and understand legal, financial and procedural requirements
- process workplace documentation
- read, record data and write technical reports
- research and access routine sources of spatial data
- negotiation skills
- numeracy skills to:
  - analyse errors
  - record with accuracy and precision
  - statistical recording and interpretation
  - undertake computations
- organisational skills to prioritise activities to meet contractual requirements and immediate needs pertaining to equipment and supplies
- spatial skills to:
  - solve basic problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- team leadership
- time management skills.

Required knowledge and understanding:

- abilities of work teams
- accuracy and precision requirements
- characteristics, capabilities and limitations of tools and equipment being used
- equipment requirements
- industry ethics and practice
- legislative, statutory and industry requirements and standards
- organisational policies and guidelines, such as OHS guidelines
- planning and control processes
- project review procedures
- safe work practices
- spatial data measuring and recording
- understanding and application of relevant engineering-related tasks and associated computations
- work allocation procedures.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS4007A Organise field services.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- interpreting specifications
- operating precision measuring equipment
- planning activity and selecting equipment and supplies
- leading a team
- understanding the nature of spatial projects.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be

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substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Equipment and supplies may include:

- data recording equipment
- measuring instruments
- personal computer-based digitising boards
- tools
- vehicles.

Specifications may include:

- budget
- data capture methods
- personnel required
- project deliverables
- resources needed
- timelines.

Principal work activities may include:

- activities and sequence of activities determined to be essential in order to meet project objectives.

Organisational guidelines may include:

- code of ethics
- company guidelines
- legislation relevant to the work or service function, including equal employment opportunity (EEO)
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining work roles and responsibilities.

Contingencies may include:

- equipment failure
- injury to personnel
- personnel turnover
- observation errors
- obstructions to project plan
- weather.

Risk management processes may include:

- contingency planning
- guidelines for the selection of contractors
- effective communication and consultation
- effective planning, including such things as:
  - budget control
  - anticipating external influences
  - realistic timelines
  - targeted activity
- effective project management

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	• internal and external audit processes • milestone review and evaluation.
Supervisory processes may include:	• delegating • implementing • monitoring • overseeing practices • planning • reviewing • targeting.
Time available may involve estimates for time duration of project, including:	• client instructions • consideration of contingencies • consideration of past project experiences • experience of project personnel • location of project • methods to be employed • resources and equipment to be used.
Personal protective equipment may include:	• breathing apparatus • gloves • helmets • overalls • masks and respirators • safety boots • safety glasses • safety vests • sun protection equipment.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Manufacturer specifications may include:	• equipment specifications • operator manuals.
Operational maintenance may include:	• adjusting • cleaning • lubricating • simple repair • tightening.
Equipment maintenance may include:	• appropriate storage • equipment and tool monitoring • schedule of regular checks.

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Unit Sector(s)

Unit sector Spatial information services

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CPPSIS4009A Collect and set out basic surveying data

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to collect and set out basic surveying data. It requires the ability to plan and execute the collection and set out operation, in a team environment, often in the lead role. Functions would be carried out under limited supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of organisational, communication and problem-solving skills, and a sound understanding of technology. The skills and knowledge acquired upon completion of this unit would apply to the needs of employees in supporting positions for surveying and mapping.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Gather basic surveying data.	1.1 ***Equipment*** is operated according to ***manufacturer specifications*** and ***organisational guidelines***. 1.2 ***Data*** and ***attributes*** are collected according to the provided ***data collection plan***. 1.3 Any discrepancy between specifications and actual activities are identified, recorded and reported. 1.4 Administrative and industry requirements for data collection are complied with and recorded. 1.5 ***OHS*** requirements are adhered to. 1.6 Skills and knowledge are updated to accommodate changes in equipment and operations.
2 Finalise the collection process.	2.1 All ***required documentation*** is completed according to the organisational requirements. 2.2 All data collection is completed according to organisational requirements. 2.3 ***Measurements*** are validated and recorded according to the ***project specifications***.
3 Set out basic surveying data.	3.1 Basic engineering surveying data is set out according to data collection plans. 3.2 Any discrepancies between the data collection plan and the actual activities are identified, recorded and

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ELEMENT	PERFORMANCE CRITERIA
	reported to ***relevant personnel***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills to determine the data requirements of the survey project
- communication skills to:
  - discuss vocational issues effectively with colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (technical user level) to complete business documentation
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read, record data and write technical reports
  - research and access routine sources of spatial data
- numeracy skills to:
  - analyse errors
  - record and interpret statistics
  - record with accuracy and precision
  - undertake computations
- organisational skills to:
  - prepare and administer documentation
  - prioritise activities to meet contractual requirements
- self-management skills
- spatial skills to:
  - collect and set out basic survey data accurately
  - perform spatial data archival and retrieval
  - solve basic problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to

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REQUIRED SKILLS AND KNOWLEDGE

actual operational activity and virtual representation

- work effectively as part of a team.

Required knowledge and understanding:

- accuracy and precision requirements (basic)
- data recording and reduction (basic)
- limitations of equipment (basic)
- map projections
- organisational policies and guidelines
- safe work practices
- range of basic surveying data capture and data set out methodologies
- spatial reference systems
- survey control requirements
- surveying equipment for data capture and data set out
- surveying computations
- surveying data handling
- surveying reference systems.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS4010A Operate surveying equipment, and CPPSIS4011A Perform surveying computations.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of:
	• ensuring that accuracy has been attempted in:
	  • basic measurements
	  • basic reporting and documentation
	  • basic survey data reduction and manipulation
	  • basic resource planning
	  • interpretation of basic design information to

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identify the components to be measured

- matching objectives with resources.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Equipment may include:	• global positioning system (GPS) • level • tape.
Manufacturer specifications may include:	• equipment specifications • operator manuals.
Organisational guidelines may include:	• code of ethics • company policy • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.

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Data may:	• include data from:
	  • echo sounder
	  • GPS
	  • level
	  • photogrammetry
	  • remote sensing
	  • total station
	• relate to:
	  • depth
	  • dimension
	  • direction
	  • height
	  • position.

Attributes are properties associated with an entity and may include:	• colour • layer • level • line type • line width • text.
Data collection plans may include:	• computer-based data • field recordings.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Required documentation may include:	• electronic or paper-based correspondence with client • field records • final report • records of conversation • survey plots • organisational work activity sheets.
Measurements may include use of:	• current meter • echo sounder • GPS • level • photogrammetry • remote sensing

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	• tape • tide gauge • total station.
Project specifications refer to:	• detailed technical descriptions of the survey data and its requirements.
Relevant personnel may include:	• managers • site personnel, such as field hands • supervisors • surveyors.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS4010A Operate surveying equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to operate surveying equipment for basic measurements, recording and calculating horizontal and vertical information, and directing team activity. It requires technical ability in the use of equipment, as well as an understanding of how to use it, to satisfy key task requirements. Functions would be carried out under limited supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of organisational, communication and problem-solving skills, and a sound understanding of technology. The skills and knowledge acquired upon completion of this unit would apply to the needs of employees in supporting positions for surveying and mapping.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan the survey task.	1.1 Task ***objectives*** and principal work activities are defined.
	1.2 ***Pertinent standards*** are identified, considered and adhered to.
	1.3 Plans for team activity are put into place.
	1.4 Skills and knowledge are updated to accommodate changes in operating environment and equipment.
2 Execute the task.	2.1 Identified survey components are measured.
	2.2 Measured survey data is reduced for comparison with design.
	2.3 ***Measurements*** are validated and recorded according to the ***project specifications***.
	2.4 Checks are completed according to ***organisational documented and undocumented practices***.
	2.5 Team activity is monitored according to plan.
	2.6 ***OHS*** requirements are planned for and adhered to.
3 Finalise the task.	3.1 All required documentation is completed according to

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ELEMENT **PERFORMANCE CRITERIA**

organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- and with a range of physical and mental abilities
- ability to use basic instruments
- analytical skills to determine the technological requirements of a survey project
- communication skills to:
  - discuss vocational issues effectively with colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (technical user level) to complete business documentation
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read, record data and write technical reports
  - research and access routine sources of spatial data
- numeracy skills to:
  - analyse errors
  - record and interpret statistics with accuracy and precision
  - undertake computations
- organisational skills to:
  - prepare and administer documentation
  - prioritise activities to meet contractual requirements and immediate needs pertaining to the use of surveying equipment
- self-management skills
- spatial skills to:
  - solve basic problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- team leadership.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- accuracy and precision requirements (basic)
- data recording and reduction (basic)
- limitations of surveying equipment (basic)
- organisational policies and guidelines (basic)
- safe work practices
- spatial reference systems (basic)
- surveying data capture and data set out methodologies (basic)
- surveying equipment for data capture and data set out (basic).

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS4009A Collect and set out basic surveying data, and CPPSIS4011A Perform surveying computations.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of:
	• matching objectives with resources
	• ensuring that accuracy has been attempted in:
	  • basic measurements
	  • basic reporting and documentation
	  • basic survey data reduction and manipulation
	  • basic resource planning
	  • directing teams
	  • interpretation of basic design information to identify the components to be measured.

Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules,

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	policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency

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demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Objectives may include:	• agreed client requirements • written survey data specifications.
Pertinent standards are standards essential to the accuracy of:	• basic measurement • calculation of horizontal and vertical information • data recording.
Measurements may include use of:	• current meter • echo sounder • global positioning system • level • photogrammetry • remote sensing • tape • tide gauge • total station.
Project specifications refer to:	• detailed technical descriptions of the survey data and its requirements.
Organisational documented and undocumented practices may include:	• appropriate timelines • data processing requirements • final product formats

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	• formal design parameters • communication protocols • activity protocols for teamwork.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Organisational guidelines may include:	• code of ethics • company policy • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS4011A Perform surveying computations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to solve surveying and engineering-related problems. It requires the ability to identify, analyse and evaluate data to perform surveying computations. Functions would be carried out under limited supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of sound communication, organisational, problem-solving and time management skills, and a sound understanding of technology. The skills and knowledge acquired upon completion of this unit would apply to the needs of employees in supporting positions for surveying and mapping.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to perform traverse computations.	1.1 Task ***objectives*** are defined. 1.2 ***Pertinent standards*** are identified, considered and adhered to, in line with ***project specifications***.
2 Execute the task.	2.1 Computations are performed on angles and bearings. 2.2 Conversions between polar and rectangular modes are performed. 2.3 Computations are performed on the coordinates of a simple closed ***traverse***. 2.4 Computations are performed on the missing elements of a traverse. 2.5 Computations are performed on adjusted coordinates of a traverse. 2.6 Traverse information from field notes is reduced. 2.7 Traverse misclose computations are adjusted according to appropriate industry standards. 2.8 ***Organisational documented and undocumented practices*** are adhered to. 2.9 ***OHS*** requirements are planned for and adhered to.
3 Solve surveying	3.1 Computations are performed on all elements of

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ELEMENT	PERFORMANCE CRITERIA
problems involving circular curves.	circular curves. 3.2 Problems involving circular curve missing elements are solved. 3.3 Skills and knowledge are updated to accommodate changes in operating environment and equipment.
4 Finalise the task.	4.1 All ***required documentation*** is completed promptly, accurately and according to ***organisational guidelines***. 4.2 ***Relevant personnel*** are informed of the results according to organisational guidelines. 4.3 Spatial data is archived according to project specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to create, extract and output information from engineering plans
- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- communication skills to:
  - discuss vocational issues effectively with colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (technical user level) to complete business documentation
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read, record data and write technical reports
  - research and access routine sources of spatial data
- numeracy skills to:
  - analyse errors
  - perform mental calculations
  - record and interpret statistics with accuracy and precision

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REQUIRED SKILLS AND KNOWLEDGE

- undertake computations
- organisational skills to:
  - prepare and administer documentation
  - prioritise activities to meet contractual requirements
- spatial skills to:
  - exercise precision and accuracy in surveying computations
  - solve basic problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- basic principles of algebra, geometry and trigonometry
- computing basic traverse data from field information
- data formats
- data management
- industry requirements and standards
- interaction of surveying software with surveying equipment
- organisational policies and guidelines
- planning and control processes
- road design software
- safe work practices
- spatial reference systems
- standard plan design and presentation conventions
- understanding and application of significance in calculations
- vocational issues involving survey computations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS4009A Collect and set out basic surveying data, and CPPSIS4010A Operate surveying equipment.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying known solutions to a range of problems • performing calculations following a logical progression and presenting clearly visible results • assessing and recording computations from varied sources • demonstrating operational knowledge in a broad range of areas relating to traverse computations • applying mathematical principles and skills to a range of surveying problems • understanding mathematical concepts and techniques • performing a range of tasks where choice between a substantial range of options is required • understanding the purpose of numerically solving surveying problems • understanding the requirement for accuracy in surveying calculations • defining terms used in calculations • taking responsibility for own outputs in work and learning.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and

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	involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Objectives may include:	• agreed client requirements • written survey data specifications.
Pertinent standards are standards essential to the accuracy of:	• basic measurement • calculation of horizontal and vertical information • fixed lines for maintaining areas • recording.
Project specifications refer to:	• detailed technical descriptions of the survey data and its requirements.
Traverse refers to:	• a method of surveying in which lengths and directions of lines between points on the earth are obtained by or from field measurements and are used in determining positions of the points.
Organisational documented and undocumented practices may include:	• appropriate timelines • data processing requirements • final product formats • formal design parameters • protocols for teamwork.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Required documentation may include:	• field records • final product reports • survey plots.
Organisational guidelines may include:	• code of ethics • company policy • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work

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	roles and responsibilities.
Relevant personnel may include:	• managers • site personnel such as field hands • supervisors • surveyors.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS4012A Plan and conduct survey expeditions

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan and successfully conduct remote area survey expeditions. It requires the ability to plan and apply survival techniques for expeditions, while focusing on project objectives. It also requires the ability to work with others and to perform key organisational requirements, on site and often in a lead role. Functions would be carried out under limited supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of sound verbal communication, organisational, problem-solving and time management skills, and the use of technology. The skills and knowledge acquired upon completion of this unit would apply to the needs of employees in supporting positions for surveying and mapping.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan a survey expedition.	1.1 ***Objectives*** and principal work activities are defined. 1.2 ***Equipment*** is prepared according to ***organisational policy***, with guidance from ***relevant supervisor***. 1.3 Logistical considerations are incorporated into the expedition planning to ensure that supplies support the location, duration and size of the field trip. 1.4 Supplies are obtained according to inventory and securely stowed for a field trip. 1.5 Emergency supplies and emergency equipment are prepared. 1.6 ***OHS*** requirements are planned and adhered to. 1.7 Skills and knowledge are updated to accommodate changes in expedition and equipment.
2 Organise a survey	2.1 Survey camp site is prepared and maintained to comply

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ELEMENT	PERFORMANCE CRITERIA
expedition.	with OHS requirements. 2.2 Daily OHS requirements are followed. 2.3 Environmental impact from camp activities is minimised. 2.4 Maps, photos and other available data are used to plan survey expeditions.
3 Apply safety and survival skills.	3.1 ***Emergency requirements*** for survival are discussed to ensure that they are available when required. 3.2 ***Emergency survival and search and rescue techniques*** are applied if required. 3.3 Safety procedures are followed whenever helicopters are in the vicinity. 3.4 OHS requirements for emergency situations are applied if required.
4 Conduct follow-up activity.	4.1 On return, equipment is unloaded and stored in the prescribed storage area according to organisational guidelines. 4.2 ***Required documentation*** is completed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- communication skills to:
  - discuss vocational issues effectively with colleagues
  - impart knowledge and ideas through oral, written and visual means
- conduct navigation operations
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read, record data and write technical reports

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REQUIRED SKILLS AND KNOWLEDGE

- research and access routine sources of spatial data
- numeracy skills to:
  - analyse errors
  - perform mental calculations
  - record and interpret statistics with accuracy and precision
  - undertake computations
- operate four-wheel drives
- organisational skills to:
  - prepare and administer documentation
  - prioritise activities to meet contractual requirements
- plan expeditions
- spatial skills to:
  - solve basic problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- emergency survival techniques
- expedition planning processes
- industry requirements and standards
- operations of camping equipment
- organisational policies and guidelines
- safe work practices
- statutory requirements for the operation of vehicles.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS4008A Organise equipment and supplies.
Critical aspects for	A person who demonstrates competency in this unit must

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assessment and evidence required to demonstrate competency in this unit	be able to provide evidence of matching objectives with resources to ensure expeditions proceed in a safe, organised and timely manner, particularly in: • applying known solutions to a range of immediate site problems • accessing and interpreting design information to identify the components to be measured and monitored • displaying ability to function effectively in emergency situations • displaying survival skills • planning basic resources.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry

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needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Objectives may include:

- agreed client requirements
- written survey data specifications.

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Equipment may include:	• camp equipment • surveying instruments • vehicles.
Organisational policy may include:	• code of ethics • company standards • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and teamwork responsibilities • remote area operations, such as catering and camping requirements.
Relevant supervisor may include:	• relevant work site personnel • surveyor.
OHS may include:	• Australian standards • development of site safety plan • guidelines for survival in remote areas • guidelines for hygienic food preparation and storage • identification of potential hazards • inspection of equipment and supplies • safe operation of gas and electric appliances • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Emergency requirements may include:	• food • fire • shelter • water.
Emergency survival and search and rescue techniques may include:	• detection and use of emergency food and water supplies • maintenance of positive mental attitudes • map reading • navigation • principles of emergency search and rescue operations • special vehicle operation.
Required documentation may include:	• expedition report • field records • survey plots.

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Unit Sector(s)

Unit sector Spatial information services

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CPPSIS4013A Participate in spatial process improvement

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to take part in organisational continuous improvement and the review of work processes and guidelines within a spatial information-handling framework. It requires the ability to support, and often lead, team debate on the application of various improvement processes. Functions would be carried out under limited supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of organisational, sound communication and basic problem-solving skills, the ability to demonstrate initiative and enterprise, and the use of technology. The skills and knowledge acquired upon completion of this unit would apply to employees in supporting positions in surveying, cartography, geographic information systems, town planning and mapping.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify opportunities for process change.	1.1 ***Processes*** are monitored to ensure they are cost-effective, customer focused, error free and achieve the planned result. 1.2 ***Problems*** are identified and communicated to ***relevant personnel*** to improve service and prevent recurrence according to ***organisational guidelines***. 1.3 Using organisational guidelines, ***error analysis*** of the process is conducted to identify where practices could be improved. 1.4 Skills and knowledge are updated to accommodate process improvements.
2 Participate in assessing the viability of new ideas and implementing new or	2.1 ***Ideas*** are discussed and evaluated with team to determine viability and compliance with relevant ***legislation***. 2.2 Ideas are assessed against existing practice, precedent

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ELEMENT	PERFORMANCE CRITERIA
improved processes.	and any legislative or organisational restrictions. 2.3 Contribution of the ideas to ***spatial service quality improvement*** or cost efficiency is identified.
3 Support process change in the organisation.	3.1 Ideas are presented to relevant personnel according to organisational guidelines. 3.2 Approved processes are implemented according to organisational guidelines. 3.3 ***OHS*** issues are considered at all times. 3.4 Support of the process change is reinforced through effective communication and change in operational practices.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communication skills to:
  - discuss vocational issues effectively with colleagues and customers
  - impart knowledge and ideas through oral, written and visual means
  - provide services for customers
- computer skills (technical user level) to complete business documentation
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read, record data and write technical reports
  - research and access routine sources of spatial data
- numeracy skills to:
  - analyse errors
  - perform mental calculations
  - record and interpret statistics with accuracy and precision
  - undertake computations

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REQUIRED SKILLS AND KNOWLEDGE

- organisational skills to:
  - prepare and administer documentation
  - prioritise activities to meet contractual requirements
- self-management skills
- spatial skills to:
  - conduct theoretical analysis
  - exercise precision and accuracy in spatial operations
  - perform spatial data archival and retrieval
  - perform spatial data management and manipulation
  - perform file management
  - solve basic problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- team leadership
- work effectively as part of a team.

Required knowledge and understanding:

- customer relations guidelines
- legislation as it applies to the spatial industry sector
- organisational policies and guidelines
- quality assurance principles
- performance evaluation
- risk assessment principles (at implementation level)
- safe work practices
- spatial information principles and their application (at implementation level)
- spatial information services (SIS) project contingencies (at implementation level)
- spatial technologies (basic)
- spatial referencing systems (basic).

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job

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	function, for example unit CPPSIS4003A Facilitate effective spatial client relationships.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide theoretical and practical evidence at the operational level of: • applying cost consideration • applying qualitative and quantitative measurements • applying risk management techniques • assessing and acting upon contingencies • communication and interpersonal skills • identifying and assessing opportunities for process change.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it

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may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Processes may include:

- application of project specifications or plan
- application of company policy and processes

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- cost-effective work practices
- clustering workloads
- cultural approaches
- enhancement of company policy
- enhancements to project plan
- discussions with clients
- discussions with supervisors
- discussions with team
- issues register recordings
- quality assurance procedures
- review of products, services and company policy
- value adding.

Problems may include:

- administration
- environmental, land and geographic information errors
- asset management
- contractual issues
- dataset errors
- digital imagery quality
- equipment failure
- integration issues, such as the difficulty in integrating environmental, land and geographic related datasets
- managing day-to-day workload
- location-based contingencies
- poor communication
- telecommunications
- software issues
- workload.

Relevant personnel may include:

- colleagues
- registered surveyors
- site personnel
- staff or employee representatives
- supervisors or line managers
- suppliers
- users.

Organisational guidelines may include:

- code of ethics
- company policy
- legislation relevant to the work or service function
- manuals
- OHS policy and procedures
- personnel practices and guidelines outlining work roles and responsibilities.

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Error analysis may include:	• accuracy • communication • computations • contingency management • cost • customer service • dataset • safety • software application • technological practice • teamwork.

Ideas may include:	• considerations based on:
	  • ability to add value
	  • cost-effectiveness
	  • implementation techniques
	  • increased customer satisfaction
	  • management support
	  • practicality.

Legislation refers to relevant state, territory and federal Acts, including:	• anti-discrimination • consumer protection • environmental • equal employment opportunity (EEO) • freedom of information • industry codes of conduct • OHS • public health • relevant Australian standards • trade practices.

Spatial service quality improvement may include:	• asset management standards
	• enhancement or expansion of:
	  • cartographic services
	  • datasets
	  • digital imagery
	  • environmental, land and geographical information
	  • location-based services
	  • mapping facilities
	  • site analysis
	  • surveying standards
	  • town planning.

OHS may include:	• Australian standards

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- development of site safety plan
- identification of potential hazards
- inspection of work sites
- training staff in OHS requirements
- use of equipment and signage.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS4014A Maintain spatial data

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to perform routine and spatial data maintenance, including updating, spatial and aspatial editing, backups and recovery, and archiving. It requires the ability to assess and record information from varied sources and understand the use of technology in problem solving. Functions would be carried out under limited supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of basic analysis, problem-solving and teamwork skills and the use of basic technology for data interpretation and collation. The skills and knowledge acquired upon completion of this unit would support the needs of employees in the spatial information services (SIS) industry sector in positions such as field work coordination, data collection and administration.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Contribute to confirming reliability of the spatial data.	1.1 Under the direction of ***relevant personnel***, ***spatial data*** updates are accessed to ensure currency and relevance. 1.2 Spatial data is checked and edited to ensure it is in an acceptable format. 1.3 Spatial data is reviewed for compatibility and to ensure it meets job specifications. 1.4 Updates are recorded according to ***organisational guidelines***. 1.5 ***Entities*** and ***attributes*** are used to display ***spatial information*** that will assist in the delivery of ***spatial information services***. 1.6 Integrity and consistency of data are maintained. 1.7 Keyboard and ***computer hardware equipment*** are used to meet functional requirements in regard to speed and

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ELEMENT	PERFORMANCE CRITERIA
	accuracy and according to ***OHS requirements***.
2Contribute to spatial and aspatial data editing and updating.	2.1 Spatial data is amended and replaced to meet ***functional requirements*** under the direction of relevant personnel and according to organisational requirements.
	2.2 Existing data is amended to integrate with new data.
	2.3 New data is edited and prepared for integration with existing data.
	2.4 Spatial datasets are tested and ***validated*** to ensure integrity and quality.
	2.5 ***Documentation*** is amended and updated according to organisational guidelines.
	2.6 Skills and knowledge are updated to accommodate changes in data.
3Carry out data backup and recovery.	3.1 Data backups are implemented to ensure copies of data are accessible in ***contingency situations***.
	3.2 Backup system is tested to ensure data can be retrieved.
	3.3 Legal and ***ethical requirements*** are adhered to according to organisational guidelines.
4Archive data.	4.1 Spatial dataset to be archived is manipulated where necessary under the direction of relevant personnel to ensure completeness.
	4.2 ***Metadata*** is created according to accepted industry standards.
	4.3 New and existing spatial data is stored in a secure environment according to organisational guidelines.
	4.4 Archival details are recorded according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities

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REQUIRED SKILLS AND KNOWLEDGE

- analytical skills in relation to routine areas
- communication skills to:
  - discuss vocational issues effectively with colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (technical user level)
- decision making in relation to a limited range of routine areas
- information management
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read and record data
  - research and access routine sources of spatial data
  - use basic workplace documents and user manuals
- numeracy skills to:
  - accurately record and collate
  - undertake basic computations
- organisational skills to prioritise daily activities
- spatial skills to:
  - perform spatial data archival and retrieval
  - perform spatial data management and manipulation
  - perform file management
  - solve basic problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- map projections
- OHS principles and responsibilities, such as ergonomic principles and practices to avoid muscle strain
- operation of relevant software packages
- organisational policies and guidelines
- security management guidelines
- spatial data maintenance and acquisition process
- spatial data storage technology
- spatial information systems
- spatial reference systems
- technical terminology in relation to reading help files and prompts (basic).

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS4002A Store and retrieve spatial data.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- taking direction
- using a full cycle of spatial data maintenance, including:
  - archiving
  - backup
  - recovery
  - updating
- working in a team.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by

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	the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant personnel may include:	• managers • supervisors • technical staff • users.
Spatial data may include:	• digital • hard copy • image • text • raster • vector.
Organisational guidelines may include:	• code of ethics • company policy • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Entity refers to a single item created on the screen such as:	• arc • circle • hatch • line • text.
Attributes are properties associated with an entity and may include:	• colour • layer • level • line type • line width • text.
Spatial information refers	• virtual data related to the location of objects on the earth.

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to:

Spatial information services may include:	• virtual data to be:
	  • analysed
	  • collected
	  • displayed
	  • manipulated
	  • stored
	• virtual images used for planning and implementing the efficient administration and development of natural and built resources.

Computer hardware equipment may include:	• mobile devices such as personal digital assistants or data loggers • multimedia devices • networked systems • personal computers • printers • scanners.

OHS requirements may include:	• Australian standards
	• identification of potential hazards
	• safety plan
	• safe use of:
	  • computer equipment
	  • mobile equipment
	  • regulated equipment
	  • screen-based equipment
	  • workstations.

Functional requirements refer to:	• work deliverables.
Validated means reflecting the true state of a test result, including tests for systematic distortions such as:	• confounding bias • information/data bias • observational bias • recall bias • selection bias.
Documentation may include:	• audit trails • naming standards • project management templates • report writing styles • version control.
Contingency situations may include:	• equipment failure • contractual issues

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	• human resource issues • changes in plans.
Ethical requirements may include:	• confidentiality • privacy.

Metadata may include:	• summarised information about a spatial dataset that describes the characteristics of the dataset, including:
	  • availability
	  • conditions of use
	  • coordinate system
	  • currency
	  • date of acquisition
	  • quality
	  • source
	  • spatial data acquisition methodologies
	  • version control.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS4015A Apply GIS software to problem-solving techniques

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to apply geographic information systems (GIS) software to resolve problems, using spatial and aspatial data in an integrated manner. It requires the ability to operate GIS applications correctly in order to perform the required tasks of a spatial project. Functions would be carried out under limited supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of the use of technology for data interpretation and collation, supervised problem solving, teamwork and interpreting technical data. The skills and knowledge acquired upon completion of this unit would support the needs of employees in the spatial information services (SIS) industry sector in positions such as field hands, field work coordinators and data collection officers.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Use GIS software to query spatial data.	1.1 ***Spatial data*** updates are accessed, read, interpreted and edited to ensure they are in an acceptable format to meet ***functional requirements***.
	1.2 ***Entities*** and ***attributes*** are used to display ***spatial information*** that will assist in the delivery of ***spatial information services***.
	1.3 Entity and attribute queries of spatial data are used to generate summary results.
	1.4 Results from queries are used to present spatial data graphically according to ***organisational guidelines***.
	1.5 Entity and attribute queries are applied when using ***univariate statistics*** to explore the dataset.
	1.6 Routine spatial data problems or irregularities are solved in the course of the activity or via consultation with ***relevant personnel***.

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ELEMENT	PERFORMANCE CRITERIA
	1.7 Keyboard and ***computer hardware equipment*** are used to meet functional requirements on speed and accuracy and according to ***OHS requirements***.
	1.8 Skills and knowledge are updated to accommodate changes in GIS software.
2 Solve problems using GIS software.	2.1 Existing spatial and aspatial data is adjusted to integrate with new data to meet ***documentation and reporting*** requirements and to add to personal learning and organisational intelligence.
	2.2 ***Geospatial techniques*** on ***appropriate software*** are used to combine spatial layers data to solve problems, highlight selected data features and improve the visual aspect and understanding of the project.
	2.3 ***Spatial overlay techniques*** are used to solve problems and generate results pertaining to the ***spatial project*** as specified by relevant personnel.
	2.4 Cartographic integrity is tested and ***validated*** to solve accuracy and quality problems.
3 Produce reports based on basic spatial analysis.	3.1 Map or plans are integrated into project reports.
	3.2 Results, summary statistics and graphs from a mapping application are incorporated into a project.
	3.3 Legal and ***ethical requirements*** are adhered to according to organisational guidelines.
4 Archive data.	4.1 Spatial dataset to be archived is manipulated where necessary to ensure completeness.
	4.2 ***Metadata*** is created according to accepted industry standards.
	4.3 New and existing spatial data is stored and archival details are recorded according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds

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REQUIRED SKILLS AND KNOWLEDGE

and with a range of physical and mental abilities
- analytical skills in relation to routine areas
- communication skills to:
  - discuss vocational issues effectively with colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (technical user level)
- decision making in relation to routine areas
- file management
- literacy skills to:
  - assess and use workplace information
  - interpret and understand legal, financial and procedural requirements
  - process workplace documentation
  - read and record data
  - research and access routine sources of spatial data
- numeracy skills to:
  - accurately record and collate
  - record and interpret statistics
  - undertake basic computations
- organisational skills to prioritise activities to meet contractual requirements
- spatial skills to:
  - combine spatial data layers (geoprocessing)
  - exercise precision and accuracy in all operations
  - load spatial data into a mapping application and perform entity and attribute queries
  - perform spatial data archival and retrieval
  - perform spatial data management and manipulation
  - perform file management
  - solve basic problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- cartographic design principles
- datum and projections
- geoprocessing
- logging procedures relating to a computer
- OHS principles and responsibilities, such as ergonomic principles and practices to avoid muscle strain
- operation of relevant software packages

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REQUIRED SKILLS AND KNOWLEDGE

- organisational policies and guidelines (basic)
- printing and image formats for map production
- security management guidelines
- spatial database operation (basic)
- spatial data storage technology (basic)
- spatial information systems (basic)
- technical terminology in relation to reading help files and prompts
- univariate statistics and charting.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS4014A Maintain spatial data.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • organising own work load • using a variety of desktop applications • using a variety of features available within a spatial information system • working in a team.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and

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	assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will

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be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Spatial data may include:

- digital
- hard copy
- image
- text
- raster
- vector.

Functional requirements refer to:

- work deliverables.

Entity refers to a single item created on the screen such as:

- arc
- circle
- hatch
- line
- text.

Attributes are properties associated with an entity and may include:

- colour
- layer
- level
- line type
- line width
- text.

Spatial information is:

- virtual data related to the location of objects on the earth.

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Spatial information services refer to:	• virtual data that is:
	  • analysed
	  • collected
	  • displayed
	  • manipulated
	  • stored
	• virtual images used for planning and implementing the efficient administration and development of natural and built resources.

Organisational guidelines may include:	• code of ethics • company policy • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Univariate statistics are summary or descriptive statistics for single variables and may include:	• arithmetic mean • histograms that illustrate the concepts of normal and other distributions • maximum • median • minimum • mode • range • standard deviation • variance.
Relevant personnel may include:	• colleagues • staff or employee representatives • supervisors or line managers • suppliers • users.
Computer hardware equipment may include:	• mobile devices such as personal digital assistants or data loggers • multimedia devices • networked systems • personal computers • printers • scanners.
OHS requirements may include:	• Australian standards • identification of potential hazards • safety plan

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	• safe use of:
	  • computer equipment
	  • mobile equipment
	  • regulated equipment
	  • screen-based equipment
	  • workstations.

Documentation and reporting may include:	• audit trails • naming standards • project management templates • report writing styles • version control.
Geospatial techniques may include geoprocessing spatial data such as:	• clip • dissolve • intersect • merge • union.

Appropriate software may include:	• commercial software application
	• communication packages and presentation functions
	• computer-aided design (CAD)
	• database
	• GIS
	• graphic
	• internet
	• organisational
	• presentation applications:
	  • Autodesk's AutoCAD
	  • CivilCAD
	  • ESRI's ArcView GIS and ArcGIS
	  • ERDAS Imagine
	  • FREEWARE or other similar applications
	  • Intergraph GeoMedia
	  • Manifold Professional
	  • MapInfo Professional
	• remote sensing
	• surveying.

Spatial overlay techniques may include:	• raster, including aerial photography and/or satellite imagery in digital format • vector overlay, geoprocessing and the incorporation of other spatial information.
Spatial project may include:	• administration (e.g. postcodes, suburbs, and federal and state electoral counties)

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- analysis of environmental, land and geographic information
- asset management
- cartographic services
- civil engineering
- digital imagery
- electricity
- emergency services management
- environmental datasets
- GIS
- hydrography
- integrated services - environmental, land and geographic related datasets
- land ownership tenure system
- local government
- location-based services
- global positioning
- mapping facilities
- photogrammetry
- remote sensing
- site analysis
- survey marks
- sewerage
- telecommunications
- terrestrial survey
- town planning
- utility services such as water
- water catchment.

Validated means reflecting the true state of a test result, including tests for systematic distortions such as:

- confounding bias
- information/data bias
- observational bias
- recall bias
- selection bias.

Ethical requirements may include:

- confidentiality
- privacy.

Metadata refers to:

- summarised information about a spatial dataset that describes the characteristics of the dataset, including:
  - availability
  - conditions of use
  - coordinate system
  - currency

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- spatial data acquisition methodologies
- date of acquisition
- quality
- source
- version control.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS5001A Plan spatial data collection and validation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to develop data collection and validation plans for new data. It requires the ability to evaluate spatial information to apply knowledge to plan future collection requirements. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of organisational, sound communication, negotiation and problem-solving skills, the ability to demonstrate initiative and enterprise, and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping or geographic information systems (GIS).

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1Scope spatial data acquisition requirements.	1.1 ***Client instructions*** are analysed to determine specific needs and ***spatialdata requirements***.
	1.2 Spatial data requirements and ***constraints*** are identified through consultation with ***client*** and outcomes are recorded according to ***organisational guidelines***.
	1.3 A site assessment is conducted when necessary to clarify the acquisition requirements, and outcomes are recorded according to organisational guidelines.
	1.4 Skills and knowledge are updated to accommodate changes in spatial data acquisition requirements.
2Evaluate available collection options.	2.1 Assessment of technical, financial, legal and resource implications of each available ***collection option*** is conducted to ensure preferred option meets written data specifications.
	2.2 Preferred option is selected on the basis of client needs and organisational capability and priorities.
	2.3 ***OHS*** issues are considered at all times.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Assessment process is documented according to organisational guidelines.
3Develop spatial data collection and validation plan.	3.1 ***Project objectives***, deliverables, constraints and ***principal work activities*** are defined and documented according to the ***written specifications***. 3.2 Identified risks, contingencies and resources, as well as full details of technology and ***techniques*** to be used to collect the spatial data in the specified format, are included in the plan. 3.3 Spatial data ***validation process*** is specified in the plan to verify the ***integrity*** of the required spatial data. 3.4 Where necessary, the plan is presented to client for confirmation and approval.
4Communicate data acquisition requirements to relevant personnel.	4.1 Written specifications of data to be acquired are communicated with ***relevant personnel***, according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- business negotiation
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation
- day-to-day human resource management
- delegation of duties
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation

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REQUIRED SKILLS AND KNOWLEDGE

- prepare and manage documentation
- read and write technical reports
- research and evaluate
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - perform mental calculations
  - interpret and analyse statistics
  - record with accuracy and precision
  - undertake computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- quality assurance
- spatial skills to:
  - display proficiency in the operation of spatial data capture equipment
  - exercise precision and accuracy in relation to spatial and aspatial data acquisition and the use of electronic equipment
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- time management skills.

Required knowledge and understanding:

- information management
- legislation as it applies to the spatial industry sector
- methods of assessing existing spatial datasets and dataset sources
- organisational policies and guidelines, such as pricing policies
- project management tools, techniques and methodologies
- quality assurance principles
- performance evaluation procedures
- project review procedures
- safe work practices
- spatial data capture methodologies
- spatial information principles and their application
- spatial information services (SIS) project contingencies

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REQUIRED SKILLS AND KNOWLEDGE

- spatial referencing systems
- spatial technologies
- working within budgetary constraints.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5002A Capture new spatial data, CPPSIS5005A Obtain and validate existing spatial data, CPPSIS5006A Integrate spatial datasets, CPPSIS5007A Maintain complex spatial data systems, and CPPSIS5008A Develop a complex spatial and aspatial database.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying cost consideration • applying qualitative and quantitative measurements for a project • assessing and acting upon contingencies • communication and negotiation skills • determining a collection and validation process based on thorough assessment of all relevant considerations • managing risks and contingencies • working towards set targets • understanding spatial project deliverables.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services

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	• relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence

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provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client instructions refer to description of outputs and may be contained in:

- contracts
- memos
- tender briefs
- verbal instructions
- written instructions.

Spatial data requirements may include:

- administration (e.g. postcodes, suburbs, and federal and state electoral counties)
- analysis of environmental, land and geographic information
- asset management
- cartographic services
- civil engineering
- digital imagery
- electricity
- emergency services management
- environmental datasets
- GIS
- integrated services - environmental, land and geographic related datasets

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- land ownership tenure system
- local government
- location-based services
- global positioning
- mapping facilities
- site analysis
- survey marks
- sewerage
- telecommunications
- town planning
- utility services such as water.

Constraints may include:

- contractual arrangements
- resource availability
- time.

Client may include:

- customers with routine or special requests
- external to organisation
- internal to organisation
- regular and new customers, including:
  - business enterprises
  - government agencies
  - members of the public
  - suppliers.

Organisational guidelines may include:

- code of ethics
- company policy
- legislation relevant to the work or service function, including equal employment opportunity (EEO)
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining work roles and responsibilities.

Collection options may include:

- data logging
- digitising theodolite
- global position system
- photogrammetry
- remote sensing
- scanning
- sonar
- survey
- total station.

OHS may include:

- Australian standards
- development of site safety plan

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	• identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Project objectives may include:	• agreed client requirements • written specifications.
Principal work activities refer to:	• activity and sequence of activity determined to be appropriate in order to meet project objectives.
Written specifications refer to:	• detailed technical description of the spatial data and its qualifiers.
Techniques may include:	• field collection • data interrogation and manipulation.
Validation process means reflecting the true state of a test result, including tests for systematic distortions such as:	• confounding bias • information/data bias • observational bias • recall bias • selection bias.
Integrity may include:	• authenticity • relevance to the project.
Relevant personnel may include:	• colleagues • company personnel • registered surveyors • staff or employee representatives • supervisors or line managers • suppliers • users.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS5002A Capture new spatial data

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to capture new data using a variety of methods. It requires the ability to plan and execute the data capture process in a supervisory capacity, incorporating technical problems and management requirements and applying appropriate solutions to a range of data collection situations. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of theoretical and practical analysis; organisational, team leadership and sound problem-solving skills; the ability to demonstrate initiative and enterprise; and a sound understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping or geographic information systems.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1Prepare for data collection.	1.1 Key activities and timelines are scheduled with full consideration given to specification, available resources and organisational requirements. 1.2 ***Administrative and legal requirements*** for data collection are complied with and recorded. 1.3 ***Appropriate persons or relevant personnel*** are informed about the project. 1.4 ***Equipment***, ***suppliesand spatial information services*** (***SIS***) ***technologies*** are selected according to the task requirements. 1.5 Designated responsibilities are communicated to staff to ensure clarity of understanding of the work and

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ELEMENT	PERFORMANCE CRITERIA
	provide a basis for ongoing assessment.
	1.6 Skills and knowledge are updated to accommodate changes in data capture techniques.
2Gather data.	2.1 Equipment is operated according to ***manufacturer specifications***, and statutory and organisational guidelines.
	2.2 ***Entities*** are related to a ***reference system*** based on the specifications.
	2.3 Data and ***attributes*** are collected using methodologies detailed in the ***data capture methodology***.
	2.4 ***Metadata*** is documented according to accepted industry standards.
	2.5 Any discrepancies between specifications and actual activities are identified, recorded and reported.
	2.6 Administrative and legal requirements for data collection are complied with and recorded.
	2.7 Guidance is given to staff assisting in the data collection process.
	2.8 ***OHS requirements*** are planned for and adhered to.
3Use equipment.	3.1 Appropriate equipment is selected.
	3.2 Equipment is operated according to the task requirements and manufacturer specifications.
	3.3 All safety requirements are adhered to.
4Maintain equipment.	4.1 ***Operational maintenance*** of equipment is undertaken according to organisational guidelines.
	4.2 ***Contingencies*** that may affect equipment usage are reported.
	4.3 Unsafe or faulty equipment is reported and referred for repair.
	4.4 Tools and equipment are stored safely in appropriate locations and according to manufacturer specifications.
5Finalise the collection process.	5.1 Attributes and ***topological structures*** are added to spatial data according to specifications.
	5.2 All data is recorded correctly and ***required documentation*** is completed according to specifications and organisational requirements.
	5.3 All data and documentation are stored according to organisational requirements.
	5.4 Data integrity is checked according to the validation plan.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to analyse theory, concepts and statistics (high level)
- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- change management
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
  - provide customer service
- computer skills (high technical user level) to complete business documentation
- functional application of data capture techniques
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - perform mental calculations
  - interpret and analyse statistics
  - record with accuracy and precision
  - undertake computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- planning
- project management skills
- spatial skills to:
  - display proficiency in the operation of spatial data capture equipment
  - exercise precision and accuracy in relation to spatial and aspatial data

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REQUIRED SKILLS AND KNOWLEDGE

acquisition and the use of electronic equipment
- perform spatial data archival and retrieval and train others in this task
- perform spatial data management and manipulation and train others in this task
- perform file management and train others in this task
- solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
- understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- team leadership
- work effectively as part of a team.

Required knowledge and understanding:

- characteristics, capabilities and limitations of tools, technology and equipment used
- customer relations guidelines
- data collection methods using electronic equipment
- information management
- legislation as it applies to the spatial industry sector
- OHS requirements
- organisational policies and guidelines
- performance evaluation
- process improvement methods
- quality assurance principles
- quality improvement tools
- reference systems and their relationship to each other
- relevant federal, state and local government laws which are applicable to the spatial data capture methodology used
- risk assessment principles
- safe work practices
- spatial data formats, handling and structure
- spatial information principles and their application
- SIS project contingencies
- spatial technologies.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5001A Plan spatial data collection and validation, CPPSIS5005A Obtain and validate existing spatial data, CPPSIS5006A Integrate spatial datasets, CPPSIS5007A Maintain complex spatial data systems, and CPPSIS5008A Develop a complex spatial and aspatial database.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- applying a defined range of skills
- applying known solutions to a range of problems
- assessing and recording information from varied sources
- demonstrating operational knowledge in relevant data capture and validation methodologies
- performing a range of tasks where choice between a range of options is required
- taking responsibility for own and team outputs in work and learning.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to

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conduct the assessment).

Demonstrated competency in a range of situations, which may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Administrative and legal requirements may include:

- access protocols and obligations
- Australian standards, quality assurance and certification requirements
- award and enterprise agreements
- company OHS guidelines
- licensing arrangements
- organisational protocols for accessing physical, financial and human resources
- reimbursements
- Indigenous considerations
- relevant codes of practice
- relevant state, territory or federal legislation that affects organisational operations, including:
  - anti-discrimination and diversity
  - copyright and digital copyright
  - equal employment opportunity (EEO)
  - industrial relations
- royalty obligations
- title search processes.

Appropriate persons or relevant personnel may include:

- administrative staff
- assessors
- colleagues
- contractors
- field survey staff
- land occupiers
- land owners
- managers
- supervisors
- technicians
- trainers.

Equipment, supplies and

- data logger or other mobile computing device

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SIS technologies may include:	• data recording equipment
	• digital imagery
	• electronic theodolites
	• handheld global positioning system (GPS)
	• levels
	• maps (digital or hard copy)
	• measuring instruments
	• non-navigational aids relevant to duties, including:
	  • compass
	  • clinometer
	  • distance measuring wheel
	• personal digital assistant
	• personal computer-based digitising boards
	• sonar
	• tide gauge
	• tools
	• total station
	• ultra high frequency (UHF) radio
	• vehicles.

Manufacturer specifications may be found in:	• electronic format • equipment specifications • operator manuals • printed product instructions and information • spatial database • warranty documents.
Entities may include:	• event • object.
Reference system may include coordinate systems that are:	• global • local • regional.
Attributes are properties associated with a dataset and may include:	• condition • date • size • type.
Data capture methodology may include:	• aerial • conversion or translation from existing information (hard copy or digital) • data dogging • digitising theodolite • direct or indirect • field

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- GPS scanning
- manual entry
- photogrammetry
- remote sensing
- sonar
- survey
- total station.

Metadata may include:

- summarised information about a spatial dataset that describes the characteristics of the dataset, including:
  - availability
  - conditions of use
  - coordinate system
  - currency
  - date of acquisition
  - quality
  - source
  - spatial data acquisition methodologies
  - version control.

OHS requirements may include:

- Australian standards
- development of site safety plan
- identification of potential hazards
- inspection of work sites
- training staff in OHS requirements
- use of personal protective clothing
- use of safety equipment and signage.

Operational maintenance tasks may include:

- adjusting
- cleaning
- lubricating
- maintaining battery
- simple repairs
- tightening.

Contingencies may include:

- adverse weather
- equipment failure.

Topological structures may include:

- relationship between entities.

Required documentation may include:

- accident and injury reports
- authority/approval documentation
- meeting reports
- records and reports of communication
- reimbursement documentation.

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Unit Sector(s)

Unit sector Spatial information services

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CPPSIS5003A Implement a spatial information services project plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to implement a spatial information services (SIS) project plan. It requires well-developed communication skills and the ability to apply in substantial depth skills and knowledge to a wide variety of spatial contexts to meet project deliverables, often in a supervisory capacity. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of organisational, sound communication, negotiation and problem-solving skills; the ability to demonstrate initiative and enterprise; and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping or geographic information systems (GIS).

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1Organise resources.	1.1 Tasks are reviewed to identify the nature of the ***SIS project*** and its requirements.
	1.2 Characteristics of the operating environment/site and any special equipment or resource requirements are identified.
	1.3 ***Higher authority*** endorsements are obtained where necessary to ensure resources and equipment are used according to organisational and ***project objectives***.
	1.4 ***Spatial technology*** and material requirements are accessed according to the provided project plan.
	1.5 Equipment is checked to be operating effectively according to ***manufacturer specifications***, relevant legislation and company policy.
	1.6 Skills and knowledge are updated to accommodate changes in operating environment and equipment.

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ELEMENT	PERFORMANCE CRITERIA
2Allocate work areas and activities.	2.1 Work is allocated and scheduled to be completed within the time available. 2.2 Work allocation to individuals matches known ***competency*** and capacity to work within ***organisational policy***. 2.3 ***Training*** is provided to personnel to fill identified skill gaps and improve work performance. 2.4 ***OHS*** issues are considered at all times.
3Manage human resources.	3.1 Human resource availability is considered and planned for. 3.2 Individual performance is measured against agreed criteria and ***designated responsibilities*** and actions are initiated to overcome shortcomings in performance. 3.3 Agreed ***communication processes*** between project members, client and other stakeholders are implemented and maintained to ensure effective communication throughout the project life cycle.
4Manage and monitor project.	4.1 ***Project management mechanisms*** are implemented to measure, record and report progress of activities in relation to the agreed schedule and plans. 4.2 ***Contingencies*** are managed to ensure the project meets specifications. 4.3 ***Quality assurance*** processes are implemented based on the project plan. 4.4 Progress is reviewed throughout the project life cycle, with any agreed changes implemented to ensure consistency with project scope, objectives and ***constraints***. 4.5 ***Financial managementguidelines and processes*** are implemented to monitor actual expenditure and control costs. 4.6 Client relationships are maintained to ensure clarity of understanding of objectives and examine any potential conflict throughout the project life cycle. 4.7 ***Completion activities*** are implemented to ensure final outcomes meet original project objectives.
5Review project.	5.1 Review of project achievements against objectives is undertaken and reported to stakeholders. 5.2 Clients are consulted to determine their level of satisfaction. 5.3 Action to rectify problems in meeting client needs is

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ELEMENT	PERFORMANCE CRITERIA
	recommended and documented.
	5.4 ***Results*** are documented and reported to stakeholders to assist in continuous improvement.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- business negotiation
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation
- day-to-day human resource management
- delegation of duties
- financial planning
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - perform mental calculations
  - interpret and analyse statistics
  - record with accuracy and precision
  - undertake computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements

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REQUIRED SKILLS AND KNOWLEDGE

- project management skills
- quality assurance
- spatial skills to:
  - exercise precision and accuracy in relation to spatial and aspatial data design
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- time management skills.

Required knowledge and understanding:

- abilities and capabilities of work team
- business planning
- information management
- legislation as it applies to project work
- project management principles
- project management tools, techniques and methodologies
- quality assurance principles
- performance evaluation procedures
- project review procedures
- safe work practices
- spatial information principles and their application
- SIS project contingencies
- spatial technologies.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5004A Determine spatial data requirements, CPPSIS5008A Develop a complex spatial

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	and aspatial database, CPPSIS5009A Produce spatial project deliverables, and CPPSIS5011A Monitor and control the spatial components of projects.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • managing spatial project activity on a day-to-day basis • managing contingencies and resource requirements • managing human resources on a day-to-day basis • managing risk and quality processes • providing advice and feedback effectively to management and attaining support for operational activity • working towards set targets • working within budget.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for	Assessment requires that the clients' objectives and

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assessment	industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

SIS project may include:	• administration (e.g. postcodes, suburbs, and federal and state electoral counties)

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- analysis of environmental, land and geographic information
- asset management
- cartographic services
- civil engineering
- digital imagery
- electricity
- emergency services management
- environmental datasets
- GIS
- integrated services - environmental, land and geographic related datasets
- land ownership tenure system
- local government
- location-based services
- global positioning
- mapping facilities
- site analysis
- survey marks
- sewerage
- telecommunications
- town planning
- utility services such as water
- water catchment.

Higher authority may include:

- client
- customer
- other personnel within the organisation, such as higher management
- other personnel within the project.

Project objectives may include:

- acquiring intellectual property
- aims of project
- evaluation criteria
- milestones
- performance indicators
- project implementation
- quality standards
- return on investment
- risk management.
- targets.

Spatial technology may include:

- data recording equipment
- electronic theodolites
- geographic positioning system units

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	• personal computer-based digitising boards • photogrammetric instruments • total station • vehicles.
Manufacturer specifications may include:	• electronic instructions • equipment specifications • operator manuals • printed product instructions and information • spatial database • warranty documents.
Competency refers to:	• skills and knowledge required to perform a vocational function in a consistent manner and to a degree that is acceptable to the workplace.
Organisational policy may include:	• code of ethics • company policy • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Training may include:	• computer-based learning • coaching or mentoring • demonstration • formal internal or external training session • informal training session • on-the-job instruction • provision of learning opportunities • self-paced learning • structured feedback.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Designated responsibilities may be:	• advised verbally • a written job description • electronically distributed.
Communication processes may include:	• electronic • meetings • reports

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- verbal
- written.

Project management mechanisms may include:

- communication with stakeholders
- control trigger mechanisms
- dispute resolution guidelines
- implementation of targets and schedules
- key milestone adjustment
- measurement and analysis of major variance and trends
- monitoring outcomes
- return on investment analysis.

Contingencies may include:

- adverse weather
- human resource issues
- equipment failure
- contractual issues
- legislative impact
- stakeholder priorities
- changes in plans
- political influences.

Quality assurance may include:

- internal and external
- product or service measurement against set criteria
- standard verification
- target monitoring.

Constraints may include:

- contractual arrangements
- resource availability
- time.

Financial management guidelines and processes may include:

- approval processes
- communicate budgetary requirements to operational personnel
- financial authorisation
- financial delegation
- invoice guidelines
- reporting.

Completion activities may include:

- final audit
- intellectual property management
- reconciliation
- settling of financial liabilities
- transition of responsibility, ownership of project deliverables and products
- transfer of product to client
- warranty requirements.

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Results may include:

- changes to knowledge
- process instructions
- suggestions for improvement
- spatial data records
- success and failure criteria
- training programs.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS5004A Determine spatial data requirements

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to determine the extent of the spatial data required and to document the results of the research. It requires the ability to demonstrate broad spatial data knowledge and to use technical and creative skills when planning and executing activity to meet deliverables. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of organisational, sound communication, negotiation and problem-solving skills; the ability to demonstrate initiative and enterprise; and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping or geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1Scope spatial data requirements.	1.1 ***Client instructions*** are analysed to determine specific needs and ***spatialdata requirements***.
	1.2 Spatial data requirements and ***constraints*** are identified through further consultation with ***client*** and outcomes are recorded according to ***organisational guidelines***.
	1.3 A site assessment is conducted, when required, to clarify the scope of the job and outcomes are recorded according to organisational guidelines.
	1.4 Skills and knowledge are updated to accommodate changes in operating environment and equipment.
2Document research.	2.1 Research on background analysis is documented.
	2.2 Reference to all available ***sources of information*** is noted on the documentation.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Spatial data requirement conclusions drawn from research and rationale for future actions are clearly specified according to organisational guidelines.
	2.4 ***Acquisition requirements*** are clearly identified according to organisational guidelines.
	2.5 ***OHS*** issues are considered at all times.
3Communicate data requirements to appropriate personnel.	3.1 ***Written specifications*** on data to be acquired are communicated with appropriate personnel, according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- business negotiation
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation
- day-to-day human resource management
- delegation of duties
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - perform mental calculations

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REQUIRED SKILLS AND KNOWLEDGE

- interpret and analyse statistics
- record with accuracy and precision
- undertake computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- quality assurance
- spatial skills to:
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- time management skills.

Required knowledge and understanding:

- information management
- legislation as it applies to the spatial industry sector
- methods of assessing existing spatial datasets and dataset sources
- organisational policies and guidelines
- project management tools, techniques and methodologies
- quality assurance principles
- performance evaluation procedures
- project review procedures
- safe work practices
- spatial data capture methodologies
- spatial information principles and their application
- spatial information services project contingencies
- spatial referencing systems
- spatial technologies
- use of metadata.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5003A Implement a spatial information services project plan, CPPSIS5008A Develop a complex spatial and aspatial database, CPPSIS5009A Produce spatial project deliverables, and CPPSIS5011A Monitor and control the spatial components of projects.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- determining precise data requirements
- applying cost considerations
- applying qualitative and quantitative measurements for a project
- assessing and acting upon contingencies
- communication and negotiation skills
- managing risks and contingencies
- working towards set targets
- understanding spatial project deliverables.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

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Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client instructions refer to description of outputs and may be contained in:	• contracts • memos • tender briefs • verbal instructions • written instructions.
Spatial data requirements may include:	• administration (e.g. postcodes, suburbs, and federal and state electoral counties) • analysis of environmental, land and geographic information • asset management • cartographic services • civil engineering • digital imagery • electricity • emergency services management • environmental datasets • geographic information systems • integrated services - environmental, land and geographic related datasets • land ownership tenure system • local government • location-based services • global positioning • mapping facilities • site analysis • survey marks • sewerage • telecommunications • town planning • utility services such as water.
Constraints may include:	• contractual arrangements • resource availability

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	• time.

Client may include:	• customers with routine or special requests
	• external to organisation
	• internal to organisation
	• regular and new customers, including:
	  • business enterprises
	  • government agencies
	  • members of the public
	  • suppliers.

Organisational guidelines may include:	• code of ethics • company policy • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Sources of information may include:	• contracts • existing spatial datasets • historical spatial data • internet spatial data directories • metadata • reports • tender documents.
Acquisition requirements:	• description of spatial data required to fulfil client instructions.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Written specifications may include:	• detailed technical description of the spatial data and its qualifiers.

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Unit Sector(s)

Unit sector Spatial information services

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CPPSIS5005A Obtain and validate existing spatial data

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to obtain and validate existing spatial datasets. It requires the ability to plan and execute the data validation process, often in a supervisory capacity, incorporating technical problems and management requirements. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of organisational, sound communication, negotiation and problem-solving skills; the ability to demonstrate initiative and enterprise; and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping or geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1Obtain data.	1.1 ***Client instructions*** are analysed to ***determine specific needs*** and ***spatialdata requirements***.
	1.2 Data requirements are based on ***specifications*** and confirmed with ***relevant personnel***.
	1.3 Protocols for communication between ***spatial data providers*** and the organisation are followed.
	1.4 Work is allocated to relevant personnel.
	1.5 ***Advice*** is sought from relevant personnel to assess the viability of the providers' service ***agreement***.
	1.6 ***Collection options*** are determined according to organisational guidelines.
	1.7 Data is received and processed according to ***organisational guidelines***.
	1.8 Skills and knowledge are updated to accommodate

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ELEMENT	PERFORMANCE CRITERIA
	changes in data.
2Validate data supplied.	2.1 Data is assessed for ***validity*** and ***integrity*** according to specifications.
	2.2 Omissions and gaps in the spatial data are communicated and followed through to resolution with relevant personnel.
	2.3 ***OHS*** issues are considered at all times.
3Complete documentation.	3.1 ***Metadata*** is recorded according to industry standards.
	3.2 All ***required documentation*** is ***stored*** according to organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- business negotiation
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation
- day-to-day human resource management
- delegation of duties
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
- numeracy skills to:
  - analyse errors
  - conduct image analysis

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REQUIRED SKILLS AND KNOWLEDGE

- perform mental calculations
- interpret and analyse statistics
- record with accuracy and precision
- undertake computations

- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- quality assurance
- spatial skills to:
  - display proficiency in the operation of spatial data capture equipment
  - exercise precision and accuracy in relation to spatial and aspatial data acquisition using electronic equipment
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- time management skills.

Required knowledge and understanding:

- classification systems, processes and products linked to specification
- industry standards
- information management
- legislation as it applies to the spatial industry sector
- methods of assessing existing spatial datasets and dataset sources
- need for precision and accuracy in relation to spatial data acquisition
- organisational policies and guidelines, such as pricing
- quality assurance principles
- performance evaluation procedures
- safe work practices
- spatial data capture methodologies
- spatial data management practices
- spatial data formats and structure
- spatial information principles and their application
- spatial referencing systems
- spatial technologies
- working within budgetary constraints.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5001A Plan spatial data collection and validation, CPPSIS5002A Capture new spatial data, CPPSIS5006A Integrate spatial datasets, CPPSIS5007A Maintain complex spatial data systems, and CPPSIS5008A Develop a complex spatial and aspatial database.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- ensuring data is sourced according to agreed processes and protocols and that it satisfies requirements
- applying cost considerations
- assessing and acting upon contingencies
- communication and negotiation skills
- managing risks and contingencies
- working towards set targets
- understanding spatial project deliverables
- taking responsibility for team output.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

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Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client instructions refer to description of outputs and may be contained in:	• contracts • memos • tender briefs • verbal instructions • written instructions.
Determine specific need may be conducted via:	• response to a direction regarding scope and needs • independent assessment.
Spatial data requirements may include:	• administration (e.g. postcodes, suburbs, and federal and state electoral counties) • analysis of environmental, land and geographic information • asset management • cartographic services • civil engineering • digital imagery • electricity • emergency services management • environmental datasets • geographic information systems • integrated services - environmental, land and geographic related datasets • land ownership tenure system • local government • location-based services • global positioning • mapping facilities • site analysis • survey marks • sewerage • telecommunications • town planning • utility services such as water.

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Specifications refer to:	• detailed technical description of the spatial data and its qualifiers.
Relevant personnel may include:	• colleagues • registered surveyors • company personnel • staff or employee representatives • supervisors or line managers • suppliers • users.
Spatial data providers may include:	• associations • clearing houses • educational institutions • government • internal sources • non-government agencies • online services • software providers • specialist companies.
Advice may include information from:	• financial or legal specialists • internal and external personnel • management • registered surveyors • town planners.
Agreement may include:	• contract • copyright • licence • royalty contract • memorandum of understanding.
Collection options may include:	• data logging • digitising theodolite • global position system • photogrammetry • remote sensing • scanning • sonar • survey • total station.
Organisational guidelines may include:	• code of ethics • company policy • legislation relevant to the work or service function, including equal employment opportunity (EEO)

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	• manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Validity means reflecting the true state of a test result, including tests for systematic distortions such as:	• confounding bias • information/data bias • observational bias • recall bias • selection bias.
Integrity may include:	• authenticity • relevance to the project.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.

Metadata may include:	• summarised information about a spatial dataset that describes the characteristics of the dataset, including:
	  • availability
	  • conditions of use
	  • coordinate system datum
	  • currency
	  • date of acquisition
	  • quality
	  • source
	  • spatial data acquisition methodologies
	• version control.

Required documentation may include:	• electronic or paper-based correspondence with client • field records • final report • records of conversation • survey plots • organisational work activity sheets.
Stored may include:	• activity and sequence of activity determined to be appropriate in order to meet project objectives.

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Unit Sector(s)

Unit sector Spatial information services

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CPPSIS5006A Integrate spatial datasets

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to integrate spatial datasets including linking spatial, aspatial and attribute data for the purpose of providing spatially referenced information. It requires the ability to apply theoretical spatial concepts to a range of situations in order to correctly identify and integrate the appropriate information. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of self-management skills, planning and organising within data management and data manipulation, and the use of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping or geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1Confirm task.	1.1 ***Client specifications*** are analysed to determine specific needs and required outcomes.
	1.2 Requirements for spatial data and ***constraints*** are identified through further consultation with ***client*** or ***relevant personnel*** and outcomes are recorded according to ***organisational guidelines***.
2Obtain spatial and attribute data.	2.1 Sources are determined consistent with specifications using relevant ***metadata***.
	2.2 Data is obtained according to organisational guidelines.
	2.3 Data is checked for integrity and quality.
	2.4 Geographic coverage is assessed for completeness.
	2.5 A metadata set is compiled based on sourced spatial data.

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ELEMENT	PERFORMANCE CRITERIA
	2.6 ***Exception reports*** are referred to relevant personnel.
	2.7 Skills and knowledge are updated to accommodate changes in spatial dataset requirements.
	2.8 ***OHS*** requirements are planned for and adhered to.
3Create resultant spatial dataset.	3.1 ***Filtering parameters*** are established in line with scientific accuracy, redundancy, and client and organisational requirements.
	3.2 Spatial and ***aspatial*** data is translated into a format which satisfies specifications.
	3.3 ***Spatial datasets*** are populated with edited spatial data according to ***organisational spatial requirements***.
	3.4 Spatial and ***attribute*** data are linked according to specifications and industry standards.
4Link spatial and attribute data.	4.1 Method required for referencing the location of the attribute data is identified.
	4.2 Linking of the spatial and attribute data is completed according to the specifications.
	4.3 Spatial queries are carried out via the spatial data to access the attribute data.
5Test and validate spatial datasets.	5.1 ***Test queries*** are determined and implemented to ensure spatial datasets meet specifications.
	5.2 Spatial data is checked to ensure correctness of links.
	5.3 An exception report is developed according to organisational guidelines and reported back to relevant personnel.
	5.4 All ***relevant documentation*** is completed according to organisational guidelines.
	5.5 Quality and useability of datasets are ensured according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds

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REQUIRED SKILLS AND KNOWLEDGE

and with a range of physical and mental abilities
- ability to translate requirements into design
- analytical skills, including systems analysis
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation and apply software and hardware
- information management
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate in order to assess sources of spatial data
- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - perform mental calculations
  - interpret and analyse statistics
  - record with accuracy and precision
  - undertake computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- spatial skills to:
  - exercise precision and accuracy in relation to spatial and aspatial data integration
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- classification systems, processes and products

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REQUIRED SKILLS AND KNOWLEDGE

- coordinating reference systems
- high-level computer knowledge
- industry standards
- organisational policies and guidelines, such as OHS guidelines
- precision and accuracy in relation to spatial information
- principles of data acquisition (e.g. photogrammetry, remote sensing, terrestrial survey and hydrography)
- quality guidelines
- reference systems and their relationship to each other
- relevant spatial database design tools
- risk management
- security management guidelines
- spatial and aspatial data
- spatial and attribute dataset structure
- spatial database operation
- spatial database structure requirements
- spatial data handling
- spatial data management practices
- spatial dataset integration, including the role of scale in dataset integration
- spatial data storage technology
- spatial data structure requirements.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5001A Plan spatial data collection and validation, CPPSIS5002A Capture new spatial data, CPPSIS5005A Obtain and validate existing spatial data, CPPSIS5007A Maintain complex spatial data systems, CPPSIS5008A Develop a complex spatial and aspatial database, and CPPSIS5029A Determine suitable information sources to create new spatial datasets.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • accurate record keeping • applying solutions to a range of problems • devising and implementing a cost-effective, functional solution • examining suitability of existing arrangements • measuring outcomes against specifications • operational knowledge in a broad range of areas relating to linking datasets and knowledge management • organising and prioritising activity • performing a range of tasks where choice between a substantial range of options is required • taking responsibility for own outputs in work and learning.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated

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environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client specifications refer to description of outputs and may be contained in:	• contracts • memos • tender briefs • verbal instructions • written instructions.
Constraints may include:	• coverage • datum • environmental factors • industry requirements • legal and statutory • financial • resource availability • time.

Client may include:	• customers with routine or special request
	• external to organisation
	• internal to organisation
	• regular and new customers, including:
	  • business enterprises
	  • government agencies
	  • members of the public
	  • suppliers.

Relevant personnel may include:	• colleagues • staff or employee representatives • supervisors or line managers • suppliers • users.
Organisational guidelines may include:	• code of ethics • company policy • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Metadata may include:	• summarised information about a spatial dataset that describes the characteristics of the dataset, including:

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- availability
- conditions of use
- coordinate system
- currency
- date of acquisition
- quality
- source
- spatial data acquisition methodologies
- version control.

Exception reports may include:
- information on non-conforming items that require attention by other functions.

OHS may include:
- Australian standards
- development of site safety plan
- identification of potential hazards
- inspection of work sites
- training staff in OHS requirements
- use of personal protective clothing
- use of safety equipment and signage.

Filtering parameters may include:
- attribute range accuracy
- geographic location.

Aspatial data refers to:
- data without a spatial component.

Spatial datasets may include:
- digital
- hard copy
- image
- propriety standards
- text or vector.

Organisational spatial requirements may include:
- administration (e.g. postcodes, suburbs, and federal and state electoral counties)
- analysis of environmental, land and geographic information
- asset management
- cartographic services
- civil engineering
- digital imagery
- electricity
- emergency services management
- environmental datasets
- geographic information systems
- hydrography
- integrated services - environmental, land and

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	geographic related datasets • land ownership tenure system • local government • location-based services • global positioning • mapping facilities • photogrammetry • remote sensing • site analysis • survey marks • sewerage • telecommunications • terrestrial survey • town planning • utility services such as water • water catchment.
Attributes are properties associated with an entity and may include:	• colour • layer • level • line type and width • text.
Test queries refer to:	• model set of questions with known answers.
Relevant documentation may include:	• electronic or paper-based correspondence with client • final report • records of conversation • organisational work activity sheets.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS5007A Maintain complex spatial data systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to work with the cycle of spatial data maintenance, including updating, backing up, recovering and archiving complex data. It requires the ability to apply theoretical spatial concepts to a range of situations in order to maintain complex spatial data systems, often in a supervisory capacity. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of self-management and sound communication skills; planning and organising within data management and data manipulation; and the use of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping or geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine data maintenance requirements.	1.1 ***Objectives***, ***complex spatial data*** requirements and ***constraints*** are defined and documented according to written spatial specifications and ***client requirements***.
	1.2 Details of maintenance ***techniques*** to be used are considered and evaluated according to ***organisational guidelines***.
	1.3 Data ***design*** is interpreted to identify ***spatial data components*** to be maintained.
	1.4 ***OHS*** and ***legislative requirements*** are adhered to.
	1.5 Pertinent ***legal and statutory standards*** are considered and adhered to.
	1.6 Work is allocated to appropriate personnel and ***supervisory processes***, checks and measures are implemented to ensure work is completed within ***time available***.

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ELEMENT	PERFORMANCE CRITERIA
	1.7 Team skills and knowledge are updated to accommodate changes in complex data systems.
2 Confirm reliability of the spatial data.	2.1 Arrangements are put in place to access spatial data updates to ensure currency and relevance.
	2.2 Spatial data is checked and edited to ensure it is in ***acceptable format***.
	2.3 Spatial data is reviewed for compatibility and to ensure it meets specifications.
	2.4 ***Updates*** are recorded according to organisational guidelines.
	2.5 Integrity and consistency of data is maintained.
3 Replace data.	3.1 Arrangements are put in place to amend spatial data and replace it as changes are identified and according to ***organisational requirements***.
	3.2 Existing data is adjusted to integrate with new data as appropriate.
	3.3 Spatial datasets are tested and ***validated*** to ensure integrity and quality.
	3.4 ***Documentation*** is amended and updated according to organisational standards.
4 Carry out data backup and recovery.	4.1 Arrangements are made for data backups to be implemented to ensure copies of data are accessible in contingency situations.
	4.2 Backup system is tested to ensure it can be retrieved.
5 Archive data.	5.1 Spatial dataset to be archived is ***manipulated*** where necessary to ensure completeness.
	5.2 ***Metadata*** is created according to accepted industry standards.
	5.3 New and existing spatial data is stored in a secure environment and according to organisational guidelines.
	5.4 Archival details are recorded according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for

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REQUIRED SKILLS AND KNOWLEDGE

this unit.

Required skills:

- ability to interpret technical manuals
- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- administration
- analytical skills
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation and apply software and hardware
- information management
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
  - translate requirements into data design
- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - perform mental calculations
  - interpret and analyse statistics
  - record with accuracy and precision
  - undertake computations
  - verify reliability of datasets
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- policy and guidelines development
- project management skills
- spatial skills to:
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task

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REQUIRED SKILLS AND KNOWLEDGE

- solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
- understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- team leadership.

Required knowledge and understanding:

- advanced data reduction
- calibration of specialised surveying equipment
- computer operating systems
- coordinating reference systems
- data formats
- industry metadata standards, including positional accuracy, currency, coordinate system, metric system, lineage and source
- map projections
- OHS guidelines
- organisational policies and guidelines regarding spatial data maintenance
- relational database
- relevant spatial data
- safe work practices
- spatial data input technologies including digitising, scanning, remote sensing and satellite imagery
- spatial data maintenance systems
- spatial data output and distribution technologies including scripting, query language, macro development, graphic interfaces, networks and remote access
- understanding of errors, accuracy and precision in data systems.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5001A Plan spatial data collection and validation, CPPSIS5002A Capture new spatial data, CPPSIS5005A Obtain and validate existing spatial data, CPPSIS5006A Integrate spatial datasets,

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	CPPSIS5008A Develop a complex spatial and aspatial database, and CPPSIS5010A Collate and interpret spatial data.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • making qualitative judgements about new and existing spatial data • applying known solutions to a range of problems • full cycle of complex spatial data maintenance, including archiving, backing up, recovery and updating • operational knowledge in a broad range of areas relating to complex spatial data • performing a range of tasks where choice between a substantial range of options is required • taking responsibility for team outputs in work and learning.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

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Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Objectives may include:

- agreed client requirements

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	• written survey specifications.

Complex spatial data may:	• include data combinations from:
	  • echo sounder
	  • global positioning system
	  • level
	  • photogrammetry
	  • remote sensing
	  • total station
	• relate to:
	  • depth
	  • dimension
	  • direction
	  • height
	  • position
	  • the manner in which data combinations and contingencies interact.

Constraints may include:	• coverage • datum • environmental factors • financial • industry requirements • legal and statutory.
Client requirements refer to description of outputs and may be contained in:	• contracts • memos • tender briefs • verbal instructions • written instructions.
Techniques may include:	• field • office procedures.
Organisational guidelines may include:	• appropriate timelines • code of ethics • company policy • final product formats • formal design parameters • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining teamwork, work roles and responsibilities • requirements for data processing.

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Design may include:	• digital information • hard copy plans • maps • written instructions.
Spatial data components may include:	• depth • dimension • direction • flow rates • position • slope.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Legislative requirements may include:	• Australian standards • award and enterprise agreements • certification requirements • codes of practice • copyright • quality assurance requirements.
Legal and statutory standards may include:	• local government requirements • national standards • state statutes and regulations.
Supervisory processes may include:	• directing activity • implementing • meeting deadlines • monitoring • planning • overseeing practices • reviewing • targeting.
Time available may involve estimates for time duration of project, including:	• client instructions • consideration of contingencies • consideration of past project experiences • experience of project personnel • location of project • methods to be employed • resources and equipment to be used.
Acceptable format may	• consistent style

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include:
- legibility.

Update may include:
- incremental or full updates
- spatial or attribute or both
- new information.

Organisational requirements:
- may be noted in organisational guidelines (see above).

Validated means reflecting the true state of a test result, including tests for systematic distortions such as:
- confounding bias
- information/data bias
- observational bias
- recall bias
- selection bias.

Documentation may include:
- metadata
- organisational indexes
- spatial data files.

Manipulation may include:
- addition
- error tolerance testing
- subtraction.

Metadata may include:
- summarised information about a spatial dataset that describes the characteristics of the dataset, including:
  - availability
  - conditions of use
  - coordinate system
  - currency
  - date of acquisition
  - quality
  - source
  - spatial data acquisition methodologies
  - version control.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS5008A Develop a complex spatial and aspatial database

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to develop a complex spatial and aspatial database from a range of storage media, including digital or hard copy storage, often in a supervisory capacity. It requires the ability to analyse and evaluate spatial information from a variety of sources and to identify and access spatial information for set task requirements. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of organisational, sound communication, problem-solving and team leadership skills; the ability to demonstrate initiative and enterprise; and the use of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping or geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for the storage of complex spatial data.	1.1 ***Complex spatial and aspatial data*** storage requirements and ***constraints*** are defined according to written spatial ***specifications*** and ***client requirements***.
	1.2 Details of storage ***techniques*** to be used are considered and evaluated according to ***organisational guidelines***.
	1.3 Data ***design*** is interpreted to identify ***spatial data components*** to be maintained.
	1.4 ***OHS*** and ***legislative requirements*** are adhered to.
	1.5 Pertinent ***legal and statutory standards*** are considered and adhered to.
	1.6 Work is allocated to appropriate personnel and ***supervisory processes***, checks and measures are implemented to ensure work is completed within ***time available***.
	1.7 Skills and knowledge are updated to accommodate

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ELEMENT	PERFORMANCE CRITERIA
	changes in data storage.
2 Store complex spatial data.	2.1 Arrangements are put in place for the creation of data indexes to assist in retrieval and storage according to organisational spatial data and legal requirements.
	2.2 ***Administrative and legal requirements*** for data storage are complied with and recorded.
	2.3 Complex spatial data is recorded in an ***index*** according to ***organisational guidelines***.
	2.4 Complex spatial data is backed up according to organisational guidelines.
	2.5 ***Method of complex spatial data storage*** is selected according to organisational guidelines.
	2.6 ***Distribution method*** is determined to ensure that the most current data is available.
3 Access and retrieve spatial data.	3.1 Arrangements are put in place for the use of the indexing system to locate complex spatial data source.
	3.2 Complex spatial data is translated into required format where necessary.
4 Manage contingencies.	4.1 All reasonable ***contingencies*** and potential problems are considered in the development of a ***risk management plan***.
	4.2 Contingency plans are communicated to ***relevant personnel*** and implemented where necessary.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to interpret technical manuals
- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- ability to verify reliability
- administration
- analytical skills
- communication skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- consult effectively with clients and colleagues
- impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation and use software, hardware and networking applications
- information management
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - perform mental calculations
  - interpret and analyse statistics
  - record with accuracy and precision
  - undertake computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- policy and guidelines development
- project management skills
- spatial skills to:
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- team leadership.

Required knowledge and understanding:

- classification systems, processes and products linked to specification
- coordinating reference systems
- corporate information database environment
- current indexing systems
- data formats

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REQUIRED SKILLS AND KNOWLEDGE

- data retrieval methods, querying and browsing
- errors, accuracy and precision in data
- industry metadata standards, including positional accuracy, currency, coordinate system, metric system, lineage and source
- network and security guidelines
- OHS requirements
- organisational policies and guidelines
- risk management principles as applied to spatial data storage
- safe work practices
- spatial data input technologies including digitising, scanning, remote sensing and satellite imagery
- spatial data management practices
- spatial data maintenance systems
- spatial data output and distribution technologies including scripting, query language, macro development, graphic interfaces, networks and remote access
- spatial data formats and structure requirements
- spatial reference systems and their relationship to each other
- storage media.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS5013A Design a spatial data storage system.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • creating a workable complex index system • implementing data security and backup measures • managing contingencies • retrieving spatial data • managing a team.
Specific resources for	Resource implications for assessment include access

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assessment	to: • assignment instructions, work plans and schedules, policy documents and duty statements • assessment instruments, including personal planner and assessment record book • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context for assessment:	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, which may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in this field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing

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supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Complex spatial and aspatial data may:

- include data combinations from:
  - echo sounder
  - global positioning system
  - level
  - photogrammetry
  - remote sensing
  - total station
- relate to data without a spatial component
- relate to:
  - depth
  - dimension
  - direction

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	• height • position • the manner in which data combinations and contingencies interact.
Constraints may include:	• coverage • datum • environmental factors • industry requirements • legal and statutory • financial.
Specifications refer to:	• detailed technical descriptions of the survey data and its requirements.
Client requirements refer to description of outputs and may be contained in:	• contracts • memos • tender briefs • verbal instructions • written instructions.
Techniques may include:	• field • office procedures.
Organisational guidelines may include:	• appropriate timelines • code of ethics • company policy • final product formats • formal design parameters • legislation relevant to the work or service function • manuals • OHS policies and procedures • personnel practices and guidelines outlining teamwork, work roles and responsibilities • requirements for data processing.
Design may include:	• digital information • hard copy plans • maps • written instructions.
Spatial data components may include:	• depth • dimension • direction • flow rates • position • slope.
OHS may include:	• Australian standards

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	• development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Legislative requirements may include:	• Australian standards • award and enterprise agreements • certification requirements • codes of practice • copyright • quality assurance requirements.
Legal and statutory standards may include:	• local government requirements • national standards • state statutes and regulations.
Supervisory processes may include:	• directing activity • implementing • meeting deadlines • monitoring • planning • overseeing practices • reviewing • targeting.
Time available may involve estimates for time duration of project, including:	• client instructions • consideration of contingencies • consideration of past project experiences • experience of project personnel • location of project • methods to be employed • resources and equipment to be used.
Administrative and legal requirements may include:	• access protocols and obligations • Australian standards, quality assurance and certification requirements • award and enterprise agreements • licensing arrangements • organisational protocols for accessing physical, financial and human resources • reimbursements • Indigenous considerations • relevant codes of practice • relevant state, territory and federal legislation affecting organisational operations, including: • anti-discrimination and diversity

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- copyright and digital copyright
- equal employment opportunity (EEO)
- industrial relations
- royalty obligations
- title search processes
- understanding of company OHS guidelines.

Index:

- complexity may require several notations for cross-referencing
- may be in digital format
- hard copy.

Organisational guidelines may include:

- electronic format
- equipment specifications
- operator manuals
- printed product instructions and information
- spatial database
- warranty documents.

Method of complex spatial data storage may include:

- cross-referencing
- digital
- hard copy
- combination of digital and hard copy.

Distribution method refers to:

- network access to an authoritative data source that can accommodate storage in digital or hard copy format.

Contingencies may include:

- duplicates
- fireproof storage
- insurance
- media malfunction
- media and formats becoming outdated
- offsite storage
- storage in different media.

Risk management plan may include:

- effective management
- budgetary constraints
- timelines
- clearly identified project stages
- sound internal audit processes.

Relevant personnel may include:

- colleagues
- managers
- personnel such as field hands and administrative staff
- supervisors
- surveyors.

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Unit Sector(s)

Unit sector Spatial information services

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CPPSIS5009A Produce spatial project deliverables

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to deliver spatial product or service to meet client requirements, often in a supervisory capacity. It requires highly developed communication skills and the ability to apply in substantial depth skills and knowledge to a wide variety of spatial contexts to meet project deliverables. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of organisational, sound communication, negotiation and problem-solving skills; the ability to demonstrate initiative and enterprise; and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping or geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1Develop the production plan.	1.1 Required ***spatial information services*** (***SIS***) ***project*** deliverables are confirmed with ***relevant personnel***.
	1.2 ***Resources***, ***equipment and materials*** required are determined and organised in consultation with appropriate ***stakeholders***.
	1.3 Relevant personnel are informed of their involvement in the project, the parameters of their responsibilities, and ***team liaison*** processes.
	1.4 Understanding of project requirements is ensured to enable ***ongoingassessment*** according to ***organisationalguidelines***.
	1.5 All reasonable ***contingencies*** are considered in the development of a ***risk management plan***.
	1.6 Relevant ***legal***, ***statutory and industry standards*** are considered and planned for.

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ELEMENT	PERFORMANCE CRITERIA
	1.7 Skills and knowledge are updated to accommodate changes in operating environment and equipment.
	1.8 ***OHS*** issues are considered at all times.
2Implement the production plan.	2.1 ***Project management mechanisms*** are implemented to measure, record and report progress of activities in relation to the agreed schedule and plans.
	2.2 ***Computations and analysis*** are undertaken for product development.
	2.3 Design is prepared according to ***project specifications*** and organisational guidelines.
	2.4 Product is ***validated*** for presentation where appropriate.
	2.5 Outputs are validated against ***client requirements***.
	2.6 ***Metadata*** is created according to organisational guidelines.
3Monitor and complete the process.	3.1 ***Monitoring processes*** are followed to ensure work accords with organisational ***quality assurance standards*** and project specifications.
	3.2 ***Financial management guidelines and processes*** are implemented to monitor actual expenditure and to control costs.
	3.3 ***Production*** process is amended to cater for any irregularities or breakdowns in production.
	3.4 Product is checked to ensure it meets specifications.
4Complete documentation.	4.1 ***Productiondocumentation*** is completed according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- business negotiation

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REQUIRED SKILLS AND KNOWLEDGE

- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation
- contractual management
- day-to-day human resource management
- delegation of duties
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- project management, including production planning and management
- quality assurance
- resources management
- spatial skills to:
  - exercise precision and accuracy in relation to design imagery
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- time management skills.

Required knowledge and understanding:

- business practices

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REQUIRED SKILLS AND KNOWLEDGE

- information management
- legislation as it applies to the spatial industry sector
- methods of assessing existing spatial datasets and dataset sources
- organisational policies and guidelines
- performance evaluation procedures
- production process
- project management and administration
- project management tools, techniques and methodologies
- project review procedures
- quality assurance principles
- resource planning and costing
- safe work practices
- spatial data capture methodologies
- spatial data presentation methods
- spatial information principles and their application
- SIS project contingencies
- spatial referencing systems
- spatial technologies
- use of metadata.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5003A Implement a spatial information services project plan, CPPSIS5004A Determine spatial data requirements, CPPSIS5008A Develop a complex spatial and aspatial database, and CPPSIS5011A Monitor and control the spatial components of projects.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • determining precise data requirements • applying cost considerations

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- applying qualitative and quantitative measurements for a project
- assessing and acting upon contingencies
- communication and negotiation skills
- analysing data
- coordinating resources, equipment and personnel to achieve specified outcomes in a timely and efficient manner
- managing risks and contingencies
- working towards set targets
- understanding spatial project deliverables.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency.

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Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

SIS project may include:

- administration (e.g. postcodes, suburbs, and federal and state electoral counties)
- analysis of environmental, land and geographic information
- asset management
- cartographic services

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- civil engineering
- charts
- designs
- digital data
- digital imagery
- electricity
- emergency services management
- environmental datasets
- formats of electronic data
- geographic information systems (GIS)
- integrated services - environmental, land and geographic related datasets
- land ownership tenure system
- local government
- location-based services
- models
- global positioning
- mapping facilities
- site analysis
- survey marks
- sewerage
- telecommunications
- town planning
- utility services such as water
- water catchment.

Relevant personnel may include:

- administrative staff
- managers
- production workers
- project workers
- supervisors
- team members
- technical staff
- users.

Resources, ***equipment and materials*** may include:

- electronic theodolites
- global positioning system
- gyro-theodolite
- human resources
- lasers
- levels
- optical reading instruments
- tapes
- total station.

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Stakeholders may include:	• human resource personnel: internal or external • procurement agency: internal or external management.
Team liaison may include:	• communication • complementary work practices • duties • formal and informal meetings • mentoring system • problem solving • project delivery schedules • reporting mechanisms • communication with supervisors • work allocation.
Ongoing assessment may include assessment of:	• production achievements against targets and milestones • personnel team output against project specifications • individuals' performance against their employment contracts and training requirements.
Organisational guidelines may include:	• code of ethics • company policy • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Contingencies may include:	• equipment failure • injury to personnel • personnel turnover • observation errors • obstructions to project plan • weather.
Risk management plan may include:	• effective management • keeping within budgetary constraints • keeping within timelines • project stages clearly identified • sound internal audit processes.
Legal, ***statutory and industry standards*** may include:	• Australian standards • award and enterprise agreements • certification requirements • codes of practice • duty of care • environmental standards

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	• local government requirements • state statutes and regulations • quality assurance requirements.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Project management mechanisms may include:	• communication with stakeholders • dispute resolution guidelines • monitoring and adjusting key milestones.

Computation and analysis may include:	• design of subdivision layout and infrastructure such as:
	  • roads
	  • sewer drainage
	  • stormwater drainage
	  • water supply
	• GIS analysis.

Project specifications may include:	• detailed technical descriptions of survey data and its requirements • preparation of cross-sections and plans with all information included.
Validated means reflecting the true state of a test result, including tests for systematic distortions such as:	• confounding bias • information/data bias • observational bias • recall bias • selection bias.
Client requirements refer to description of outputs and may be contained in:	• contracts • memos • tender briefs • verbal instructions • written instructions.

Metadata may include:	• summarised information about a spatial dataset that describes the characteristics of the dataset, including:
	  • availability
	  • conditions of use
	  • coordinate system
	  • currency
	  • date of acquisition
	  • quality

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- source
- spatial data acquisition methodologies
- version control.

Monitoring processes may include:

- measurement of performance and production against:
  - client expectations
  - deadlines
  - milestones
  - objectives
  - quality standards
  - specifications
  - targets.

Quality assurance standards may include:

- internal and external
- product or service measurement against set criteria
- standard verification
- target monitoring.

Financial management guidelines and processes may include:

- approval processes
- communication
- financial authorisation
- financial delegation
- invoice guidelines
- reporting.

Production may include:

- enhancements
- manual entry
- preparation of maps or plans
- spatial data access
- spatial data editing
- spatial data integration.

Production documentation may include:

- checklists
- completed dispatch records
- contingency reports
- production reports.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS5010A Collate and interpret spatial data

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to collate and interpret spatial data to provide the dataset required for project deliverables, often in a supervisory capacity. It requires the ability to apply theoretical spatial concepts to a range of situations in order to identify and interpret the appropriate information, according to client requirements. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of self-management and problem-solving skills; the use of technology; and planning and organising within data management and data manipulation. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping or geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1Access data.	1.1 ***Spatial datasets*** are retrieved from relevant data storage. 1.2 Data is manipulated into an appropriate ***format*** to meet ***client specifications***. 1.3 Requirements for spatial data and ***constraints*** are identified through consultation with ***client*** or ***relevant personnel*** and outcomes are recorded according to ***organisational guidelines***.
2Query and interpret data.	2.1 Relevant sources and data are identified and accessed. 2.2 Data is queried and ***interpreted*** using appropriate equipment or software package according to client requirements.2.3 Data is verified for relevance using ***descriptive and analytical techniques***.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Irregularities are resolved using initiative.
	2.5 Skills and knowledge are updated to accommodate changes in data.
	2.6 Results are recorded and documented according to organisational and client requirements.
	2.7 ***OHS*** requirements are planned for and adhered to.
3Collate data.	3.1 Spatial and ***aspatial*** requirements are collated to meet ***organisational needs***.
	3.2 Most appropriate format and database are selected according to organisational requirements.
	3.3 Legal and ***ethical requirements*** are addressed.
4Test and validate collated spatial data.	4.1 ***Tools*** for testing the ***validity*** of the information and data are identified and accessed or developed.
	4.2 Links with ***other functional areas and management systems*** are identified and facilitated to ensure comprehensive information and data collection.
	4.3 Quality and useability of data are ensured according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- ability to translate requirements into design
- analytical skills, including systems analysis
- business presentations
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation
- information management
- literacy skills to:
  - assess and use workplace information

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REQUIRED SKILLS AND KNOWLEDGE

- locate and interpret legislation and other written documentation
- prepare and manage documentation
- read and write technical reports
- research and evaluate in order to assess sources of spatial data
- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- spatial skills to:
  - display proficiency in the operation of spatial data capture equipment
  - exercise precision and accuracy in relation to spatial and aspatial design
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- classification systems, processes and products
- computation methods
- coordinating reference systems
- design methods
- industry standards
- OHS guidelines
- operation of relevant software packages
- organisational policies and guidelines
- precision and accuracy in relation to spatial information
- principles of data acquisition (e.g. photogrammetry, remote sensing, terrestrial survey and hydrography)
- business presentation methods
- quality guidelines

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REQUIRED SKILLS AND KNOWLEDGE

- reference systems and their relationship to each other
- risk management
- security management guidelines
- spatial and attribute dataset structure and requirements
- spatial database operation
- spatial database structure requirements
- spatial data handling
- spatial data management practices
- spatial data storage technology.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5007A Maintain complex spatial data systems, and CPPSIS5008A Develop a complex spatial and aspatial database.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- taking responsibility for own outputs in work and learning
- using relevant data by manipulating and analysing it to meet the client's requirements, including:
  - applying operational knowledge in a broad range of areas relating to linking datasets and knowledge management
  - applying organisational skills and prioritising activity
  - applying solutions to a range of problems
  - devising and implementing a cost-effective functional solution
  - examining suitability of existing arrangements
  - keeping records accurately
  - measuring outcomes against specifications

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- performing a range of tasks where choice between a substantial range of options is required.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors,

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team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Spatial dataset may include:	• digital • hard copy • image • text • raster • vector.
Format may include:	• electronic information and data management systems (where system refers to computer software).
Client specifications refer to description of outputs and may be contained in:	• contracts • memos • tender briefs

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- verbal instructions
- written instructions.

Constraints may include:

- coverage
- datum
- environmental factors
- industry requirements
- legal and statutory
- financial
- resource availability
- time.

Client may include:

- customers with routine or special requests
- external to organisation
- internal to organisation
- regular and new customers, including:
  - business enterprises
  - government agencies
  - members of the public
  - suppliers.

Relevant personnel may include:

- colleagues
- staff or employee representatives
- supervisors or line managers
- suppliers
- users.

Organisational guidelines may include:

- code of ethics
- company policy
- legislation relevant to the work or service function, including equal employment opportunity (EEO)
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining work roles and responsibilities.

Interpreted according to:

- equipment available
- software packages
- task required.

Descriptive and analytical techniques may include:

- statistical tests and methods such as:
  - broad analytical studies to determine estimates of risk
  - making comparisons using basic tests of significance
  - mean, standard deviation, regression analysis and percentage change.

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OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Aspatial refers to:	• data without a spatial component.
Organisational needs may include:	• administration (e.g. postcodes, suburbs, and federal and state electoral counties) • analysis of environmental, land and geographic information • asset management • cartographic services • civil engineering • digital imagery • electricity • emergency services management • environmental datasets • geographic information systems • hydrography • integrated services - environmental, land and geographic related datasets • land ownership tenure system • local government • location-based services • global positioning • mapping facilities • photogrammetry • remote sensing • site analysis • survey marks • sewerage • telecommunications • terrestrial survey • town planning • utility services such as water • water catchment.
Ethical requirements may include:	• confidentiality • privacy.

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Tools may include:	• model of questions with known answers • pilot program • prototype dataset • survey (staff in client organisation).
Validity means reflecting the true state of a test result, including tests for systematic distortions such as:	• confounding bias • information/data bias • observational bias • recall bias • selection bias.
Other functional areas and management systems may include:	• engineering and maintenance • environmental management • finance and auditing • information, data and records management • human resource, industrial relations and personnel management, including payroll • logistics • purchasing, procuring and contracting • quality management • strategic planning.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS5011A Monitor and control the spatial components of projects

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to monitor and control the spatial components of projects, often in a supervisory capacity. It requires the ability to analyse and plan monitoring approaches to technical issues and management requirements. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of theoretical and practical analysis; organisational, sound communication, negotiation and problem-solving skills; the ability to demonstrate initiative and enterprise; and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping or geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1Plan the task.	1.1 ***Design*** is interpreted to identify ***spatial components*** to be monitored or controlled.
	1.2 Design is checked for internal consistencies.
	1.3 ***Stakeholders*** are identified and consulted regarding task requirements according to ***organisational guidelines***.
	1.4 ***Project resources*** are identified and obtained.
	1.5 Pertinent ***legal and statutory requirements and standards*** are researched, considered and adhered to.
	1.6 Skills and knowledge are updated to accommodate changes in project delivery.
2Execute the task.	2.1 Measured spatial data is reduced to project spatial reference system for comparison with design.
	2.2 Impacts of ***contingencies*** are effectively managed.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 ***Measurements*** are validated and recorded according to project specifications.
	2.4 Checks are completed according to requirements.
	2.5 ***OHS requirements*** are planned for and adhered to.
3Finalise the task.	3.1 Results are documented according to project specifications.
	3.2 Relevant parties are informed of the results according to organisational guidelines.
	3.3 Spatial data is archived according to project specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation
- delegation of duties
- human resource management in relation to recruitment and performance setting
- information management
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
- negotiation skills (high level)
- numeracy skills to:
  - analyse errors
  - conduct image analysis

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REQUIRED SKILLS AND KNOWLEDGE

- estimate costs
- interpret and analyse statistics
- perform mental calculations
- record with accuracy and precision
- undertake computations
- use measuring equipment

- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- presenting business information and progress reports where required (high level)
- project management skills
- project planning
- self-management skills
- spatial skills to:
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- accuracy and precision requirements
- information management
- legislation as it applies to project work
- limitations of equipment, measuring and analysis guidelines
- measurement techniques
- OHS policies
- project management principles, tools, techniques and methodologies
- quality assurance principles
- relationships to universal locations
- resource management processes
- risk analysis principles
- spatial data reduction and manipulation techniques
- spatial information principles and their application
- spatial information services (SIS) project contingencies
- spatial reference systems
- spatial technologies.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5003A Implement a spatial information services project plan, CPPSIS5004A Determine spatial data requirements, CPPSIS5008A Develop a complex spatial and aspatial database, CPPSIS5009A Produce spatial project deliverables, and CPPSIS6007A Design spatial information services project deliverables.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- ability in spatial data reduction and manipulation
- accessing and interpreting design information to identify the components to be measured and monitored
- performing measurements
- planning resources
- relating to people with a range of physical and mental abilities
- managing contingencies
- communication skills to consult and negotiate with consultants and staff, recommend alternative ways of completing tasks, discuss changes in routine and procedures, and monitor and define objectives
- flexibility and ability to anticipate problems and modify systems and practices accordingly
- problem-solving skills to choose appropriate solutions from a range of possible alternatives
- time management skills using a range of planning tools.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services

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	• relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, which may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

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In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Design may include:

- digital information
- hard copy plans
- maps.

Spatial components may include:

- depth
- flow rates
- dimension
- direction
- position
- slope
- volume.

Stakeholders may include:

- architects
- clients
- client representatives
- community groups
- contractors
- engineers
- government authorities.

Organisational guidelines may include:

- Australian standards, quality assurance and certification requirements
- award and enterprise agreements and relevant industrial instruments
- company OHS guidelines
- enterprise manuals

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- licensing arrangements
- relevant codes of practice.

Project resources may include:

- equipment specifications
- operator manuals
- printed product instructions and information
- spatial database
- skills of existing staff
- staffing resources
- warranty documents.

Legal and statutory requirements and standards may include:

- Australian standards, quality assurance and certification requirements
- award and enterprise agreements and relevant industrial instruments
- licensing arrangements
- OHS guidelines and environmental issues
- relevant codes of practice
- relevant state, territory or federal legislation that affects organisational operations, including:
  - anti-discrimination and diversity
  - equal employment opportunity (EEO)
  - industrial relations.

Contingencies may include:

- equipment failure
- personnel turnover
- injury to staff and clients
- observation errors
- obstructions to plan
- weather.

Measurements may include:

- current meter
- echo sounder
- electronic distance measuring (EDM)
- global positioning system
- level
- photogrammetry
- remote sensing
- tape
- digitised theodolite
- tide gauge.

OHS requirements may include:

- Australian standards
- development of site safety plan
- identification of potential hazards
- inspection of work sites

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- training staff in OHS requirements
- use of personal protective clothing
- use of safety equipment and signage.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS5012A Maintain effective internal and external spatial communication networks

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to build and maintain effective relationships with clients and staff in order to support effective internal and external spatial communication networks. It requires highly developed communication and negotiation skills and the ability to apply skills and knowledge to a wide variety of spatial contexts with substantial depth to provide scope for spatial knowledge management. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of sound verbal and written communication, interpersonal, teamwork, self-management, human resource management and problem-solving skills. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping or geographic information systems (GIS).

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

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Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Maintain client relationships.	1.1 ***Client*** relationships are maintained according to ***organisational guidelines***. 1.2 Changes in ***client needs*** are monitored and appropriate action is taken. 1.3 Client satisfaction, goodwill and trust are achieved by completing all activities according to organisational guidelines, industry standards and client needs. 1.4. Feedback on company performance and level of client satisfaction is sought to establish an understanding of ***spatial product and service***

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ELEMENT	PERFORMANCE CRITERIA
	requirements.
	1.5 Contracts or variations to contracts are implemented according to ***company requirements*** and client needs.
	1.6 Client expectations of reliability, punctuality, and product and service delivery are met.
	1.7 Skills and knowledge are updated to accommodate the nature of clients' needs.
2 Satisfy complex client needs.	2.1 Clients are encouraged and assisted to evaluate spatial product and service options to satisfy their needs according to company requirements.
	2.2 Areas of difficulty are identified and ***remedial action*** is prioritised according to organisational guidelines.
	2.3 Enquiries and complaints are used as opportunities to re-establish client relationship.
3 Build business contacts and networks.	3.1 Organisations and groups that have the potential to benefit from company products and services are identified.
	3.2 Appropriate contact officers at the companies identified are contacted according to organisational guidelines.
	3.3 Agreed methods of ***communication*** and high business standards are maintained with ***business contacts and networks*** according to organisational guidelines.
	3.4 Strategies to represent and promote the company's interests and requirements are developed.
	3.5 Project activity is communicated to ***relevant personnel*** and ***supervisory processes*** are used to monitor activity according to client needs.
	3.6 Activity is ***monitored*** to ensure it meets project objectives and client expectations.
	3.7 Client contact is ***maintained*** upon project completion to ensure that possible future project activity opportunities are maximised.
4 Work effectively with business contacts.	4.1 Realistic service commitments are set and adhered to according to organisational guidelines.
	4.2 Flexibility in work practices is encouraged when operating under unusual or ***complex spatial requirements***.
	4.3 Situations outside own area of responsibility are referred to ***appropriate personnel*** according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational guidelines.
5 Communicate advice and pricing information.	5.1 ***Written and verbal responses*** are presented according to organisational guidelines.
	5.2 Pricing information for routine specified products and services is provided according to organisational guidelines.
	5.3 Client requirements for follow-up information are attended to promptly.
	5.4 Co-workers and supervisors are promptly advised of work implications.
	5.5 ***Spatial business documentation*** is completed according to ***work procedures***.
	5.6 Contact with client, including enquiries and complaints, is recorded and provides an objective record of matters addressed and remedial and other action taken.
	5.7 Client confidentiality is maintained according to company guidelines and client requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communication skills that assist in facilitating client relationships, including:
  - accessing, synthesising and using information
  - assertiveness
  - communicating effectively on the telephone
  - displaying empathy, tact and diplomacy
  - negotiation
  - written skills to document follow-up action
- computer skills (high technical user level) to complete business documentation
- interpersonal skills e.g. cooperation and flexibility
- human resource management

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REQUIRED SKILLS AND KNOWLEDGE

- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations
  - provide quotations and estimates
  - record with accuracy and precision
  - undertake computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- spatial skills to:
  - perform spatial data archival and retrieval and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- time management skills.

Required knowledge and understanding:

- complaint handling procedures
- client groups (internal and external)
- human resource management
- industry ethics and practice
- legislation as it applies to the spatial industry sector
- marketing guidelines
- methods of establishing and maintaining effective business contacts and networks
- organisational customer service standards
- pricing schedules
- principles of time management
- product and service knowledge
- role of designated personnel in client referrals

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REQUIRED SKILLS AND KNOWLEDGE

- range of potential and actual business contacts and networks
- safe work practices
- sales presentation processes
- spatial data capture methodologies
- spatial information principles and their application
- spatial information services (SIS) project contingencies
- spatial referencing systems
- spatial products and services
- spatial technologies
- use of metadata
- work allocation procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS5015A Undertake spatial process improvement to reduce costs and improve service.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying cost consideration • assessing and acting upon contingencies • determining precise data requirements • identifying and using opportunities for establishing and maintaining business contacts and networks • knowledge of products and services available and the capacity to explain to clients the features and benefits of products and services • leading teams • managing risks and contingencies • presenting information in a variety of formats to a range of business contacts • proactive client relationship-building skills

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- sound communication, problem-solving and negotiation skills
- working towards set targets
- understanding spatial project deliverables.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors,

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team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- customers with routine or special requests
- external to organisation
- internal to organisation
- regular and new customers, including:
  - business enterprises
  - government agencies
  - members of the public
  - suppliers.

Organisational guidelines may include:

- code of ethics
- company policy
- legislation relevant to the work or service function
- manuals
- OHS policies and procedures

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- personnel practices and guidelines outlining work roles and responsibilities.

Client needs may include:

- administration
- advice or general information
- cartography
- commercial, government or industrial interests
- complaints and suggestions
- environmental services
- GIS
- locational information
- mapping information
- payment
- spatial software
- surveying.

Spatial product and service requirements may include:

- database management system (DBMS)
- dataset
- datum, including geocentric datum
- digital geographic information exchange standard (DIGEST)
- digital imagery
- digital nautical chart
- engineering surveying
- Enroute Navigation chart
- existing spatial datasets
- geocoding
- geodata products
- geodic surveying
- GIS
- historical spatial data
- hydrographic surveying
- internet spatial data directories
- land information system
- map projections
- map referencing
- metadata
- mining surveying
- navigational tools such as global positioning system units
- remote sensing
- reports
- software
- tender documents

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- topographic data
- topographic information.

Company requirements may include:

- company's promotional needs
- legal and organisational policies and guidelines
- legislative and regulatory requirements, including:
  - codes of conduct
  - consumer law
  - equal employment opportunity (EEO)
  - environmental law
  - laws specific to local government, state, territory and federal legislation
  - OHS
  - privacy legislation
- personnel practices and guidelines outlining work roles and responsibilities
- quality systems, standards and guidelines
- staff appearance and presentation.

Remedial action may include:

- clarification of client needs and instructions
- implementation of required changes
- referral to appropriate personnel.

Communication may include:

- presentation on company profile
- correspondence
- exchange of reports and information
- inspection of communication channels
- logbooks
- newsletters
- electronic, verbal or written.

Business contacts and networks may include:

- community groups
- departments or branches of the organisation
- environmental groups
- local, state or territory, and federal government
- research companies
- software vendors
- suppliers
- technicians.

Relevant personnel may include:

- colleagues
- company personnel
- staff or employee representatives
- supervisors or line managers
- suppliers
- team members

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	• users.
Supervisory processes may include:	• delegating • implementing • monitoring • overseeing practices • reviewing • setting objectives • targeting.
Monitored may include:	• formal or informal discussion with client • maintaining awareness of client needs and operating environment • performance review against project milestones • review of client instruction.
Maintained may include:	• business promotional contact • follow-up contact at designated times • follow-up on industry intelligence • follow-up on past projects.
Complex spatial requirements may include any requirement that:	• calls for diplomacy or discretion beyond operational activity • involves accessing information that is not immediately obvious or accessible • warrants the attention of particular personnel.
Appropriate personnel may include:	• colleagues • staff or employee representatives • supervisors or line managers • suppliers.
Written and verbal responses may include:	• electronic or paper-based formal correspondence • general advice • informal conversations or correspondence • information on products available, including features and benefits • pricing estimates • quotations • standard industry disclaimers.
Spatial business documentation may include:	• databases • detailed technical description of the spatial data and its qualifiers • emails • faxes • quotations and estimates • standard letters • tax invoices

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Work procedures may be written or verbal and may include:	• statements. • assignment instructions • instructions from colleagues, supervisors or managers • personal protective equipment requirements • reporting and documentation requirements • specific client requirements.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS5013A Design a spatial data storage system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to design a spatial data storage system. It requires the ability to apply theoretical spatial concepts to a range of situations in order to determine, create and facilitate acceptance by users of a suitable spatial data and attribute storage system. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of self-management skills, the use of technology, and planning and organising within data management and data manipulation. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping or geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1Determine functional requirements.	1.1 User needs are determined according to organisational requirements. 1.2 An audit of ***existing spatial data sources*** is conducted to determine their suitability, useability, ***spatial data dependencies*** and adaptability. 1.3 Requirements are recorded according to ***organisational guidelines***. 1.4 Feasibility of requirements is assessed against organisational budget, resources and priorities.
2Create and test system design.	2.1 A plan is developed based on ***functional requirements*** detailing ***spatial data flow*** dependencies. 2.2 Appropriate ***spatial data storage environment*** is determined according to spatial data requirements and organisational resources. 2.3 A schedule for the introduction of the system is

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ELEMENT	PERFORMANCE CRITERIA
	developed and communicated to users.
	2.4 A prototype is created and tested or a standard format adopted to confirm that design meets functional requirements.
	2.5 Skills and knowledge are updated to accommodate changes in operating environment and equipment.
3Formalise design acceptance.	3.1 All ***relevant personnel*** are consulted and negotiated with to determine ***final design documentation***.
	3.2 Final design documentation is created according to organisational guidelines.
	3.3 ***Acceptance*** is obtained from all stakeholders as appropriate.
4Review the suitability of the spatial data storage system.	4.1 Users are canvassed regarding the effectiveness of the ***spatial data storage system*** to identify changes needed.
	4.2 Feedback is analysed and appropriate changes are implemented.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- ability to translate requirements into design
- analytical skills, including systems analysis
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation and apply software and hardware
- information management
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation

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REQUIRED SKILLS AND KNOWLEDGE

- prepare and manage documentation
- read and write technical reports
- research and evaluate
- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- spatial skills to:
  - exercise precision and accuracy in relation to spatial and aspatial data documentation and storage
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- classification systems, processes and products
- coordinating reference systems
- document storage and retrieval techniques
- high-level computer knowledge
- industry standards
- legal framework for archiving
- legislative requirements
- OHS
- organisational policies and guidelines
- ownership requirements and constraints of spatial data
- precision and accuracy in relation to spatial information
- reference systems and their relationship to each other
- relevant spatial data storage design tools
- risk management

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REQUIRED SKILLS AND KNOWLEDGE

- security management guidelines
- spatial database operation
- spatial data format and handling
- spatial data management practices
- spatial data storage technology
- spatial data structure requirements.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS5008A Develop a complex spatial and aspatial database.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying solutions to a range of problems • assessing requirements • devising and implementing a cost-effective, functional solution • examining suitability of existing arrangements • operational knowledge in a broad range of areas relating to data storage and knowledge management • organising and prioritising activity • performing a range of tasks where choice between a substantial range of options is required • taking responsibility for own outputs in work and learning.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services

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	• relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of

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time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Existing spatial data sources may include:	• custom made • external • internal • off the shelf.
Spatial data dependencies may include:	• attribute-related spatial datasets • coordinate system • datum • hardware.
Organisational guidelines may include:	• code of ethics • company policy • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Functional requirements refer to:	• system deliverables.
Spatial data flow may include:	• objective description of the business guidelines relating to functional requirements.

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Spatial data storage environment may include:	• electronic spatial databases • field book • hard copy • map repositories.
Relevant personnel may include:	• managers • supervisors • technical staff • users.
Final design documentation may include:	• digital • hard copy.
Acceptance may include:	• contract • exchange of letters • memorandum of understanding • signed copy of report • verbal confirmation.
Spatial data storage system may include:	• digital • hard copy.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS5014A Develop a subdivision survey design for local government approval

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to develop a subdivision survey design for local government approval. It requires the ability to determine, collect and write specifications for appropriate documentation and compile a plan to accompany a development application to an approving authority. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of self-management and verbal and written communication skills, understanding of technology, interpreting legal requirements and technical writing. The skills and knowledge acquired upon completion of this unit would apply to the needs of employees in supporting positions for town planning, surveying and mapping.

Legislative, regulatory requirements impact on this unit according to local, state, territory and federal legislation and regulations.

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify nature and type of service requests.	1.1 ***Requests*** are assessed to establish if they are within the ***jurisdiction and ability*** of the building or planning area of relevant authority. 1.2 Requests are assessed to establish necessity for compliance with statutory requirements. 1.3 Time required to service requests is established to identify if an immediate ***response*** is required. 1.4 Requests requiring additional ***research*** are prioritised and recorded to ensure important matters are finalised promptly. 1.5 Skills and knowledge are updated to accommodate changes in nature of service request.
2 Research information relevant to service	2.1 Accurate research and action are undertaken in order of priority to obtain required ***information***.

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ELEMENT	PERFORMANCE CRITERIA
requests.	2.2 Information is collated to enable preparation of a satisfactory response.
	2.3 ***Professional advice*** is identified and incorporated where appropriate.
3 Develop a submission for the request.	3.1 Base plan and draft subdivision or development proposal are prepared using current ***design*** guidelines.
	3.2 Development process and ***appropriate application documentation*** are explained to the ***client***.
	3.3 ***Physical constraints*** and environmental impact of the development are incorporated into the application.
	3.4 Availability of existing services and costs of supply are investigated.
	3.5 Local government and utility authority contributions are determined.
	3.6 ***Engineering aspects in subdivision design*** are considered and documented appropriately according to local government requirements.
	3.7 Response is prepared according to ***OHS*** and ***legislative requirements***, and ***organisational guidelines***.
	3.8 Pertinent ***legal and statutory standards*** are considered and adhered to.
4 Monitor approval process.	4.1 Assessment criteria for approval are further examined.
	4.2 Advertising and exhibition requirements are observed.
	4.3 Approval or refusal outcomes are reviewed according to organisational guidelines.
5 Communicate information and advice.	5.1 Written information and advice provided are clear and concise to minimise the need for follow-up action.
	5.2 Verbal advice is presented clearly and in a courteous manner to minimise the need for follow-up action.
	5.3 Advice is recorded according to organisational guidelines.
	5.4 Rights of appeal are explained to the client where appropriate.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for

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REQUIRED SKILLS AND KNOWLEDGE

this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- ability to translate requirements into design
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation
- interpreting project requirements
- interpreting technical requirements
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- spatial skills to:
  - exercise precision and accuracy in relation to spatial and aspatial data design
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation

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REQUIRED SKILLS AND KNOWLEDGE

- working in a team.

Required knowledge and understanding:

- data formats
- errors, accuracy and precision in technical reporting
- industry standards
- organisational policies and guidelines, such as OHS guidelines
- planning and control processes
- possible community issues and repercussions with regard to building permits
- safe work practices
- surveying reference systems
- surveying data capture and data set out methodologies
- understanding and application of road alignment design and associated computations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS4003A Facilitate effective spatial client relationships.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • matching objectives with resources to ensure project proceeds in an organised and timely manner • taking responsibility for own outputs in work and learning • ensuring that non-conformity aspects are recorded and reported • ensuring that achievement of required accuracy has been attempted by: • accessing and interpreting design information to identify the components to be measured and monitored

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- applying solutions to a range of problems
- documenting and reporting
- organising and prioritising activities
- providing timely and accurate advice.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

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Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Requests may include:	• copies of plans • complaints • local government requirements • problems • property requirements • technical advice • verbal (face to face or telephone) • written.
Jurisdiction and ability may include:	• copyright • freedom of information • local government policy

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	• relevant building and planning legislation • state, territory and federal Acts and policies.
Response may include:	• verbal • written.
Research may include:	• checking local government reports • literature survey • obtaining telephone information • statutory controls.

Information may include:	• boundary dimensions
	• design information:
	  • digital
	  • hard copy plans
	  • maps
	  • written instructions
	• land title
	• topographic features.

Professional advice may include:	• builders • engineers • statutory authorities • surveyors • town planners.
Design may include:	• digital information • hard copy plans • maps.
Appropriate application documentation:	• is determined by local government.
Client may include:	• builder • developer • land owner • local government representative • organisational representative • private citizen.

Physical constraints may include:	• drainage, including:
	  • lot drainage
	  • road pavement drainage
	• easements
	• public reserve requirements
	• sediment control
	• sewerage control.

Engineering aspects in	• design engineering criteria requirements for:

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subdivision design may include:	• crossfalls • cul de sacs • cycleways • gradients • intersections • kerb returns • road widths • theory notes • design methods using contours information • detail assessment of an approved set of examinations • engineering design requirements for: • lot drainage • road pavement drainage • location of utility services within the footpath area and to proposed lots • preparation of: • information to be shown • plan types • preliminary design plans • provision for alteration of existing services for: • easement requirements • public reserve requirements • sediment control • typical utility service allocations • provision for sewerage • typical drafting standards for plans.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Legislative requirements may include:	• Australian standards • award and enterprise agreements • certification requirements • codes of practice • equal employment opportunity (EEO) • quality assurance requirements.
Organisational guidelines may include:	• appropriate timelines • code of ethics

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- company policy
- final product formats
- formal design parameters
- legislation relevant to the work or service function
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining teamwork, work roles and responsibilities
- requirements for data processing.

Legal and statutory standards may include:

- aspects of cadastral law
- common law and old system title
- community title
- crown land, alienation and native title
- local government requirements
- national standards
- state statutes and regulations
- subdivisions and deposited plans (including roads)
- Torrens title system (indefeasibility and the need for registration), including:
  - caveat dealing
  - covenant dealing
  - easement dealing
  - lease dealing
  - mortgage dealing.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS5015A Undertake spatial process improvement to reduce costs and improve service

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to undertake continuous improvement in the review of organisational work processes and guidelines. This includes encouraging all staff to consider and be open to continuous improvement. It requires highly-developed communication and negotiation skills and the ability to apply skills and knowledge to a wide variety of spatial contexts with substantial depth to provide scope for spatial knowledge management. Function would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of theoretical and practical analysis; organisational, very sound communication, negotiation and problem-solving skills; the ability to demonstrate initiative and enterprise; and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping or geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

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Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify opportunities for process change.	1.1 ***Processes*** are monitored to ensure that they are cost-effective, customer focused, error free and achieve the planned result. 1.2 ***Problems*** are identified and communicated to ***relevant personnel*** to improve service and prevent recurrence, according to ***organisational guidelines***. 1.3 Using organisational guidelines, ***error analysis*** of the process is conducted to identify where practices could be improved. 1.4 ***Inconsistencies*** are identified by comparing processes for similar tasks to ensure the most effective method is

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ELEMENT	PERFORMANCE CRITERIA
	being used.
	1.5 Skills and knowledge are updated to accommodate changes in process improvements.
2 Encourage development of ideas for improvement.	2.1 ***Ideas*** for improvement are given prompt consideration and feedback to maximise possible benefits and compliance with relevant ***legislation***.
	2.2 An environment where improvements are sought and rewarded is maintained and ***incentives*** are offered.
	2.3 Relevant personnel are coached through the review of ideas to ensure commitment to solutions.
3 Assess viability of new ideas.	3.1 Ideas are discussed and evaluated with operators and against existing practices, precedents and legislative or organisational restrictions to determine viability and compliance.
	3.2 Contribution of the ideas to ***service quality improvement***, ***quality assurance***, ***risk assessment*** or cost efficiency is identified.
	3.3 Application of correct ***OHS*** practices within the ideas is ensured.
	3.4 Balanced judgements are made on the effectiveness of ideas.
4 Develop alternatives for process improvement.	4.1 Relevant personnel and ***area specialists*** are involved so that all aspects of the process can be considered.
	4.2 Regular opportunities are provided to relevant personnel to consider alternative approaches to process improvement.
5 Implement viable change.	5.1 ***Support*** is provided to employees to facilitate ***cultural change***.
	5.2 Change is monitored regularly to ensure anticipated benefits are realised.
	5.3 All areas affected by change are advised promptly to minimise disruption and ensure commitment.
	5.4 Continued improvement is encouraged and ***documentation*** on improvement processes is maintained according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to analyse theory, concepts and statistics (high level)
- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- change management
- communication skills that assist in facilitating client relationships, including:
  - accessing, synthesising and using information
  - assertiveness
  - communicating effectively on the telephone
  - displaying empathy, tact and diplomacy
  - negotiation
  - written skills to document follow-up action
- computer skills (high technical user level) to complete business documentation
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- planning
- project management skills
- spatial skills to:
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and

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REQUIRED SKILLS AND KNOWLEDGE

position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- team leadership
- work effectively as part of a team.

Required knowledge and understanding:

- customer relations guidelines
- legislation as it applies to the spatial industry sector
- information management
- organisational policies and guidelines
- quality assurance principles and quality improvement tools
- performance evaluation
- process improvement methods
- risk assessment principles
- safe work practices
- spatial information principles and their application
- spatial information services (SIS) project contingencies
- spatial technologies
- spatial referencing systems.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS5012A Maintain effective internal and external spatial communication networks.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide theoretical and practical evidence of: • applying cost considerations • applying qualitative and quantitative measurements • applying risk management techniques • assessing and acting upon contingencies

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- communication and interpersonal skills
- engendering support for improvement across the organisation
- identifying and assessing opportunities for process improvement
- managing change.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

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Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Processes may include:

- application of project specifications or plans
- application, review and enhancement of company policies, processes and products
- company practices
- cost-effective work practices
- clustering workloads so that relevant tasks are conducted concurrently
- cultural approaches
- emergency response
- enhancement to project plan
- discussions with clients
- discussions with supervisors

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- discussions with team
- health and safety improvements
- issues register recordings
- product and equipment design, selection and use
- quality assurance procedures
- risk management
- public safety improvements
- value adding
- workplace recognition and reward system.

Problems may include:

- administration
- environmental, land and geographic information errors
- asset management
- contractual issues
- dataset errors
- digital imagery quality
- equipment failure
- integration issues, such as difficulty in integrating environmental, land and geographic-related datasets
- managing day-to-day workload
- location-based contingencies
- poor communication
- telecommunications
- software issues
- workload.

Relevant personnel may include:

- colleagues
- registered surveyors
- site personnel
- staff or employee representatives
- supervisors or line managers
- suppliers
- users.

Organisational guidelines may include:

- code of ethics
- company policy
- legislation relevant to the work or service function
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining work roles and responsibilities.

Error analysis may include:

- accuracy
- communication
- computations
- contingency management

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	• cost • customer service • dataset • safety • software application • technological practice • teamwork.
Inconsistencies may include:	• duplication in process • operations that are not based on a continuous improvement process.

Ideas may require:	• considerations based on:
	  • ability to add value
	  • cost-effectiveness
	  • implementation techniques
	  • increased customer satisfaction
	  • management support
	  • practicality.

Legislation refers to relevant state, territory and federal Acts, including:	• anti-discrimination • consumer protection • environmental • equal employment opportunity (EEO) • freedom of information • industry codes of conduct • OHS • public health • relevant Australian standards • trade practices.
Incentives may include:	• awards • enhanced job role • financial • improved organisational standing • increased involvement in organisational decision making • increased satisfaction • services or products • study opportunities • time off in lieu.

Spatial ***service quality improvement*** may include:	• asset management standards
	• enhancement or expansion of:
	  • cartographic services
	  • datasets

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	• digital imagery • environmental, land and geographical information • location-based services • mapping facilities • site analysis • surveying standards • town planning.
Quality assurance may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • internal and external audit processes • product or service measurement against set criteria • standard verification • target monitoring.
Risk assessment may include the chance of something happening that will have an impact upon objectives. It is measured in terms of:	• consequence - the qualitative and quantitative outcome of an event (loss, injury, disadvantage or asset) • criteria for the acceptability and unacceptability of the risk determined by the organisational culture, goals and objectives • likelihood - a qualitative description of probability and frequency • probability - the chances of a particular outcome.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Area specialists are parties involved in process change, including:	• clients • sales representatives • suppliers.
Support may include:	• assistance with resources • coaching • counseling • guidance • reinforced messages from relevant personnel • team focus • training.
Cultural change refers to:	• change in overall behaviour and perception of self, in line with organisational focus.

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Documentation may include:	• electronic or paper-based correspondence with client • field records • issues register • improvement reports • records of conversation • organisational work activity sheets.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS5016A Design a stormwater system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to design and set out a basic stormwater system and associated engineering structures. It requires the ability to undertake all aspects of survey design, including understanding client and registered surveyor requirements and the special characteristics of a given site, and applying relevant legal and statutory requirements to the design. The selection of appropriate equipment and procedures is essential to performing the task safely and efficiently. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of self-management, accuracy and problem-solving skills; high-level understanding of technology; designing data; and implementing specifications. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Organise resources.	1.1 Characteristics of the operating environment and any special equipment or resource requirements are identified according to ***organisational guidelines***.
	1.2 Equipment is checked to be in good working order.
	1.3 ***Manufacturer specifications*** with regard to the use of equipment are complied with.
2 Follow specifications to design stormwater system.	2.1 ***Objectives***, ***principal work activities*** and ***constraints*** are defined and documented according to written survey specifications and ***client requirements***.
	2.2 Objectives and principal work activities are communicated to ***relevant personnel***.
	2.3 Details of instruments and basic ***techniques*** to be used are considered and evaluated.
	2.4 ***Stormwater design*** is determined according to

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ELEMENT	PERFORMANCE CRITERIA
	objectives.
3 Conduct the design of a stormwater system.	3.1 ***Calculations*** using a formula to find pressure at a point and depth of a hydraulic jack are conducted according to ***design type***.
	3.2 Atmospheric, gauge and absolute pressure are distinguished using measurements made with ***appropriate measurement equipment***.
	3.3 Pressure on plane and curved surfaces immersed in a liquid is calculated.
	3.4 ***Different types of flow*** that occur in liquids in motion and the value of ***Reynolds s number*** are determined.
	3.5 Discharge is calculated using continuity equation.
	3.6 Channel flow formula is applied to calculate flow and determine the use of weirs to measure flow.
	3.7 Equations are applied to calculate flow over sharp-crested weirs in ***channel measurements***.
	3.8 Hydrologic cycle, ***elements of meteorology***, rainfall and catchment factors affecting rainfall run off are determined.
	3.9 Correct ***OHS*** procedures are observed throughout the process.
	3.10 Pertinent ***legislative requirements*** and ***legal and statutory standards*** are considered and adhered to.
4 Discuss design report with work team.	4.1 Feedback on ***surveying data components*** provided by team members is discussed and acted upon according to organisational guidelines.
	4.2 Skills and knowledge are updated to accommodate changes in stormwater design.
5 Complete project to clients' requirements.	5.1 Completed work is checked against clients' requirements according to the specifications.
	5.2 Required ***documentation*** is completed according to organisational guidelines.
	5.3 Relevant personnel are informed of the results according to organisational guidelines.
	5.4 Survey data is archived according to project specifications.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- ability to translate requirements into design
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation
- interpreting project requirements
- instrument use (high level)
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - interpret statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- spatial skills to:
  - exercise precision and accuracy in relation to spatial and aspatial data design
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation

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REQUIRED SKILLS AND KNOWLEDGE

- understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- working in a team.

Required knowledge and understanding:

- advanced data reduction
- calibration of specialised surveying equipment
- data formats
- errors, accuracy and precision in design
- industry standards
- limitations of equipment
- organisational policies and guidelines, such as OHS guidelines
- planning and control processes
- safe work practices
- surveying reference systems
- surveying data capture and data set out methodologies
- understanding and application of high-level, relevant engineering-related tasks and associated computations
- understanding and application of road alignment design or stormwater system and associated computations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5018A Conduct an engineering survey, CPPSIS19A Conduct an engineering surveying project, CPPSIS5026A Design road and railway, and CPPSIS5027A Carry out a precision survey.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • matching objectives with resources to ensure the design of the stormwater system proceeds in an organised and timely manner

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- ensuring that achievement of required accuracy has been attempted by:
  - accessing and interpreting design information to identify the components to be measured and monitored
  - applying solutions to a range of problems
  - documenting and reporting
  - organising and prioritising activity
  - performing measurements
  - planning resources
  - survey data reduction and manipulation
- ensuring that non-conformity aspects are recorded and reported
- taking responsibility for own outputs in work and learning.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

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Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Organisational guidelines may include:	• appropriate timelines • code of ethics • company policy • final product formats • formal design parameters • legislation relevant to the work or service function • manuals • OHS policies and procedures • personnel practices and guidelines outlining teamwork, work roles and responsibilities • requirements for data processing.
Manufacturer specifications may include:	• equipment specifications • operator manuals.
Objectives may include:	• agreed client requirements • written survey specifications.
Principal work activities may include:	• the survey design of a stormwater system.
Constraints may include:	• coverage • datum • environmental factors • industry requirements • legal and statutory • financial • resource availability • time.
Client requirements refer to description of outputs and may be contained in:	• contracts • memos • tender briefs • verbal instructions • written instructions.
Relevant personnel may include:	• colleagues • registered surveyors • site personnel • staff or employee representatives • supervisors or line managers • suppliers • users.
Techniques may include:	• field • office procedures.
Stormwater design may	• compressibility of fluids

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include:

- density
- division between a solid and a fluid
- gravity
- intensity of pressure and pressure head
- mass
- total pressure
- weight
- surface tension
- viscosity
- urban.

Calculations may include:

- calculations for a two lane rural road, which may include:
  - cross-sections
  - grades and levels on grades
  - grade intersections
  - high and low points and levels in cross-sections
  - vertical curves, including levels and length
- calculations for an urban road, which may include cut and fill volumes
- calculation types include:
  - graphical and mechanical (planimeter) methods
  - mathematical rules such as mid-ordinate, trapezoidal and offsets at regular and irregular intervals from traverse to irregular boundaries, and radiation for irregular boundaries
  - volume from contours and spot heights
  - volume from cross-sections: mean area and end area using trapezoidal, prismoidal and Simpson's rules
  - volume of regular objects such as cone, cylinder, pyramid, wedge, frustum and sphene.

Design type may include:

- design details:
  - digital information
  - hard copy plans
  - maps
  - written instructions
- stormwater system details.

Appropriate measurement equipment may include:

- manometers
- mercury bowl
- piezometer.

Different types of flow may

- open channels

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include:	• pipes • pipe lines.
Reynolds s number refers to:	• a system that calculates the dispersion of solute into a slow stream of solvent.
Channel measurements may include:	• channel cross-sections • rectangular • trapezoidal • v-notch.

Elements of meteorology may include:	• graphs and charts associated with:
	  • rain gauging
	  • types of rainfall.

OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Legislative requirements may include:	• Australian standards • award and enterprise agreements • certification requirements • codes of practice • equal employment opportunity (EEO) • quality assurance requirements.
Legal and statutory standards may include:	• local government requirements • national standards • state statutes and regulations.
Surveying data components may include:	• depth • dimension • direction • flow rates • position • slope.

Clients may include:	• customers with routine or special requests
	• external to organisation
	• internal to organisation
	• regular and new customers, including:
	  • members of the public
	  • business enterprises
	  • government agencies

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- suppliers.

Documentation may include:

- electronic or paper-based correspondence with client
- field records
- final report
- records of conversation
- survey plots
- organisational work activity sheets.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS5017A Conduct an advanced GPS data collection and set out survey

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to conduct advanced global positioning system (GPS) surveys for both data collection and engineering set outs, as related to an engineering/construction environment. It requires the ability to interpret and analyse information and apply technical skills. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of planning, organising, accuracy, supervising and problem-solving skills; sound use of technology; and implementing and monitoring specifications. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping or geographic information systems.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for the survey.	1.1 Key activities and timelines are scheduled with full consideration of the ***specifications*** and available resources.
	1.2 ***Organisational GPS survey requirements*** are identified, complied with and recorded.
	1.3 ***Equipment*** is prepared for the survey with consideration of the specific ***project parameters and requirements***.
	1.4 Existing survey control data is obtained and ***validated***.
	1.5 Set out data is collated, validated, manipulated as required, and uploaded into the GPS receiver.
	1.6 Designated staff responsibilities are communicated to ***relevant personnel*** to ensure clarity of understanding of the work and provide a basis for ongoing assessment.

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ELEMENT	PERFORMANCE CRITERIA
	1.7 Skills and knowledge are updated to accommodate changes in data.
2 Conduct the survey.	2.1 GPS equipment is operated according to ***manufacturer specifications*** and ***organisational guidelines***.
	2.2 GPS survey is related to a ***reference system*** based on survey requirements.
	2.3 GPS data is collected using methodologies detailed in the data collection plan according to specifications.
	2.4 ***OHS*** requirements are planned for and adhered to.
	2.5 ***Quality assurance processes*** are adhered to according to organisational guidelines.
3 Finalise the survey.	3.1 ***Appropriate software*** is used to process the data according to organisational guidelines to determine ***required information***.
	3.2 Validation checks are completed according to ***project specifications***.
	3.3 Any discrepancies between specifications and the actual data collected are identified and evaluated.
	3.4 All ***required documentation*** is completed according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills (high level)
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation
- interpersonal skills (high level)
- interpreting project requirements
- literacy skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- assess and use workplace information
- locate and interpret legislation and other written documentation
- prepare and manage documentation
- read and write technical reports
- research and evaluate

- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- project planning
- project management skills
- spatial skills to:
  - display proficiency in the operation of GPS equipment
  - exercise precision and accuracy in relation to GPS survey and data collection
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- team leadership.

Required knowledge and understanding:

- abilities of work teams
- accuracy and precision requirements related to GPS network surveys
- data formats
- errors, accuracy and precision in set out surveys
- GPS data processing and data manipulation
- guidelines of projects
- industry standards
- limitations of equipment

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REQUIRED SKILLS AND KNOWLEDGE

- organisational policies and guidelines, such as OHS guidelines
- planning and control processes
- project review and reporting procedures
- safe work practices
- surveying reference systems (high level).

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS5022A Integrate surveying datasets.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- matching objectives with resources to ensure project proceeds in an organised and timely manner
- ensuring that achievement of required accuracy has been attempted by:
  - accessing and interpreting design information to identify the components to be measured and monitored
  - performing measurements
  - planning resources
  - applying solutions to a range of problems
  - documenting and reporting
  - GPS data reduction
  - organising and prioritising activity
- ensuring that non-conformity aspects are recorded and reported
- taking responsibility for team outputs in work and learning.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner

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	and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition

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(recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- detailed technical descriptions of survey data and its requirements
- preparation of cross-sections and plans with all information included.

Organisational GPS survey requirements may include:

- administration (e.g. postcodes, suburbs, and federal and state electoral counties)
- analysis of environmental, land and geographic information
- asset management
- cartographic services
- civil engineering
- digital imagery
- electricity
- emergency services management
- environmental datasets
- geographic information systems
- integrated services - environmental, land and geographic related datasets
- land ownership tenure system

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- local government
- location-based services
- global positioning
- mapping facilities
- site analysis
- survey marks
- sewerage
- telecommunications
- town planning
- utility services such as water.

Equipment may include:

- any geodetic GPS receiver
- associated equipment capable of differential and real time modes of operations.

Project parameters and requirements may include:

- coordinate systems
- datum
- display formats
- information displays
- outputs.

Validated means reflecting the true state of a test result, including tests for systematic distortions such as:

- confounding bias
- information/data bias
- observational bias
- recall bias
- selection bias.

Relevant personnel may include:

- colleagues
- registered surveyors
- site personnel
- staff or employee representatives
- supervisors or line managers
- suppliers
- users.

Manufacturer specifications may include:

- equipment specifications
- operator manuals.

Organisational guidelines may include:

- appropriate timelines
- code of ethics
- company policy
- final product formats
- formal design parameters
- legislation relevant to the work or service function, including equal employment opportunity (EEO)
- manuals
- OHS policies and procedures

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	• personnel practices and guidelines outlining teamwork, work roles and responsibilities • requirements for data processing.
Reference system refers to:	• projection and datum parameters required for GPS equipment and processing software.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Quality assurance processes may include:	• internal and external • product or service measurement against set criteria • standard verification • target monitoring.
Appropriate software may include:	• GPS software package designed for GPS survey planning, processing and adjusting of raw GPS data.
Required information may include:	• calculated information • metadata • positional data • set out positional accuracy.
Project specifications may include:	• detailed technical descriptions of required GPS survey data.
Required documentation may include:	• electronic or paper-based correspondence with client • field records • final report • records of conversation • survey plots • organisational work activity sheets.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS5018A Conduct an engineering survey

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to conduct an engineering survey on engineering and construction sites. It requires the ability to plan approaches to engineering contingencies and management requirements. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of managing teams, sound communication, sound use of technology, designing data and implementing specifications. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan the task.	1.1 ***Objectives***, principal work activities and ***constraints*** are defined and documented with written survey specifications.
	1.2 Details of instruments and basic ***techniques*** to be used are evaluated and determined.
	1.3 ***Design*** is interpreted to identify ***surveying data***.
	1.4 Pertinent ***legal and statutory standards*** and requirements, and ***OHS*** standards are considered and adhered to.
	1.5 Skills and knowledge are updated to accommodate changes in engineering surveys.
2 Execute the task.	2.1 Work is scheduled to be completed within ***time available***.
	2.2 ***Project management mechanisms*** are implemented to measure, record and report progress of activities in relation to the agreed schedule and plans.
	2.3 Identified survey components are measured.
	2.4 Measured survey data is reduced to the project reference system for comparison with design.
	2.5 Impact of ***contingencies*** and problems are managed.
	2.6 ***Measurements*** are validated and recorded according to

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ELEMENT	PERFORMANCE CRITERIA
	specifications.
	2.7 Checks are completed according to ***organisational guidelines***.
	2.8 ***Equipment*** is checked to be in good working order.
	2.9 ***Manufacturer specifications*** with regard to the use of equipment are complied with.
	2.10 Processes are followed that comply with relevant ***legislation*** and ***company policy***.
3 Finalise the task.	3.1 ***Relevant personnel*** are informed of the results according to organisational guidelines.
	3.2 ***Required documentation*** is completed according to organisational guidelines.
	3.3 Survey data is archived according to project specifications.
4 Review the task.	4.1 Review of achievements against objectives is undertaken.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- ability to translate requirements into design
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation
- information management
- instrument use (high level)
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation

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REQUIRED SKILLS AND KNOWLEDGE

- prepare and manage documentation
- read and write technical reports
- research and evaluate
- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- planning
- spatial skills to:
  - display proficiency in the operation of engineering equipment
  - exercise precision and accuracy in relation to spatial and aspatial data design
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- team leadership.

Required knowledge and understanding:

- abilities of work teams
- accuracy and precision requirements
- data capture and data set out
- calibration of specialised surveying equipment
- data formats
- data management
- data reduction and manipulation techniques
- guidelines of projects
- industry standards
- legislative, statutory and industry requirements and standards
- limitations of the guidelines relating to equipment, measuring and analysis
- organisational policies and guidelines, such as OHS guidelines

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REQUIRED SKILLS AND KNOWLEDGE

- planning and control processes
- project review procedures
- safe work practices
- surveying reference systems
- surveying data capture and data set out methodologies
- understanding and application of high-level, relevant engineering-related tasks and associated computations
- use of surveying equipment for data capture and data set out.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5019A Conduct an engineering surveying project, and CPPSIS5027A Carry out a precision survey.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- matching objectives with resources to ensure project proceeds in an organised and timely manner
- ensuring that achievement of required accuracy has been attempted by:
  - accessing and interpreting design information to identify the components to be measured and monitored
  - applying solutions to a range of problems
  - performing measurements
  - planning resources
  - managing contingencies
  - documenting and reporting
- ensuring that non-conformity aspects are recorded and reported
- taking responsibility for team outputs in work and learning.

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Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or

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Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Objectives may include:

- agreed client requirements
- written survey specifications.

Constraints may include:

- coverage
- datum
- environmental factors
- industry requirements
- legal and statutory
- financial
- resource availability
- time.

Techniques may include:

- field procedures
- office procedures.

Design may include:

- digital information
- hard copy plans
- maps
- written instructions.

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Surveying data may include:	• depth • dimension • direction • flow rates • position • slope.
Legal and statutory standards may include:	• local government requirements • national standards • state statutes and regulations.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Time available may involve estimates for time duration of project, including:	• client instructions • consideration of contingencies • consideration of past project experiences • experience of project personnel • location of project • methods to be employed • resources and equipment to be used.
Project management mechanisms may include:	• communicating with stakeholders • resolving disputes • monitoring and adjusting key milestones.
Contingencies may include:	• equipment failure • injury to personnel • personnel turnover • observation errors • obstructions to project plan • weather.
Measurements may include use of:	• current meter • echo sounder • global positioning system (GPS) • level • remote sensing • tape • tide gauge • total station.

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Specifications may include:	• detailed technical descriptions of survey data and its requirements • preparation of cross-sections and plans with all information included.
Organisational guidelines may include:	• appropriate timelines • code of ethics • company policy • final product formats • formal design parameters • legislation relevant to the work or service function • manuals • OHS policies and procedures • personnel practices and guidelines outlining teamwork, work roles and responsibilities • requirements for data processing.
Equipment may include:	• GPS • level • tape • total station.
Manufacturer specifications may include:	• equipment specifications • operator manuals.
Legislation may include:	• Australian standards • award and enterprise agreements • certification requirements • codes of practice • equal employment opportunity (EEO) • quality assurance requirements.
Company policy may include:	• internal and external communication guidelines • company OHS standards • customer service standards • company goals, such as mission statement • governance guidelines • guidelines on the use of equipment • operational manuals • operational plan • strategic plan.
Relevant personnel may include:	• colleagues • registered surveyors • company personnel • staff or employee representatives • supervisors or line managers

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- suppliers
- users.

Required documentation may include:

- electronic or paper-based correspondence with client
- field records
- final report
- records of conversation
- survey plots
- organisational work activity sheets.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS5019A Conduct an engineering surveying project

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required for designing, computing and setting out basic engineering surveying projects. It requires the ability to plan and execute technical project activity within set deadlines. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit This unit of competency supports the application of managing teams, sound communication skills, use of technology, designing data and implementing specifications. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify project.	1.1 Project activities are identified according to organisational requirements.
	1.2 ***Organisational priorities*** are determined in line with project specifications.
2 Organise project resources.	2.1 Characteristics of the ***operating environment*** and any special ***equipment*** or resource requirements are identified according to ***organisational guidelines***.
	2.2 Higher authority endorsements are obtained where necessary to ensure that the use of resources and equipment is in line with ***project objectives***.
	2.3 Equipment is checked to be in good working order.
	2.4 ***Manufacturer specifications*** with regard to the use of equipment are complied with.
	2.5 Project objectives comply with relevant ***legislation*** and ***company policy***.
3 Plan the tasks.	3.1 Project objectives, ***principal work activities*** and ***constraints*** are defined and documented according to ***surveying data*** specifications and ***client requirements***.
	3.2 Survey ***design*** is interpreted to identify surveying data.
	3.3 Agreed communication processes between project members, ***client*** and other ***stakeholders*** are

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ELEMENT	PERFORMANCE CRITERIA
	implemented and maintained.
	3.4 ***OHS*** and legislative requirements are incorporated into project ***risk management*** plan.
	3.5 Pertinent ***legal and statutory standards*** are researched, considered and adhered to.
	3.6 Skills and knowledge are updated to accommodate changes in design.
4 Manage and monitor the project.	4.1 Work is scheduled to be completed within ***time available***.
	4.2 ***Project management mechanisms*** are implemented to measure, record and report progress of activities in relation to the agreed schedule and plans.
	4.3 Identified surveying components are accurately measured.
	4.4 Measured surveying data is reduced to project surveying ***reference system*** for comparison with design.
	4.5 ***Measurements*** are validated and recorded according to project ***specifications***.
	4.6 ***Contingencies*** and constraints are managed to ensure project specifications are met.
	4.7 OHS requirements are adhered to.
	4.8 ***Quality assurance processes*** are implemented based on the project plan.
5 Finalise the project.	5.1 ***Relevant personnel*** are informed of the results according to organisational guidelines.
	5.2 ***Required documentation*** is completed according to organisational guidelines.
	5.3 Surveying data is archived according to project specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds

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REQUIRED SKILLS AND KNOWLEDGE

and with a range of physical and mental abilities
- analytical skills
- ability to translate requirements into design
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation
- information management
- instrument use (high level)
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- planning
- spatial skills to:
  - display proficiency in the operation of surveying equipment
  - exercise precision and accuracy in relation to spatial and aspatial data design
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- working in a team.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- abilities of work teams
- accuracy and precision requirements
- data capture and data set out
- calibration of specialised surveying equipment
- data formats
- data management
- data reduction and manipulation techniques
- guidelines of projects
- industry standards
- legislative, statutory and industry requirements and standards
- limitations of the guidelines relating to equipment, measuring and analysis
- organisational policies and guidelines, such as OHS guidelines
- planning and control processes
- project review procedures
- safe work practices
- surveying reference systems
- surveying data capture and data set out methodologies
- understanding and application of high-level, relevant engineering-related tasks and associated computations
- use of surveying equipment for data capture and data set out.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5018A Conduct an engineering survey, CPPSIS5020A Create engineering drawings and CPPSIS5027A Carry out a precision survey.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • matching objectives with resources to ensure project proceeds in an organised and timely manner

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- ensuring that achievement of required accuracy has been attempted by:
  - accessing and interpreting design information to identify the components to be measured and monitored
  - applying solutions to a range of problems
  - documenting and reporting
  - managing contingencies
  - organising and prioritising activity
  - performing measurements
  - planning resources
  - reducing and manipulating spatial data
- ensuring that non-conformity aspects are recorded and reported
- taking responsibility for team outputs in work and learning.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

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Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Organisational priorities may include:	• client focus • external influence and focus • financial priorities • internal influence and focus • operational plan • strategic plan.
Operating environment:	• any surveying project work site.
Equipment may include:	• global positioning system (GPS) • level • tape • total station.
Organisational guidelines may include:	• appropriate timelines • code of ethics • company policy • final product formats • formal design parameters • legislation relevant to the work or service function • manuals • OHS policies and procedures • personnel practices and guidelines outlining teamwork, work roles and responsibilities • requirements for data processing.
Project objectives may include:	• agreed client requirements • written survey specifications.
Manufacturer specifications may include:	• equipment specifications • operator manuals.
Legislation may include:	• Australian standards • award and enterprise agreements • certification requirements • codes of practice • equal employment opportunity (EEO) • quality assurance requirements.
Company policy may include:	• company OHS standards • customer service standards • company goals, such as mission statement • governance guidelines • guidelines on the use of equipment • internal and external communication guidelines • operational manuals • operational plan

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	• strategic plan.
Principal work activities may include:	• activity and sequence of activity determined to be essential in order to meet project objectives.
Constraints may include:	• coverage • datum • environmental factors • industry requirements • legal and statutory • financial • resource availability • time.
Surveying data may include:	• depth • dimension • direction • flow rates • position • slope.
Client requirements refer to description of outputs and may be contained in:	• contracts • memos • tender briefs • verbal instructions • written instructions.
Design may include:	• digital information • hard copy plans • maps • written instructions.

Client may include:	• customers with routine or special requests
	• external to organisation
	• internal to organisation
	• regular and new customers, including:
	  • business enterprises
	  • government agencies
	  • members of the public
	  • suppliers.

Stakeholders may include:	• human resource personnel: internal or external • procurement agency: internal or external management.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites

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	• training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Risk management may include:	• adhering to budget • anticipating external influences • contingency planning • using guidelines for the selection of contractors • effective communication and consultation • effective project management • internal and external audit processes • milestone review and evaluation • realistic timelines • targeted activity.
Legal and statutory standards may include:	• local government requirements • national standards • state statutes and regulations.
Time available may involve estimates for time duration of project, including:	• client instructions • consideration of contingencies • consideration of past project experiences • experience of project personnel • location of project • methods to be employed • resources and equipment to be used.
Project management mechanisms may include:	• communication with stakeholders • dispute resolution guidelines • monitoring and adjusting key milestones.
Reference system refers to:	• projection and datum parameters required for GPS equipment and processing software.
Measurements may include use of:	• current meter • echo sounder • GPS • level • remote sensing • tape • tide gauge • total station.
Specifications may include:	• detailed technical descriptions of survey data and its requirements • preparation of cross-sections and plans with all information included.
Contingencies may include:	• equipment failure

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- injury to personnel
- personnel turnover
- observation errors
- obstructions to project plan
- weather.

Quality assurance processes may include:

- internal and external
- product or service measurement against set criteria
- standard verification
- target monitoring.

Relevant personnel may include:

- colleagues
- registered surveyors
- company personnel
- staff or employee representatives
- supervisors or line managers
- suppliers
- users.

Required documentation may include:

- electronic or paper-based correspondence with client
- field records
- final report
- progress reports
- records of conversation
- survey plots
- organisational work activity sheets.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS5020A Create engineering drawings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to create and output two-dimensional (2-D) engineering drawings using suitable surveying software. It requires high-level technical application and the ability to apply theoretical concepts to a range of surveying data specifications. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of planning, organisational, communication and problem-solving skills; and high-level understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare computer-aided design (CAD) environment.	1.1 ***Objectives***, deliverables, constraints and principal work activities are defined and documented according to the written spatial data specifications and ***legislative requirements***.
	1.2 System variables are customised to suit standard operating procedures.
	1.3 Relevant manuals, instructions and operating procedures for software and hardware being used are obtained according to workplace procedures.
	1.4 Menus are customised to suit standard operating procedures.
	1.5 ***Drawing*** defaults are customised to suit the applicable drafting standards and procedures.
	1.6 Skills and knowledge are updated to accommodate changes in operating environment and equipment.
2 Create 2-D engineering drawings or three-dimensional (3-D) models.	2.1 Engineering drawings are created using available software systems.
	2.2 Drawing ***entities*** are linked to database ***attributes*** to suit job requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Detailed views are created using various scales to meet job requirements.
	2.4 Plots are produced at required scales to meet job requirements.
	2.5 If a 3-D model is created, ***products*** are determined and entities are created in ***3-D space*** to job requirements.
3 Produce output.	3.1 Files are saved in various ***formats*** according to standard operating procedures.
	3.2 Entities are produced from the drawing files or database and are listed in required format to meet job requirements.
	3.3 ***Supplementary data*** is extracted from engineering drawing to meet job requirements.
	3.4 ***OHS requirements*** are planned for and adhered to.
4 Finalise the task.	4.1 All ***required documentation*** is completed promptly, accurately and according to ***organisational guidelines***.
	4.2 ***Relevant personnel*** are informed of the results.
	4.3 Spatial data is archived according to ***project specifications***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to create, extract and output information from engineering plans
- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation and apply surveying software
- literacy skills to:
  - assess and use workplace information

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REQUIRED SKILLS AND KNOWLEDGE

- locate and interpret legislation and other written documentation
- prepare and manage documentation
- read and write technical reports
- research and evaluate

- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- spatial skills to:
  - exercise precision and accuracy in relation to spatial and aspatial data design
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- data formats
- data management
- industry requirements and standards
- interaction of surveying software with surveying equipment
- organisational policies and guidelines
- planning and control processes
- road design software
- safe work practices
- spatial reference systems
- standard plan design and presentation conventions.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS5019A Conduct an engineering surveying project.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- applying known solutions to a range of problems
- applying mathematical principles and skills to a range of surveying-related problems
- assessing and recording information from varied engineering sources
- performing a range of tasks where choice between a substantial range of options is required
- understanding mathematical concepts and techniques
- understanding operational knowledge in a broad range of CAD environments
- understanding terms used in calculations
- understanding the purpose of numerically solving surveying problems
- taking responsibility for own outputs in work and learning.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

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Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Objectives may include:	• client requirements • written survey data specifications.

Legislative requirements may include:	• relevant state, territory and federal legislation affecting organisational operations, including:
	  • anti-discrimination and diversity
	  • equal employment opportunity (EEO)
	  • industrial relations.

Drawings may include:	• charts • diagrams • plans.
Entity refers to a single item created on the screen such as:	• arc • circle • hatch • line • text.
Attributes are properties associated with an entity and may include:	• colour • layer • level • line type • line width • text.
Products may include:	• aspect maps • line of sight maps • slope maps • visualisation estimation • volume estimation.
3-D space may include:	• line of sight (intervisibility) map • fly through products.
Formats may include:	• DXF (data exchange format) • PTS (a format used in the triangulation process to define the position of points and triangles)

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	• XLS (Excel spreadsheet format).
Supplementary data may include:	• area • volumes • lengths • angles • perimeters.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Required documentation may include:	• field records • final product reports • survey plots.
Organisational guidelines may include:	• appropriate timelines • final product formats • format design parameters • guidelines for working with teams • particular requirements for data processing.
Relevant personnel may include:	• supervisors and managers • site personnel such as field hands • surveyors.
Project specifications refer to:	• detailed technical descriptions of the survey data and its requirements.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS5021A Apply land and planning law to surveying

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assist surveyors to mark out urban structures and to identify urban lots and the improvements thereon. It requires the ability to determine land and planning law, collect and write specifications for appropriate documentation, and compile a plan to an approving authority suitable to accompany a development application. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of self-management, technical writing and communication (verbal and written) skills, the understanding of technology, and interpreting legal requirements. The skills and knowledge acquired upon completion of this unit would apply to the needs of employees in supporting positions for town planning, surveying and mapping.

Legislative and regulatory requirements may impact on this unit. Incorporate these requirements according to local, state, territory and federal legislation and regulations.

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine azimuth for identification and re-mark surveys.	1.1 Accurate research and action are undertaken in priority order to obtain required ***information***. 1.2 Survey marks are located as indicated on the ***survey plan***. 1.3 Position of a parcel of land corners is established from survey marks found. 1.4 A right on boundary or parallel ***azimuth*** is established. 1.5 ***Monumented and non-monumented occupations*** are used to establish an azimuth parallel to a street boundary. 1.6 An assumed azimuth is adopted to enable completion of the field survey, and subsequent calculations and adjustments to swing onto the azimuth are made. 1.7 An azimuth derived from marks at opposite

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ELEMENT	PERFORMANCE CRITERIA
	extremities of the survey is calculated.
	1.8 Relationship between alignment marks, kerb lines, kerb as laid and occupations is interpreted when an azimuth is fixed using alignment marks, occupations and kerbs shown in alignment plans.
	1.9 Skills and knowledge are updated to accommodate changes in planning regulations and survey methods.
2 Undertake a mark-out survey and fix front and rear corners, angles and line marks.	2.1 An azimuth is established by direct or indirect means and the front corners of an allotment are fixed.
	2.2 A side fix is established for the allotment using occupations, monuments or reference marks.
	2.3 ***Direct methods*** are used to establish the positions of the rear corners.
	2.4 ***Traverse*** and calculations from the street azimuth and side fix are made to set out rear corners by indirect means.
	2.5 Need to use line marks on long or obstructed boundaries is identified.
	2.6 A suitable checking procedure to validate positioning of all marks placed is undertaken.
3 Meet local government building requirements.	3.1 Re-mark surveys and local government siting requirements for the issue of a building certificate are met.
	3.2 Relevant survey regulations relating to supervision of surveys, field procedures and survey searching are adhered to.
	3.3 Relevant survey regulations relating to accuracy of ***cadastral surveys***, field procedures and survey searching are adhered to.
	3.4 Field notes are prepared according to ***OHS*** and ***legislative requirements***, and ***organisational guidelines***.
	3.5 Pertinent ***legal and statutory*** standards are considered and adhered to.
4 Calculate an identification survey.	4.1 Position of improvements in relation to the boundaries is calculated using indirect methods (radiations), direct methods or a coordinate system.
	4.2 Position of improvements in relation to the boundaries or set out buildings is calculated using a coordinate system.
5 Prepare a draft survey report.	5.1 A draft survey report is prepared in a clear and concise manner to minimise the need for follow-up action.

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ELEMENT	PERFORMANCE CRITERIA
	5.2 A sketch is prepared to accompany a survey report according to organisational guidelines.
	5.3 A draft survey report and accompanying sketch is prepared for a re-mark survey.
	5.4 ***Physical constraints*** and environmental impacts of the development are incorporated into the report.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- ability to translate requirements into design
- accuracy and precision
- analytical skills
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through graphic, oral, written and visual means
- computer skills (high technical user level) to complete business documentation and conduct web-based searches
- interpersonal skills
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation and information flow
  - read and write key performance reports, including technical reports
  - research and evaluate (high level) in order to source spatial information services (SIS) educational information
- negotiation skills
- numeracy skills to:
  - accurately record and collate
  - analyse errors
  - conduct image analysis
  - estimate costs

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REQUIRED SKILLS AND KNOWLEDGE

- perform mental calculations
- interpret and analyse statistics
- undertake complex computations
- organisational skills to plan and prioritise activities to meet contractual requirements
- spatial skills to:
  - exercise precision and accuracy in relation to survey techniques
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- working in a team.

Required knowledge and understanding:

- data formats
- errors, accuracy and precision
- industry standards
- OHS guidelines
- organisational policies and guidelines
- planning and control processes
- possible community issues and repercussions with regard to building permits
- safe work practices
- surveying computation skills
- surveying reference systems
- surveying data capture and data set out methodologies
- understanding and application of road alignment design and associated computations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS5014A Develop a subdivision survey design for local government approval.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • matching objectives with resources to ensure project proceeds in an organised and timely manner • ensuring that achievement of required accuracy has been attempted and that non-conformity aspects are recorded and reported • taking responsibility for own outputs in work and learning.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are

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narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Information may include:

- boundary dimensions
- design information:
  - digital

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- hard copy plans
- maps
- written instructions

- instruction
- land title
- topographic features.

Survey plan may include:

- alteration of the following:
  - existing services
  - existing utility services
  - typical utility service allocations
- design engineering criteria requirements for the following:
  - crossfalls
  - cul de sacs
  - cycleways
  - gradients
  - intersections
  - kerb returns
  - road widths
  - theory notes
- design methods using contours information
- detail assessment of an approved set of examinations
- engineering design requirements for the following:
  - lot drainage
  - road pavement drainage
- location of utility services within the footpath area and to proposed lots
- preparation of :
  - information to be shown
  - plan types
  - preliminary design plans
- provision for alteration of existing services for the following:
  - easement requirements
  - public reserve requirements
  - sediment control
  - typical utility service allocations
- provision for sewerage
- typical drafting standards for plans.

Azimuth refers to:

- a direction expressed as a horizontal angle, usually in

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	degrees and measured clockwise from a reference datum, which determines if the azimuth is a true magnetic or relative.
Monumented and non-monumented occupations mean:	• monumented: instruments on reference marks (RMs) or permanent marks (PMs) • non-monumented: no instruments on RMs or PMs.
Direct methods may include:	• offset • parallelograms.
Traverse refers to:	• a method of surveying in which lengths and directions of lines between points on the earth are obtained by or from field measurements and are used in determining positions of the points.
Cadastral survey refers to:	• a survey of the boundaries of land parcels.
OHS may include:	• Australian standards • development of site safety plans • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Legislative requirements may include:	• Australian standards • award and enterprise agreements • certification requirements • codes of practice • equal employment opportunity • national industry standards • quality assurance requirements • set back requirements.
Organisational guidelines may include:	• appropriate timelines • code of ethics • company policy • final product formats • formal design parameters • legislation relevant to the work or service function • manuals • OHS policy and procedures • personnel practices and guidelines outlining teamwork, work roles, responsibilities and delegations • requirements for data processing.
Legal and statutory may include:	• aspects of cadastral law • common law and old system title • community title

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- crown land, alienation and native title
- local government requirements
- national standards
- state statutes and regulations
- subdivisions and deposited plans (including roads)
- Torrens title system (indefeasibility and the need for registration), including:
  - caveat dealing
  - covenant dealing
  - easement dealing
  - lease dealing
  - mortgage dealing.

Physical constraints may include:

- drainage, including:
  - lot drainage
  - road pavement drainage
- easements
- public reserve requirements
- sediment control
- sewerage control.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS5022A Integrate surveying datasets

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to integrate different surveying datasets and to manipulate the combined data in a processing package. It requires the ability to interpret and analyse information and apply technical skills. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of accuracy, planning, organisational, communication and problem-solving skills; interpreting technical documentation; and high-level understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Integrate different datasets into a processing package.	1.1 ***Objectives***, deliverables, constraints and principal work activities are defined and documented according to ***project specifications*** and ***legislative requirements***. 1.2 ***Measured datasets*** are imported or downloaded into a ***processing package***. 1.3 ***Measurements*** are checked, validated and recorded according to project specifications. 1.4 Data is edited according to ***organisational guidelines***. 1.5 Skills and knowledge are updated to accommodate changes in dataset requirements.
2 Process integrated data using a processing package.	2.1 Objectives and principal work activities are defined. 2.2 Measured survey data is processed for comparison with dataset ***design***. 2.3 Measurements are ***validated*** and recorded according to project specifications. 2.4 Checks on integrated data are completed according to requirements. 2.5 Pertinent standards are considered and adhered to. 2.6 Impact of ***contingencies*** and problems is effectively

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ELEMENT	PERFORMANCE CRITERIA
	managed.
3 Conduct follow-up activity.	3.1 All ***required documentation*** is completed promptly, accurately and according to organisational guidelines.
	3.2 ***Relevant personnel*** are informed of the results according to organisational guidelines.
	3.3 Spatial data is archived according to project specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation
- instrument usage (high level)
- interpersonal skills to direct teams
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations

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REQUIRED SKILLS AND KNOWLEDGE

- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- spatial skills to:
  - exercise precision and accuracy in the use of datasets
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- accuracy and precision requirements
- data format
- data reduction
- limitations of equipment
- organisational policies and guidelines
- planning and control processes
- relevant industry requirements and standards
- safe work practices
- software application for spatial data processing and general data handling
- spatial reference systems
- surveying equipment for survey data capture
- surveying data capture methodologies.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5017A Conduct an advanced GPS data collection and set out survey.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying a defined range of skills • applying known solutions to a range of problems • documenting and reporting • leading and working in a team • performing measurements • reducing and manipulating survey data • understanding mathematical concepts and techniques • taking responsibility for own outputs in work and learning.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a

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variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Objectives may include:

- client requirements
- written survey data specifications.

Project specifications refer to:

- detailed technical descriptions of the survey data and its requirements.

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Legislative requirements may include:	• relevant state, territory and federal legislation affecting organisational operations, including:
	  • anti-discrimination and diversity
	  • equal employment opportunity (EEO)
	  • industrial relations.

Measured data may relate to:	• depth • dimension • direction • height • position.
Processing package refers to:	• computations of measured datasets.
Measurements may include:	• current meter • echo sounder • global positioning system • level • photogrammetry • remote sensing • tape • tide gauge • total station.
Organisational guidelines may include:	• appropriate timelines • final product formats • format design parameters • guidelines for working with teams • particular requirements for data processing.
Design may include:	• digital information • hard copy plans • maps.
Validated means reflecting the true state of a test result, including tests for systematic distortions such as:	• confounding bias • information/data bias • observational bias • recall bias • selection bias.
Contingencies may include:	• equipment failure • injury to personnel • personnel turnover • observation errors • obstructions to project plan • weather.

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Required documentation may include:	• field records • final product reports • survey plots.
Relevant personnel may include:	• managers • site personnel such as field hands • supervisors • surveyors.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS5023A Manage advanced surveying computations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to solve a range of surveying and basic engineering-related problems. It requires the ability to identify, analyse and evaluate data to perform surveying computations. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of accuracy, communication, organisational and problem-solving skills; interpreting technical documentation; the ability to demonstrate initiative and enterprise; human resource management; and a sound understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to perform advanced traverse computations.	1.1 Task ***objectives*** are defined. 1.2 ***Pertinent standards*** are identified, considered and adhered to according to ***project specifications***. 1.3 ***Principal work activities*** and ***constraints*** in relation to advanced ***traverse*** computations are defined and documented according to ***client*** requirements. 1.4 Information on identified risks, ***contingencies***, ***risk management processes*** and required resources are included in task objectives. 1.5 Requirements of the job and the computations are clarified with ***relevant personnel*** according to ***organisational guidelines***. 1.6 Work is allocated to appropriate personnel and ***supervisory processes***, checks and measures are implemented to ensure work is completed within ***time available***. 1.7 ***OHS*** requirements are planned for and adhered to. 1.8 Skills and knowledge are updated to accommodate

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ELEMENT	PERFORMANCE CRITERIA
	changes in surveying computations.
2 Arrange for the task to be executed.	2.1 ***Arrangements*** are made for computations to be performed on angles and bearings. 2.2 Requirements for conversions between polar and rectangular modes are communicated to relevant personnel and performed. 2.3 Computations performed on the coordinates of a simple closed traverse, and the missing elements and adjusted coordinates of a traverse, are supervised. 2.4 Arrangements are made for traverse information to be reduced from field notes. 2.5 Traverse misclose computations adjustment process is supervised. 2.6 ***Computation problems*** involving linear figures of constant width are communicated to relevant personnel and solved. 2.7 ***Organisational documented and undocumented practices*** are communicated to relevant personnel and adhered to.
3 Arrange for the computation of surveying problems involving circular curves.	3.1 Computations are performed on all elements of circular curves. 3.2 Problems involving circular curve missing elements are communicated to relevant personnel and solved.
4 Supervise the completion of the task.	4.1 All ***required documentation*** is communicated to relevant personnel and completed promptly, accurately and according to organisational guidelines. 4.2 ***Spatial data*** is archived according to project specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds

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REQUIRED SKILLS AND KNOWLEDGE

and with a range of physical and mental abilities

- analytical skills
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation and apply surveying software
- create, extract and output information from engineering plans
- create road design and output road design details
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
- numeracy skills to:
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- pass information and practical work skills onto others
- spatial skills to:
  - exercise precision and accuracy in surveying computations
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- supervisory skills.

Required knowledge and understanding:

- apply the basic principles of algebra, geometry and trigonometry
- computing traverse data from field information

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REQUIRED SKILLS AND KNOWLEDGE

- data formats
- data management
- industry requirements and standards
- interaction of surveying software with surveying equipment
- management principles
- organisational policies and guidelines, such as OHS guidelines
- planning and control processes
- road design software
- safe work practices
- spatial reference systems
- standard plan design and presentation conventions
- training principles
- understanding and application of significance in calculations
- vocational issues involving survey computations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS5024A Perform geodetic surveying computations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying known solutions to a range of problems • performing calculations following a logical progression and presenting clearly visible results • assessing and recording computations from varied sources • demonstrating operational knowledge in a broad range of areas relating to surveying computations • applying mathematical principles and skills to a range of advanced surveying-related problems • understanding mathematical concepts and techniques

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- performing a range of tasks where choice between a substantial range of options is required
- understanding the purpose of numerically solving advanced surveying problems
- understanding the requirement for accuracy in surveying calculations
- defining terms used in calculations
- taking responsibility for team outputs in work and learning.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case

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studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Objectives may include:

- agreed client requirements
- written survey data specifications.

Pertinent standards are

- calculation of horizontal and vertical information

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standards essential to the accuracy of:	• measurement • recording.
Project specifications refer to:	• detailed technical descriptions of the survey data and its requirements.
Principal work activities may include:	• activity and sequence of activity determined to be appropriate in order to meet project objectives.
Constraints may include:	• coverage • datum • environmental factors • industry requirements • legal and statutory • financial • resource availability • time.
Traverse refers to:	• a method of surveying in which lengths and directions of lines between points on the earth are obtained by or from field measurements and are used in determining positions of the points.

Client may include:	• customers with routine or special requests
	• external to organisation
	• internal to organisation
	• regular and new customers, including:
	  • business enterprises
	  • government agencies
	  • members of the public
	  • suppliers.

Contingencies may include:	• equipment failure • injury to personnel • personnel turnover • observation errors • obstructions to tasks • weather.
Risk management processes may include:	• adhering to budget • anticipating external influences • contingency planning • guidelines for the selection of contractors • effective communication and consultation • effective project management • internal and external audit processes • milestone review and evaluation

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	• realistic timelines • targeted activity.
Relevant personnel may include:	• managers • site personnel such as field hands • supervisors • surveyors.
Organisational guidelines may include:	• code of ethics • company policy • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Supervisory processes may include:	• delegating • implementing • meeting deadlines • monitoring • overseeing practices • planning • targeting.
Time available may involve estimates for time duration of project, including:	• client instructions • consideration of contingencies • consideration of past project experiences • experience of project personnel • location of project • methods to be employed • resources and equipment to be used.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Arrangements may include:	• allocation of work to staff • breaking down tasks into logical processes and allocating appropriately • performing tasks or components of tasks alone • supervising • training relevant staff.

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Computation problems may include problems involving:	• adjustment of angular and linear observations in a network • adjustment of height observations in a network • linear figures of constant width • maintaining areas of closed figures.
Organisational documented and undocumented practices may include:	• appropriate timelines • data processing requirements • final product formats • formal design parameters • teamwork.
Required documentation may include:	• field records • final product reports • survey plots.

Spatial data may:	• include data from:
	  • echo sounder
	  • global positioning system
	  • level
	  • photogrammetry
	  • remote sensing
	  • total station
	• relate to:
	  • depth
	  • dimension
	  • direction
	  • height
	  • position.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS5024A Perform geodetic surveying computations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to perform basic relevant geodetic surveying calculations. It requires the ability to analyse data and plan approaches to technical problems. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of communication, organisational, problem-solving and time management skills; interpreting technical documentation; and a very sound understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to perform geodetic surveying.	1.1 ***Geodetic surveying*** task ***objectives*** are defined. 1.2 ***Pertinent standards*** are identified, considered and adhered to according to ***project specifications***. 1.3 Special ***resource requirements*** are identified. 1.4 ***OHS*** requirements are planned for and adhered to.
2 Perform computations on the reference surface.	2.1 A relevant ***reference surface*** is selected for the required geodetic computations. 2.2 ***Data*** is reduced to the required reference surface. 2.3 ***Geodetic components*** for reference surface are identified and computed. 2.4 Checks are completed according to requirements and problems are solved. 2.5 ***Organisational documented and undocumented practices*** are adhered to. 2.6 Skills and knowledge are updated to accommodate changes in operating environment and equipment.
3 Perform computations on the projection plane.	3.1 A relevant ***projection plane*** is selected for required geodetic computations. 3.2 Data is reduced to the required projection plane. 3.3 Geodetic components for projection plane are

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ELEMENT	PERFORMANCE CRITERIA
	identified and computed. 3.4 Checks are completed according to established requirements.
4 Finalise the task.	4.1 All ***required documentation*** is completed promptly, accurately and according to ***organisational guidelines***. 4.2 ***Relevant personnel*** are informed of the results according to organisational guidelines. 4.3 Spatial data is archived according to project specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation and apply surveying software
- create, extract and output information from engineering plans
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations

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REQUIRED SKILLS AND KNOWLEDGE

- record with accuracy and precision
- undertake high level computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- spatial skills to:
  - exercise precision and accuracy in geodetic computations
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- data formats
- data management
- data processing
- apply the basic principles of algebra, geometry and trigonometry
- geodetic computations using appropriate computing aids, including appropriate software
- industry requirements and standards
- interaction of surveying software with surveying equipment
- organisational policies and guidelines
- planning and control processes
- relationships between different surfaces
- safe work practices
- spatial reference systems
- plan design and presentation conventions
- understanding and application of significance in calculations
- vocational issues involving relevant reference surface and relevant projection surface.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS5023A Manage advanced surveying computations.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- applying checks wherever necessary
- applying formulae appropriately and obtaining correct results
- applying solutions to a range of problems
- assessing and recording computations from varied sources
- defining terms used in geodetic surveying calculations
- demonstrating a sound understanding of the requirement for accuracy in calculations
- understanding mathematical concepts and techniques
- performing calculations in a logical progression to solve geodetic surveying problems
- taking responsibility for own outputs in work and learning.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

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Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Geodetic surveying refers to:	• surveying that takes into account the shape and size of the earth: points are marked on the ground to which topographic, land and engineering surveys can be related to provide additional coordinated points for mapping and other purposes.
Objectives may include:	• agreed client requirements • written survey data specifications.
Pertinent standards are standards essential to the accuracy of:	• calculation of horizontal and vertical information • fixing lines for maintaining areas • measurement • missing measurements • recording.
Project specifications refer to:	• detailed technical descriptions of the survey data and its requirements.
Resource requirements may include:	• calculators • computers • geodetic tables • software.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Reference surface may include:	• relevant reference ellipsoid • sphere.

Data may be:	• measured or otherwise
	• geodetic data derived from:
	  • global positioning system
	  • total station.

Geodetic components may	• geodetic control: a network of sites for which precise positions and heights are known and for which the

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include:	shape and size of the earth are taken into account • geodetic latitude: the smaller angle to the earth's ellipsoid at the point and the plane of the equator • geodetic parameters • other information required on the relevant surface or projection plane.
Organisational documented and undocumented practices may include:	• appropriate timelines • data processing requirements • final product formats • formal design parameters • teamwork.
Projection plane refers to:	• any plane surface mathematically derived by a projection from a reference surface.
Required documentation may include:	• field records • final product reports • survey plots.
Organisational guidelines may include:	• code of ethics • company policy • legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Relevant personnel may include:	• managers • site personnel such as field hands • supervisors • surveyors.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS5025A Plan and conduct major survey expeditions

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan, organise and conduct successful major remote area survey expeditions. It requires a highly developed ability to plan and apply survival techniques for expeditions while leading a group and focusing on project objectives. It also requires the ability to anticipate technical problems and management requirements. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of sound communication, planning, organisational, problem-solving, time-management, team-management and survival skills; the ability to implement safety procedures for a team in remote locations; and a sound understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan a survey expedition.	1.1 Maps, photos and other available data are used to plan survey expeditions.
	1.2 ***Objectives*** and ***principal work activities*** are defined.
	1.3 ***Equipment*** preparation is designated to ***relevant personnel*** according to ***organisational policy***.
	1.4 Logistical considerations are incorporated into the expedition planning to ensure that supplies support the location, duration and size of the survey expedition and anticipate the material needs of the team.
	1.5 Information is included in the plan relating to identified risks and ***contingencies***, resources, technology details and techniques to be used to collect data in the specified format.
	1.6 Supplies are obtained according to inventory and securely stowed for a survey expedition.

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ELEMENT	PERFORMANCE CRITERIA
	1.7 Emergency supplies and equipment are prepared.
	1.8 ***OHS*** requirements are planned and adhered to.
	1.9 Skills and knowledge are updated to accommodate changes in expedition and equipment.
2 Organise the survey expedition.	2.1 Survey camp site is prepared and maintained in line with OHS requirements.
	2.2 Processes are put in place to ensure all personnel observe OHS practices.
	2.3 Environmental impact from camp activities is minimised.
	2.4 Tasks are allocated to appropriate personnel and ***supervisory processes***, checks and measures are implemented.
3 Apply remote safety and survival skills.	3.1 ***Emergency requirements*** for survival are discussed to ensure that they are available when required.
	3.2 ***Emergency survival and search and rescue techniques*** are applied.
	3.3 Safety procedures are followed whenever helicopters are in the vicinity.
	3.4 OHS requirements for emergency situations are applied, if required.
	3.5 Management mechanisms are implemented to measure, record and report progress of activities in relation to the agreed schedule and plans.
	3.6 Contingencies and constraints are managed to ensure expedition meets specifications.
	3.7 ***Quality assurance*** processes are implemented based on the project plan.
4 Conduct follow-up activity.	4.1 On return, equipment is unloaded and stored in prescribed storage area according to organisational guidelines.
	4.2 ***Required documentation*** is completed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation
- conducting navigation operations (high level)
- expedition planning (high level)
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
- numeracy skills to:
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- operate four-wheel drives
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- managerial skills
- spatial skills to:
  - display proficiency in the operation of spatial data capture equipment
  - exercise precision and accuracy in relation to spatial and aspatial data acquisition using electronic equipment
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- team leadership.

Required knowledge and understanding:

- emergency survival techniques

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REQUIRED SKILLS AND KNOWLEDGE

- expedition planning processes
- industry requirements and standards
- operations of camping equipment
- organisational policies and guidelines
- principles of leadership
- safe work practices
- statutory requirements for the operation of vehicles
- survey technical skills.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS5024A Perform geodetic surveying computations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of matching objectives with resources to ensure expeditions proceed in a safe, organised and timely manner, particularly in: • applying known solutions to a range of immediate site problems • accessing and interpreting design information to identify the components to be measured and monitored • displaying ability to function effectively and take care of others in emergency situations • displaying survival skills • planning resources • leading a team.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements

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	• registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it

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represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Objectives may include:

- agreed client requirements
- written survey specifications.

Principal work activities may:

- focus on the expedition's survey activities.

Equipment may include:

- camp equipment
- surveying instruments
- vehicles.

Relevant personnel may include:

- colleagues
- staff or employee representatives
- expedition team members
- surveyors.

Organisational policy may include:

- code of ethics
- company standards
- legislation relevant to the work or service function, including equal employment opportunity (EEO)
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining work roles, teamwork responsibilities and delegations
- remote area operations, such as catering and camping

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	requirements.
Contingencies may include:	• equipment failure • injury to personnel • personnel turnover • observation errors • obstructions to project plan • weather.
OHS may include:	• Australian standards • development of site safety plan • guidelines for survival in remote areas • guidelines for hygienic food preparation and storage • identification of potential hazards • inspection of equipment and supplies • safe operation of gas and electric appliances • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Supervisory processes may include:	• delegating • implementing activity • monitoring • overseeing practices • reviewing • setting objectives • targeting.
Emergency requirements may include:	• food • fire • shelter • water.
Emergency survival and search and rescue techniques may include:	• detection and use of emergency food and water supplies • maintenance of positive mental attitudes • map reading • navigation • principles of emergency search and rescue operations • special vehicle operation.
Quality assurance may include:	• internal and external • product or service measurement against set criteria • standard verification • target monitoring.
Required documentation may include:	• expedition report • field records

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- survey plots.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS5026A Design road and railway

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to design and set out basic roads, railways and associated engineering structures. It requires the ability to undertake all aspects of survey design from understanding client and registered surveyor requirements and the special characteristics of a given site, to applying relevant legal and statutory requirements to the design. The selection of appropriate equipment and procedures is essential to performing the task safely and efficiently. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of self-management, accuracy and problem-solving skills; designing data and implementing specifications; and high-level understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Organise resources.	1.1 Characteristics of the operating environment and any special equipment or resource requirements are identified according to ***organisational guidelines***.
	1.2 Equipment is checked to be in good working order.
	1.3 ***Manufacturer specifications*** with regard to the use of equipment are complied with.
2 Follow specifications to design roads and railways.	2.1 ***Objectives***, ***principal work activities*** and ***constraints*** are defined and documented according to written survey specifications and ***client requirements***.
	2.2 Objectives and principal work activities are communicated to ***relevant personnel***.
	2.3 Details of instruments and basic ***techniques*** to be used are considered and evaluated.
	2.4 ***Road or railway type*** is determined according to

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ELEMENT	PERFORMANCE CRITERIA
	objectives.
3 Conduct the design of a road or railway.	3.1 ***Appropriate calculations*** are conducted according to ***design type***.
	3.2 Calculations are placed into a design plan.
	3.3 Natural surface terrain model is developed according to design type.
	3.4 Vertical alignment is designed according to design type.
	3.5 Plot design, natural surface cross-section and long section plots are designed according to design type.
	3.6 Report is generated on set out information.
	3.7 Existing plans are edited.
	3.8 Correct ***OHS*** procedures are observed throughout the process.
	3.9 Pertinent ***legislative requirements*** and ***legal and statutory standards*** are considered and adhered to.
4 Discuss design report with work team.	4.1 Feedback on ***surveying data components*** provided by team members is discussed and acted upon according to organisational guidelines.
	4.2 Skills and knowledge are updated to accommodate road and railway design requirements.
5 Complete project to clients' requirements.	5.1 Completed work is checked against clients' requirements according to the specifications.
	5.2 Required ***documentation*** is completed according to organisational guidelines.
	5.3 Relevant personnel are informed of the results according to organisational guidelines.
	5.4 Survey data is archived according to project specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds

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REQUIRED SKILLS AND KNOWLEDGE

and with a range of physical and mental abilities
- analytical skills
- ability to translate requirements into design
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation
- instrument use (high level)
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- perform road alignment design or stormwater system and associated computations
- spatial skills to:
  - exercise precision and accuracy in relation to spatial and aspatial data design
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- working in a team.

Required knowledge and understanding:

- advanced data reduction

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REQUIRED SKILLS AND KNOWLEDGE

- calibration of specialised surveying equipment
- data formats
- errors, accuracy and precision in design
- high-level, relevant engineering-related tasks and associated computations
- industry standards
- limitations of equipment
- organisational policies and guidelines, such as OHS guidelines
- planning and control processes
- road alignment design or stormwater system and associated computations
- safe work practices
- surveying computation skills (high level)
- surveying reference systems
- surveying data capture and data set out methodologies.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5016A Design a stormwater system, CPPSIS5018A Conduct an engineering survey, CPPSIS19A Conduct an engineering surveying project, and CPPSIS5027A Carry out a precision survey.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- matching objectives with resources to ensure the design of a road or railway proceeds in an organised and timely manner
- ensuring that achievement of required accuracy has been attempted by:
  - accessing and interpreting design information to identify the components to be measured and monitored
  - applying solutions to a range of problems

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- documenting and reporting
- organising and prioritising activity
- performing measurements
- planning resources
- reducing and manipulating survey data
- ensuring that non-conformity aspects are recorded and reported
- taking responsibility for own outputs in work and learning.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

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Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisational guidelines may include:

- appropriate timelines
- code of ethics
- company policy
- final product formats
- formal design parameters
- legislation relevant to the work or service function

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	• manuals • OHS policies and procedures • personnel practices and guidelines outlining teamwork, work roles and responsibilities • requirements for data processing.
Manufacturer specifications may include:	• equipment specifications • operator manuals.
Objectives may include:	• agreed client requirements • written survey specifications.
Principal work activities may include the survey design of:	• railway construction • road construction.
Constraints may include:	• coverage • datum • environmental factors • industry requirements • legal and statutory • financial • resource availability • time.
Client requirements refer to description of outputs and may be contained in:	• contracts • memos • tender briefs • verbal instructions • written instructions.
Relevant personnel may include:	• colleagues • registered surveyors • site personnel • staff or employee representatives • supervisors or line managers • suppliers • users.
Techniques may include:	• field • office procedures.
Road or railway type may include:	• expressways • motorways • pavement width and type • relation to speed • requirement of: • overtaking distance on straights and curves

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- stopping distance
- sight distance

- road design:
  - berm
  - carriageway
  - chainage
  - crossfall
  - curve radii
  - grade
  - kerb and gutter
  - relation to speed sight distances
  - safety issues
  - super-elevation
  - table drain
- rural
- railway:
  - connection to existing
  - underground
- urban.

Appropriate calculations may include:

- calculations for a two lane rural road, which may include:
  - cross-sections
  - grades and levels on grades
  - grade intersections
  - high and low points and levels in cross-sections
  - vertical curves, including levels and length
- calculations for an urban road, which may include cut and fill volumes
- calculation types, including:
  - graphical and mechanical (planimeter) methods
  - mathematical rules such as:
  - mid-ordinate
  - trapezoidal and offsets at regular and irregular intervals from traverse to irregular boundaries
  - radiation for irregular boundaries
  - volume from contours and spot heights
  - volume from cross-sections: mean area and end area using trapezoidal, prismoidal and Simpson's rules
  - volume of regular objects such as cone, cylinder,

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	pyramid, wedge, frustum and sphene.

Design type may include:	• design details:
	  • digital information
	  • hard copy plans
	  • maps
	  • written instructions
	• railway
	• rural road
	• urban road.

OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Legislative requirements may include:	• Australian standards • award and enterprise agreements • certification requirements • codes of practice • equal employment opportunity (EEO) • quality assurance requirements.
Legal and statutory standards may include:	• local government requirements • national standards • state statutes and regulations.
Surveying data components may include:	• depth • dimension • direction • flow rates • position • slope.

Clients may include:	• customers with routine or special requests
	• external to organisation
	• internal to organisation
	• regular and new customers, including:
	  • members of the public
	  • business enterprises
	  • government agencies
	  • suppliers.

Documentation may	• electronic or paper-based correspondence with client

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include:

- field records
- final report
- records of conversation
- survey plots
- organisational work activity sheets.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS5027A Carry out a precision survey

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to apply specialised techniques, instruments and instrument attachments for the purpose of carrying out precise setting out and industrial surveys. It requires the ability to use instruments or techniques to carry out precision surveys. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit	This unit of competency supports the application of communication, organisational, accuracy, problem-solving and time management skills; interpreting technical documentation; error analysis; and a sound understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying. Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units	Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to perform precision survey.	1.1 Task ***objectives*** are defined. 1.2 Skills and knowledge are updated to accommodate changes in design and set out survey.
2 Set up precise levelling and reduce the results of a precise levelling run.	2.1 ***Pertinent standards*** are identified, considered and adhered to according to ***precision surveying project specifications***. 2.2 ***Organisational documented and undocumented practices*** are adhered to. 2.3 ***OHS*** requirements are planned for and adhered to. 2.4 Constructional features of the ***equipment and the specialised attachments*** necessary to achieve the requirements of ***precise levelling*** are determined. 2.5 Accuracy specifications as set out in the survey precision instructions or the ***manufacturer specifications*** for tolerances relevant to precise levelling are determined. 2.6 Precise levelling run of an accuracy consistent with the current relevant accuracy standard is carried out

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ELEMENT	PERFORMANCE CRITERIA
	and results are calculated and recorded according to ***organisational guidelines***.
3 Apply specialised techniques used for precise setting out and industrial surveys.	3.1 Applications of specialised surveying techniques used for precise setting out and ***optical tooling*** are determined. 3.2 Applications of ***specialised instruments and instrument attachments*** used for precise setting out are determined. 3.3 ***Remote measuring systems*** to be used in the industrial measurement are determined. 3.4 Set out and observations using instruments and attachments suitable for precise setting out are conducted.
4 Detect and monitor deflection and deformation of structures.	4.1 ***Survey methods*** used to check horizontal movement of engineering structures and instruments used to monitor verticality of tall structures are determined. 4.2 Survey methods used to check vertical movement due to settlement of engineering structures caused by tunnelling and mining are determined. 4.3 Precision survey of an accuracy that will detect and monitor deformation or deflection of an engineering structure is carried out.
5 Document results.	5.1 Results of the survey are presented to ***relevant personnel*** according to organisational guidelines. 5.2 ***Required documentation*** is completed promptly, accurately and according to organisational guidelines. 5.3 Spatial data is archived according to project specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to create, extract and output information from engineering plans
- ability to relate to people from a range of social, cultural and ethnic backgrounds

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REQUIRED SKILLS AND KNOWLEDGE

and with a range of physical and mental abilities
- analytical skills
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to complete business documentation and apply surveying software
- literacy skills to:
  - assess and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation
  - read and write technical reports
  - research and evaluate
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- spatial skills to:
  - exercise precision and accuracy in relation to survey set out
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- data formats
- data management
- error analysis principles
- apply the basic principles of algebra, geometry and trigonometry
- industry requirements and standards

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REQUIRED SKILLS AND KNOWLEDGE

- interaction of surveying software with surveying equipment
- organisational policies and guidelines
- planning and control processes
- safe work practices
- spatial reference systems
- standard plan design and presentation conventions
- understanding and application of significance in calculations
- use of precision surveying instruments
- vocational issues involving precision surveying.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5018A Conduct an engineering survey, and CPPSIS5019A Conduct an engineering surveying project.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying known solutions to a range of problems • performing calculations following a logical progression and presenting clearly visible results • assessing and recording computations from varied sources • demonstrating operational knowledge in a broad range of areas relating to traverse computations • applying mathematical principles and skills to a range of advanced surveying related problems • understanding mathematical concepts and techniques • performing a range of tasks where choice between a substantial range of options is required • understanding purpose of numerically solving advanced surveying problems • understanding requirement for accuracy in precision

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	surveying calculations • defining terms used in calculations • taking responsibility for own outputs in work and learning.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant

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authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Objectives may include:

- agreed client requirements
- written survey data specifications.

Pertinent standards are standards essential to the accuracy of:

- calculation of horizontal and vertical information
- measurement and recording.

Precision surveying may include:

- accuracy standards and field procedures for high-precision horizontal and vertical control surveys, including high-precision global positioning system (GPS) surveys
- application of optical and electromagnetic measuring principles and techniques
- computation of three-dimensional coordinates and

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	coordinate changes by intersection methods • error analysis of survey measurements (angle, distance and height difference) • deformation and tunneling surveys and analysis, pre-analysis and design of survey projects • laser scanner methods • scale bar on target methods.
Project specifications refer to:	• detailed technical descriptions of the survey data and its requirements.
Organisational documented and undocumented practices may include:	• appropriate timelines • data processing requirements • final product formats • formal design parameters • teamwork.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Equipment and specialised attachments may include:	• electronic theodolites • GPS • gyro-theodolite • lasers • levels • optical reading instruments • tapes • total station (reflectorless) • total station (theodolite function).
Precise levelling may include:	• effects of curvature and refraction on levelling • geodetic relationships of the size and shape of the earth • sources of errors in precise angle observations and the techniques used to minimise their effects • use of statistics to analyse geodetic observations, values and positional results.
Manufacturer specifications may include:	• equipment specifications • operator manuals.
Organisational guidelines may include:	• code of ethics • company policy

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	• legislation relevant to the work or service function, including equal employment opportunity (EEO) • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Optical tooling may include:	• auto collimation • auto reflection • collimation.
Specialised instruments and instrument attachments may include:	• auto collimation and laser eyepieces • hollow axis theodolites • parallel plate micrometers • pentaprism attachments • specialised instrument stands • stage plates • tooling bars • zenith and nadir auto plumb instruments.
Remote measuring systems may include:	• precise intersection techniques • robotic instruments • terrestrial photogrammetry.

Survey methods may include:	• inertial surveying
	• remote surveying:
	  • airborne electromagnetic radiation (EMR) imagery
	  • robotic total station
	  • terrestrial photogrammetry.

Relevant personnel may include:	• managers • site personnel such as field hands • supervisors • surveyors.
Required documentation may include:	• field records • final product reports • survey plots.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS5028A Conduct geodetic surveying

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to conduct geodetic surveying. It requires the ability to use triangulation, trigonometric heighting and electronic distance measuring (EDM) traversing. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of communication, organisational, problem-solving and time management skills, interpreting technical documentation and a very sound understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Organise project resources for geodetic surveying.	1.1 ***Geodetic surveying*** task ***objectives*** are defined. 1.2 Characteristics of the ***operating environment*** and any special equipment or resource requirements are identified according to ***organisational guidelines***. 1.3 Higher authority endorsements are obtained where necessary to ensure resources and equipment operation comply with ***project specifications*** and organisational priorities. 1.4 Equipment is checked to be in good working order, according to ***manufacturer specifications***. 1.5 Project objectives comply with relevant ***legislation*** and ***company policy***. 1.6 Skills and knowledge are updated to accommodate changes in geodetic surveying.
2 Plan geodetic surveying.	2.1 Project objectives, ***principal work activities*** and ***constraints*** are defined and documented according to ***surveying data*** specification and ***client requirements***. 2.2 ***Design*** is interpreted to identify surveying data. 2.3 Relevant ***reference surface*** and ***projection plane*** are selected for the ***geodetic components***. 2.4 Requirements for ***survey control***, including ***precise***

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ELEMENT	PERFORMANCE CRITERIA
	traverse, allowable angle, linear miscloses, ***triangulation*** and ***modern technology*** are determined.
	2.5 ***Trigonometrical heighting*** and calculations are conducted using appropriate formulae.
	2.6 ***Appropriate items or equipment required to carry out a precise EDM traversing*** are used to establish survey control.
	2.7 Agreed communication processes between project, ***client*** and other ***stakeholders*** are implemented and maintained.
	2.8 ***OHS*** and legislative requirements are incorporated into project ***risk management***.
	2.9 Pertinent ***legal and statutory*** standards are researched, considered and adhered to.
3 Manage and monitor the project.	3.1 Work is scheduled and allocated to be completed within ***time available***.
	3.2 ***Project management mechanisms*** are implemented to measure, record and report progress of activities in relation to the agreed schedule and plans.
	3.3 Identified surveying components are accurately measured.
	3.4 Measured surveying data is reduced to project surveying ***reference system*** for comparison with design.
	3.5 ***Measurements*** are validated and recorded according to project ***specifications***.
	3.6 Agreed communication processes between project, client and other stakeholders are implemented and maintained.
	3.7 ***Contingencies*** and constraints are managed to ensure project meets specifications.
	3.8 OHS requirements are adhered to throughout the survey.
	3.9 ***Quality assurance processes*** are implemented based on the project plan.
4 Finalise the project.	4.1 ***Relevant personnel*** are informed of the results according to organisational guidelines.
	4.2 ***Required documentation*** is completed according to organisational guidelines.
	4.3 Surveying data is archived according to project and organisational specifications.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to create, extract and output information from engineering plans
- ability to mentally evaluate data for approximate results
- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through graphic, oral, written and visual means
- computer skills (high technical user level) to develop business documentation and apply surveying software
- interpersonal skills
- literacy skills to:
  - analyse errors
  - assess and use workplace information
  - conduct web-based searches and use digital techniques
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation and information flow
  - read and write key performance reports, including technical reports
  - research and evaluate (high level) in order to source spatial information services (SIS) educational information
- numeracy skills to:
  - accurately record and collate
  - estimate costs
  - analyse error
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations
  - undertake complex computations
- organisational skills to plan and prioritise activities to meet contractual requirements
- spatial skills to:
  - exercise precision and accuracy in relation to recording and using geodetic data

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REQUIRED SKILLS AND KNOWLEDGE

- perform spatial data archival and retrieval and train others in this task
- perform spatial data management and manipulation and train others in this task
- perform file management and train others in this task
- solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
- understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- data formats
- data management
- data processing
- fundamental algebra principles
- fundamental geometry principles
- fundamental trigonometry principles
- geodetic computations using appropriate computing aids, including appropriate software
- industry requirements and standards
- interaction of surveying software with surveying equipment
- organisational policies and guidelines
- planning and control processes
- reference surfaces and projection planes
- relationships between different surfaces
- safe work practices
- spatial reference systems
- standard plan design and presentation conventions
- understanding and application of significance in calculations
- vocational issues involving relevant reference surface and relevant projection surface.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job

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	function, for example units CPPSIS5023A Manage advanced surveying computations, and CPPSIS5024A Perform geodetic surveying computations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying checks wherever necessary • applying formulae appropriately and obtaining correct results • applying solutions to a range of problems • assessing and recording computations from varied sources • defining terms used in geodetic calculations • demonstrating a sound understanding of the requirement for accuracy in calculations • performing calculations in a logical progression to solve geodetic surveying problems • understanding mathematical concepts, astronomical concepts and the determination of shadowing effects • taking responsibility for own outputs in work and learning.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in

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	the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Geodetic surveying refers to:	• surveying that takes into account the shape and size of the earth: points are marked on the ground to which topographic, land and engineering surveys can be related to provide additional coordinated points for mapping and other purposes.
Objectives may include:	• agreed client requirements • written survey data specifications.
Operating environment may include:	• any surveying project work site.
Organisational guidelines may include:	• appropriate timelines • code of ethics • company policy • equal employment opportunity (EEO) • final product formats • formal design parameters • legislation relevant to the work or service function • manuals • OHS policy and procedures • personnel practices and guidelines outlining teamwork, work roles, responsibilities and delegations • requirements for data processing.
Project specifications are:	• detailed technical descriptions of the survey data and its requirements.
Manufacturer specifications may include:	• equipment specifications • operator manuals.
Legislation may include:	• Australian standards • award and enterprise agreements • certification requirements • codes of practice • EEO • national industry standards • quality assurance requirements.
Company policy may	• internal and external communication guides

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include:	• company OHS standards • customer service standards • goals • governance guides • guides on the use of equipment • mission statements • operational manuals • operational plan • strategic plan.
Principal work activities may include:	• task and sequence of activity determined to be appropriate in order to meet project objectives.
Constraints may include:	• coverage • datum • environmental factors • industry requirements • legal and statutory • money • resource availability • scale • time.
Surveying data may include:	• astronomy and determination of shadowing effects • depth • dimension • direction • flow rates • position • slope.
Client requirements may include description of outputs, such as:	• contract • memo • tender brief • verbal instructions • written instructions.
Design may include:	• digital information • hard copy plans • maps • written instructions.
Reference surface may include:	• relevant reference ellipsoid • sphere.
Projection plane may include:	• any plane surface mathematically derived by a projection from a reference surface.

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Geodetic components may include:	• geodetic control: a network of sites for which precise positions and heights are known and for which the shape and size of the earth are taken into account • geodetic latitude: the smaller angle to the earth's ellipsoid at the point and the plane of the equator • geodetic parameters • other information required on the relevant surface or projection plane.
Survey control may include:	• measurement of temperature and pressure • measurement of main traverse lines with EDM instrument • specification of critical length of traverse line • specification of pointings to be observed for vertical angles along main traverse lines and for radiations • use of direction method to observe main traverse angles and radiations • use of theodolite and direction method of angle observation.
Precise traverse may include:	• computation of three-dimensional coordinates and coordinate changes by intersection methods • error analysis of survey measurements (angle, distance and height difference).

Triangulation refers to:	• a point on the earth, the position of which is determined by the triangulation or 'trig point' process by using the following:
	  • braced quadrilaterals
	  • central polygons
	  • triangles.

Modern technology may include:	• Australian Fiducial Network (AFN) • Australian National Network (ANN) • universal traverse mercator grid: a grid coordinate system based on the traverse mercator projection applied to maps of the earth's surface extending from 84N to 80S.
Trigonometrical heighting may include:	• Australian Height Datum (AHD) • cross-checks between the levelling benchmarks and the trigonometrical network • curvature and vertical refraction on observations • distances over which curvature and refraction begin to have effect • levelling • simultaneous reciprocal observations.
Appropriate items or	• angle reading equipment, including:

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equipment required to carry out a precise EDM traversing may include:	• electronic theodolite • optical theodolite • global positioning system (GPS) • total station • barometer • distance measuring equipment • prisms, including single, double and triple • thermometer • tribrachs, with adjustable optical plummets and circular bubbles.

Client may include:	• customers with routine or special requests
	• external to organisation
	• internal to organisation
	• regular and new customers, including:
	  • business enterprises
	  • government agencies
	  • members of the public
	  • suppliers.

Stakeholders may include:	• human resource personnel: internal or external • procurement agency: internal or external management.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage • use of personal protective clothing.
Risk management may include:	• adhering to budget • anticipating external influences • contingency planning • credible contractors • effective communication and consultation • effective project management • internal and external audit processes, such as audit trails • milestone review and evaluation • realistic timelines • targeted activity.
Legal and statutory may include:	• local government requirements • national standards • state statutes and regulations.
Time available includes	• client instructions

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estimates for time duration of project, including:	• consideration of contingencies • consideration of past experiences • experience of operatives • location of project • methods to be employed • resources and equipment to be used.
Project management mechanisms may include:	• communication with stakeholders • dispute resolution • monitoring and adjusting key milestones.
Reference system refers to:	• projection and datum parameters required for GPS equipment and processing software.
Measurements may include use of:	• current meter • echo sounder • GPS • level • remote sensing • tape • tide gauge • total station.
Specifications may include:	• detailed technical descriptions of survey data and its requirements • preparation of cross-sections and plans with all information included.
Contingencies may include:	• equipment failure • injury • movement • observation errors • obstructions • weather.
Quality assurance processes may include:	• internal and external • product or service measurement against set criteria • standard verification • target monitoring.
Relevant personnel may include:	• colleagues • registered surveyors • company personnel • staff or employee representatives • supervisors or line managers • suppliers • users.
Required documentation	• electronic or paper-based correspondence with client

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may include:

- field records
- final report
- progress reports
- records of conversation
- survey plots
- organisational work activity sheets.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS5029A Determine suitable information sources to create new spatial datasets

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to investigate and determine suitable sources of information for the creation of new spatial datasets. It requires the ability to apply wide-ranging specialised technical, creative and conceptual skills. It also requires a broad knowledge of spatial datasets and accountability for personal and group outcomes. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports high-level project management activity in the spatial information services industry sector. It requires the application of planning, organisational, high-level communication, negotiation and problem-solving skills; the ability to demonstrate initiative and enterprise; interpreting technical documentation; and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping and geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

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Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1Identify potential sources of spatial data.	1.1 Extent, content, intended use, accuracy, precision and format of required spatial datasets are clearly identified from the specifications provided by the ***suppliers of spatial data***.
	1.2 A search is undertaken via a ***range of media*** to identify sources of information.
	1.3 ***Metadata*** for potential spatial datasets is obtained to assist in determining the most appropriate spatial data source.
	1.4 All potential sources of spatial data are listed

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ELEMENT	PERFORMANCE CRITERIA
	according to ***organisational guidelines***.
	1.5 ***OHS*** issues are considered at all times.
	1.6 Skills and knowledge are updated to accommodate changes in operating environment and equipment.
2Assess spatial data availability and suitability.	2.1 Spatial datasets are assessed for ***suitability*** against the specifications.
	2.2 ***Availability*** of suitable data is verified with potential suppliers.
	2.3 ***Constraints*** on the use of spatial data are assessed against specifications.
	2.4 Sample data is obtained and assessed to further ensure its suitability, where required.
	2.5 Maintenance requirements are determined to ensure currency.
3Document spatial data assessment.	3.1 A written assessment of data availability including cost, licensing conditions and constraints on use is completed according to organisational guidelines.
	3.2 A written assessment of the suitability of available data, including comparison with quality, accuracy, standards and format requirements is completed according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to develop business documentation
- literacy skills to:
  - assess, develop and use workplace information
  - locate and interpret legislation and other written documentation

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REQUIRED SKILLS AND KNOWLEDGE

- prepare and manage documentation and information flow
- read and write key performance reports, including technical reports
- research and evaluate (high level)

- numeracy skills to:
  - estimate costs
  - analyse errors
  - conduct image analysis
  - interpret and analyse statistics
  - record with accuracy and precision
  - undertake computations
- organisational skills to:
  - coordinate technical and human resource inputs to research activities
  - prioritise activities to meet contractual requirements
- project management skills
- self-management skills
- spatial skills to:
  - exercise precision and accuracy in all spatial operations
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- time management skills.

Required knowledge and understanding:

- data quality integrity
- existing spatial datasets and dataset sources
- information management
- metadata
- organisational policies and guidelines, such as OHS guidelines
- relevant legislative, statutory and industry requirements and standards
- resource management processes
- risk analysis principles
- spatial data formats, handling and structure
- spatial referencing systems
- working within budgetary constraints.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS5006A Integrate spatial datasets.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- understanding copyright and ownership constraints
- determining data requirements
- evaluating suitability of available data against project specifications
- identifying sources of data.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

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	Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Suppliers of spatial data may include:

- brokers
- government agencies
- internal suppliers
- private suppliers.

Range of media may include:

- computer-based storage
- internet spatial data directories
- service authorities' indexes
- supplier catalogues.

Metadata may include:

- summarised information about a spatial dataset that describes the characteristics of the dataset, including:
  - availability
  - conditions of use
  - coordinate system
  - currency
  - date of acquisition
  - quality
  - source
  - spatial data acquisition methodologies
  - version control.

Organisational guidelines may include:

- code of ethics
- company policy
- legislation relevant to the work or service function, including equal employment opportunity (EEO)
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining work roles and responsibilities.

OHS may include:

- Australian standards
- development of site safety plan
- identification of potential hazards
- inspection of work sites
- training staff in OHS requirements
- use of equipment and signage.

Suitability may include:

- assessment of whether the spatial data will meet the required specification of:
  - accuracy

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- completeness
- coverage
- density
- logical consistency.

Availability includes:

- assessment of whether the spatial data can be obtained and used for client requirements.

Constraints may include:

- administrative
- copyright
- financial
- legal and legislative
- technical limitations.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS6001A Conduct open mine pit surveying

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to work in a surveying capacity in an open mine pit environment. It requires knowledge of surface mining operations and the ability to plan and draft mine drawings to meet job specifications. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of managing teams, sound communication, technology, designing data, planning, high-level problem solving, implementing project specifications and implementing safety requirements. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative and regulatory requirements for this unit may include relevant components of state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify project.	1.1 ***Organisational priorities*** are determined to identify project activity. 1.2 ***Schematic models*** of areas that may have mineral deposits are presented to ***relevant personnel***.
2 Organise resources for open mine pit operation.	2.1 Processes and procedures involved in undertaking exploration of mineral deposits are planned according to ***organisational guidelines*** and ***OHS*** requirements. 2.2 ***Mining methods*** and techniques applicable to ***surface mining*** operations are planned according to ***project objectives***. 2.3 Required explosives, blasting and blasting practices applicable to the mining industry are identified. 2.4 Required mining methods including dumps, stockpiles drainage and dewatering are detailed according to project specifications and ***Mines Safety requirements***. 2.5 Levels of ***rock stability and ground support*** are incorporated in surface mining operation plans. 2.6 ***Surface mining loading and haulage requirements*** are detailed in the project ***specifications***. 2.7 ***Mine ventilation requirements*** for surface mines, with regard to air quality and possible contaminants, are detailed in project specifications according to OHS

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ELEMENT	PERFORMANCE CRITERIA
	guidelines.
	2.8 ***Mining regulations*** with regard to management, surveying, safety, blasting, power and lighting are detailed according to relevant ***legislation*** and ***company policy***.
	2.9 All ***equipment*** use is planned according to ***manufacturer specifications***.
3 Manage open mine pit surveying operations.	3.1 Project objectives, deliverables, ***constraints***, ***principal work activities*** and equipment requirements are defined and documented according to spatial data specifications and ***client requirements***.
	3.2 Work is scheduled to be completed within ***time available***.
	3.3 ***Project management mechanisms*** are implemented to measure, record and report progress of activities in relation to the agreed schedule and plans.
	3.4 Agreed communication processes between project members, ***client*** and other ***stakeholders*** are implemented and maintained.
	3.5 OHS and legislative requirements are incorporated into project ***risk management***.
	3.6 Pertinent ***legal and statutory standards*** are researched, considered and adhered to.
	3.7 ***Contingencies*** and constraints are managed to ensure project meets specifications.
	3.8 Skills and knowledge are updated to accommodate changes in operating environment and equipment.
4 Conduct operational elements of open mine pit surveying operations.	4.1 Identified spatial components of the open mine pit are accurately measured or set out.
	4.2 Measured spatial data is reduced to project reference system.
	4.3 Mine drawings are created to meet job specifications.
	4.4 Captured data is used to calculate mine volumes.
	4.5 OHS requirements are adhered to.
	4.6 ***Measurements*** are validated and recorded according to project specifications.
	4.7 ***Quality assurance processes*** are implemented based on the project activity.
5 Finalise the project.	5.1 Relevant personnel are informed of the results according to organisational guidelines.
	5.2 ***Required documentation*** is completed according to organisational guidelines.

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ELEMENT	PERFORMANCE CRITERIA
	5.3 Spatial data is archived according to project specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- ability to translate requirements into design
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
  - write technical reports
- computer skills (high technical user level) to develop business documentation
- information management
- instrument use
- literacy skills to:
  - assess, develop and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation and information flow
  - read and write key performance reports, including technical reports
  - research and evaluate (high level)
- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - plan and coordinate technical and human resource inputs to research activities

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REQUIRED SKILLS AND KNOWLEDGE

- plan and prioritise activities to meet contractual requirements
- project management skills
- spatial skills to:
  - exercise precision and accuracy in relation to mine surveying
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve complex problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - train others in spatial precision techniques
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- abilities of work teams
- accuracy and precision requirements
- advances in current mining technology
- balance that must be maintained between economic viability, sustainable resource development and environmental factors as related to the mining industry
- basic characteristics of common ore deposits
- calibration of specialised surveying equipment
- classification of economic mineral deposits and the process involved in presenting a schematic model
- concept of mining in terms of objectives, types, classifications and purpose
- data capture and data set out
- data formats
- data management
- data reduction and manipulation techniques
- drilling methods applicable to mining operations
- drilling purpose
- drilling techniques applicable to blasting in mining operations
- drilling techniques used for sampling rock and unconsolidated sands
- economic significance of mining in terms of domestic and international markets and global technological demands
- legislative, statutory and industry requirements and standards
- limitations of the guidelines relating to equipment, measuring and analysis
- mineral exploration methods: geophysical, geochemical and geological techniques
- OHS guidelines
- organisational policies
- phases and stages of exploration procedure, and possible methods of exploration relevant to each

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REQUIRED SKILLS AND KNOWLEDGE

- planning and control processes
- principles of explosives and the types of properties of commercially available explosives
- processes and procedures involved in undertaking exploration of mineral deposits
- project guidelines
- project review procedures
- safe work practices (high level in all aspects of surface mining, including explosives)
- scope of mining in terms of cultural, economical and social significance
- spatial reference systems
- surveying equipment for data capture
- surveying reference systems
- terminology and nomenclature applicable to mining
- understanding and application of high-level, relevant engineering-related tasks and associated computations
- use of explosives, blasting and blasting practices applicable to mining operations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS6013A Conduct underground mine surveying.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • conducting a collection and validation process based on thorough assessment of all relevant considerations • matching objectives with resources to ensure project proceeds in an organised and timely manner • ensuring that achievement of required accuracy has been attempted by: • accessing and interpreting design information to identify the components to be measured and monitored

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- applying solutions to a range of problems
- documenting and reporting
- managing contingencies
- organising and prioritising activity
- performing measurements
- planning resources
- reducing and manipulating spatial data

- ensuring that non-conformity aspects are recorded and reported
- knowledge of surface mining operations
- taking responsibility for team outputs in work and learning.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it

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may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisational priorities may include:

- client focus
- external influence and focus
- financial priorities
- internal influence and focus

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	• operational plan • strategic plan.
Schematic model may include:	• detailed reconnaissance of favourable areas • regional appraisal • surface appraisal of target area • three-dimensional sampling and preliminary evaluation.
Relevant personnel may include:	• colleagues • registered surveyors • company personnel • staff or employee representatives • supervisors or line managers • suppliers • users.
Organisational guidelines may include:	• appropriate timelines • code of ethics • company policy • final product formats • formal design parameters • legislation relevant to the work or service function • manuals • OHS policies and procedures • personnel practices and guidelines outlining teamwork, work roles and responsibilities • requirements for data processing.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Mining methods may include:	• bench blasting using a delay detonator sequence • development of coal pits, roads and ramps • drilling • interburden removal • pre-strip • spoil pits • stockpiles, dumps and safety berms.
Surface mining may include:	• characteristics of excavations • factors associated with the selection of an open mine pit method

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- grade control and blending
- requirements for stockpiles and waste dump storage
- sources of water in a surface mine and methods of control, including pumping
- terminology appropriate to surface mining.

Project objectives may include:

- agreed client requirements
- written survey specifications.

Mines Safety requirements may include:

- dumping
- explosives handling
- hazards associated with such things as ventilation, poor lighting and instability
- lighting
- loading
- Mines Safety requirements relating to:
  - blasting
  - explosives
  - practical application
  - storage and usage
  - statutory regulations
  - transport
- the working of faces and benches as defined by Mines Safety regulations.

Rock stability and ground support relating to how these factors are used to derive a suitable pit wall slope:

- techniques to ensure rock stability and ground support include:
  - cable bolts
  - mesh
  - pit wall slope
  - rock bolts.

Surface mining loading and haulage requirements may include:

- application of loading and haulage methods relative to excavation and transport requirements
- principles of excavation and transportation of materials relative to mining operations
- selection of types of equipment and processes to be used in mining operations for loading and haulage.

Specifications may include:

- detailed technical descriptions of survey data and its requirements
- preparation of cross-sections and plans with all information included.

Mine ventilation requirements may include:

- duties of the ventilation officer for a surface mining operation
- exposure standards

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	• testing and sampling of atmospheric contaminants.

Mining regulations may include:	• Australian standards
	• coal mining Acts and regulations
	• environmental agency regulations
	• isolation procedures
	• manufacturer specifications and recommendations
	• other applicable legislation, including:
	  • electricity
	  • explosives
	  • gas
	  • radiation
	  • mine legislation.

Legislation may include:	• Australian standards • award and enterprise agreements • certification requirements • codes of practice • environment protection legislation • equal employment opportunity (EEO) • OHS legislation • quality assurance requirements.
Company policy may include:	• company OHS standards • customer service standards • company goals, such as mission statement • governance guidelines • guidelines on the use of equipment • internal and external communication guidelines • operational manuals • operational plan • strategic plan.
Equipment may include:	• augers and drills • bucketwheel • draglines • equipment, such as trailers and floats • excavators • four-wheel drive passenger vehicles • high well miners • mobile plant heavy earth-moving equipment • scrapers • water and service machines.
Manufacturer	• equipment specifications • operator manuals.

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specifications may include:

Constraints may include:	• coverage • datum • environmental factors • industry requirements • legal and statutory • financial • resource availability • time.
Principal work activities may include:	• activity and sequence of activity determined to be essential in order to meet project objectives.
Client requirements refer to description of outputs and may be contained in:	• contracts • memos • tender briefs • verbal instructions • written instructions.
Time available may involve estimates for time duration of project, including:	• client instructions • consideration of contingencies • consideration of past project experiences • experience of project personnel • location of project • methods to be employed • resources and equipment to be used.
Project management mechanisms may include:	• communication with stakeholders • dispute resolution • monitoring and adjusting key milestones.

Client may include:	• customers with routine or special requests
	• external to organisation
	• internal to organisation
	• regular and new customers, including:
	  • business enterprises
	  • government agencies
	  • members of the public
	  • suppliers.

Stakeholders may include:	• human resource personnel: internal or external • procurement agency: internal or external management.
Risk management may include:	• adhering to budget • anticipating external influences • contingency planning • guidelines for the selection of contractors

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	• effective communication and consultation • effective project management • internal and external audit processes • milestone review and evaluation • realistic timelines • targeted activity.
Legal and statutory standards may include:	• local government requirements • national standards • state statutes and regulations.
Contingencies may include:	• equipment failure • injury to personnel • personnel turnover • observation errors • obstructions to project activity • weather.
Measurements may include use of:	• current meter • echo sounder • global positioning system • level • remote sensing • tape • tide gauge • total station.
Quality assurance processes may include:	• internal and external • product or service measurement against set criteria • standard verification • target monitoring.
Required documentation may include:	• electronic or paper-based correspondence with client • field records • final report • records of conversation • survey plots • organisational work activity sheets.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS6002A Create mine drawings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to create mine drawings using suitable software. It requires knowledge of surface mining operations and the ability to use computer-aided design (CAD) software to draft mine drawings to meet job specifications. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of planning, organisational, communication and sound problem-solving skills; accuracy and error analysis; designing and interpreting technical documentation; and high-level understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative and regulatory requirements for this unit may include the relevant components of state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare CAD environment.	1.1 ***Objectives***, deliverables, constraints and principal work activities are defined and documented according to written spatial data specifications. 1.2 System variables are customised to suit standard operating procedures. 1.3 Relevant manuals, instructions and operating procedures for software and hardware being used are obtained according to workplace procedures. 1.4 CAD menus are customised to suit standard operating procedures. 1.5 ***Drawing*** defaults are customised to suit the applicable drafting standards and procedures. 1.6 Skills and knowledge are updated to accommodate changes in operating environment and equipment.
2 Create mine drawings.	2.1 Mine drawings are created to meet job specifications using available software systems. 2.2 Drawing ***entities*** are linked to database ***attributes*** to suit job requirements. 2.3 ***Supplementary data*** is extracted from mine drawings to meet job requirements. 2.4 Detailed views are created using various scales to meet

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ELEMENT	PERFORMANCE CRITERIA
	job requirements.
	2.5 Plots are produced at required scales to meet job requirements.
	2.6 ***Surface mining methods*** and techniques are incorporated into the design of the surface mine.
	2.7 Mine drawings include Mines Safety requirements and mine ventilation requirements.
	2.8 ***OHS*** requirements are adhered to throughout the conduct of the design and drawing procedures.
3 Produce output.	3.1 Files are saved in various ***formats*** according to standard operating procedures.
	3.2 Entities are produced from the drawing files or database and are listed in the required format to meet job requirements.
	3.3 Supplementary data is extracted from engineering drawings to meet job requirements.
	3.4 Identified spatial components are accurately measured or set out.
	3.5 Measured spatial data is reduced to project reference system.
	3.6 Captured data is used to calculate mine volumes.
	3.7 Measurements are validated and recorded according to project specifications.
	3.8 Quality assurance processes and risk management requirements are incorporated into design of mines.
4 Finalise the task.	4.1 All ***required documentation*** is completed promptly, accurately and according to ***organisational guidelines***.
	4.2 ***Relevant personnel*** are informed of the results.
	4.3 Spatial data is archived according to ***project specifications***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

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REQUIRED SKILLS AND KNOWLEDGE

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to develop business documentation and apply surveying software
- create, extract and output information from engineering plans
- literacy skills to:
  - assess, develop and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation and information flow
  - read and write key performance reports, including technical reports
  - research and evaluate (high level)
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - plan and coordinate technical and human resource inputs to research activities
  - plan and prioritise activities to meet contractual requirements
- spatial skills to:
  - exercise precision and accuracy in relation to mine design
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve complex problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - train others in spatial precision techniques
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- data formats
- data management
- industry requirements and standards

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REQUIRED SKILLS AND KNOWLEDGE

- interaction of surveying software with surveying equipment
- organisational policies and guidelines
- planning and control processes
- safe work practices
- spatial reference systems
- standard plan design and presentation conventions.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS6011A Carry out basic mine design.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying known solutions to a range of problems • applying mathematical principles and skills to a range of surveying-related problems • assessing and recording information from varied engineering sources • performing a range of tasks where choice between a substantial range of options is required • taking responsibility for own outputs in work and learning • understanding basic mathematical concepts and techniques • understanding operational knowledge in a broad range of CAD environments • understanding terms used in calculations • understanding the purpose of numerically solving surveying problems.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner

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	and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition

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(recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Objectives may include:	• client requirements • written survey data specifications.
Drawings may include:	• charts • diagrams • plans.
Entity refers to a single item created on the screen such as:	• arc • circle • hatch • line • text.
Attributes are properties associated with an entity and may include:	• colour • layer • level • line type • line width • text.
Supplementary data:	• from mine drawings may include: • area

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- lengths
- perimeters
- slopes
- volumes

- from engineering drawings may include:
  - angles
  - area
  - lengths
  - perimeters
  - volumes.

Surface mining methods may include:

- bench blasting using a delay detonator sequence
- development of coal pits, roads and ramps
- drilling
- interburden removal
- pre-strip
- spoil pits
- stockpiles
- dumps and safety berms.

OHS may include:

- Australian standards
- development of site safety plan
- identification of potential hazards
- inspection of work sites
- training staff in OHS requirements
- use of personal protective clothing
- use of safety equipment and signage.

Formats may include:

- DXF (data exchange format)
- PTS (a format used in the triangulation process to define the position of points and triangles)
- XLS (Excel spreadsheet format).

Required documentation may include:

- field records
- final product reports
- survey plots.

Organisational guidelines may include:

- appropriate timelines
- final product formats
- format design parameters
- guidelines for working with teams
- legislation relevant to the work or service function, including equal employment opportunity (EEO)
- particular requirements for data processing.

Relevant personnel may

- managers
- site personnel such as field hands

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include:

- supervisors
- surveyors.

Project specifications refer to:

- detailed technical descriptions of the survey data and its requirements.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS6003A Determine client spatial requirements

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to clarify client needs and assess and document the capacity of the organisation to undertake required spatial work and confirm the deliverables with the client. It requires the ability to analyse, diagnose, design and execute judgements across a broad spatial context and accountability for personal and group outcomes. Functions will entail complying with, and developing or amending, organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports high-level project management activity in the spatial information services (SIS) industry sector. It requires the application of planning, organisational, negotiation, high-level communication and problem-solving skills; the ability to demonstrate initiative and enterprise; interpreting technical documentation; and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping and geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

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Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine client needs.	1.1 ***Clients*** are assisted in defining their requirements in relation to ***spatial information services***. 1.2 Information on ***standards and guidelines*** to be used is conveyed to the client in a clear, concise and ethical manner. 1.3 Clear ***project specifications*** and ***work instructions*** are prepared according to ***organisational guidelines***. 1.4 Skills and knowledge are updated to accommodate changes in client spatial requirements.
2 Assess organisational	2.1 ***Resource*** needs are determined to match ***project plan***

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ELEMENT	PERFORMANCE CRITERIA
capacity to satisfy client needs.	and ***relevant personnel*** are consulted to ensure their availability.
	2.2 ***Higher authority*** endorsements are obtained where necessary to ensure project is in line with organisational priorities and capabilities.
	2.3 All pertinent ***legal***, ***statutory and industry requirements and standards*** are researched and considered in determining feasibility of project.
	2.4 ***Contingencies*** and ***spatial technology*** requirements are considered and outlined in project proposal where appropriate.
3 Confirm and document requirements with client.	3.1 Client is provided with accurate and understandable information on spatial data requirements in order to make informed decisions.
	3.2 ***Presentation*** of information to client is conducted according to ***client needs*** and organisational guidelines.
	3.3 Proposed costs, processes, ***OHS*** considerations and timelines are discussed and confirmed with client to ensure clarity of understanding.
	3.4 Any spatial data amendments are incorporated into an amended work instruction.
	3.5 ***Agreement*** to proceed is confirmed according to organisational guidelines.
	3.6 ***Contract*** is prepared and executed according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communication skills that assist in facilitating client relationships, including the ability to:
  - access, synthesise and use information

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REQUIRED SKILLS AND KNOWLEDGE

- be assertive
- communicate effectively on the telephone
- consult effectively with clients and colleagues
- display empathy, tact and diplomacy
- impart knowledge and ideas through oral, written and visual means
- use written skills to document follow-up action

- computer skills (high technical user level) to develop business documentation
- delegation of duties
- human resource management in relation to recruitment and performance setting
- literacy skills to:
  - assess, develop and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation and information flow
  - read and write key performance reports, including technical reports
  - research and evaluate (high level)
- negotiation skills (high level)
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - estimate costs
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - plan and coordinate technical and human resource inputs to research activities
  - plan and prioritise activities to meet contractual requirements
- presentation of information (high level)
- project management skills
- self-management skills
- spatial skills to:
  - exercise precision and accuracy in all spatial project activity
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- abilities of work teams
- accuracy and precision requirements
- data capture methodology
- existing spatial datasets and dataset sources
- information management
- legislation as it applies to project work
- organisational policies and guidelines, such as OHS and pricing guidelines
- project review procedures
- project management principles
- project management tools, techniques and methodologies
- quality management principles
- range of organisation's spatial information product
- relationships to universal locations
- relevant legislative, statutory and industry requirements and standards
- resource management processes
- resource planning and costing
- risk analysis principles
- safe work practices
- spatial information principles and their application
- SIS project contingencies
- spatial reference systems
- spatial technologies
- use of spatial equipment for data capture and data set out.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS6004A Design a spatial project plan.
Critical aspects for assessment and evidence	A person who demonstrates competency in this unit must be able to provide evidence of:

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required to demonstrate competency in this unit	• applying cost considerations • assessing and acting upon contingencies • developing qualitative and quantitative measurements for a project • high-level communication and negotiation skills • human resource management • managing risks and contingencies • planning and setting targets • presenting material appropriately • resource requirement management • understanding client needs for spatial project management.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a

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variety of SIS requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- customers with routine or special requests
- external to organisation
- internal to organisation

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- regular and new customers, including:
  - business enterprises
  - government agencies
  - members of the public
  - suppliers.

Spatial information services may include:

- administration (e.g. postcodes, suburbs, and federal and state electoral counties)
- analysis of environmental, land and geographic information
- asset management
- cartographic services
- civil engineering
- digital imagery
- electricity
- emergency services management
- environmental datasets
- geographic information systems
- integrated services - environmental, land and geographic related datasets
- land ownership tenure system
- local government
- location-based services
- global positioning
- mapping facilities
- site analysis
- survey marks
- sewerage
- telecommunications
- town planning
- utility services such as water
- water catchment.

Standards and guidelines may include:

- equipment
- hardware
- industry
- legal
- professional
- software
- spatial data
- statutory.

Project specifications may include:

- budget
- data capture methods
- personnel required

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	• project deliverables • resources needed • timelines.
Work instructions may be verbal and written and may include:	• completion spatial data • health details • milestones • occupational details • spatial data presentation • spatial data type.
Organisational guidelines may include:	• code of ethics • company policy • legislation relevant to the work or service function • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Resources may include:	• equipment • hardware and software • human • material • spatial data.
Project plans may include:	• acquiring intellectual property • acquisition strategies • evaluation criteria • financial management • human resource management • human resource training needs in relation to project • milestones • performance indicators • project implementation • quality standards • return on investment • risk management.
Relevant personnel may include:	• colleagues • staff or employee representatives • supervisors or line managers • suppliers • users.
Higher authority may include:	• client • customer • other personnel within the organisation, such as higher

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	management.
Legal, statutory and industry requirements and standards may include:	• confidentiality and privacy requirements • compliance requirements with financial services • duty of care • ethics • equal employment opportunity (EEO) • industrial relations and anti-discrimination • industry standards of practice • OHS requirements • organisational instructions • relevant environment protection legislation • relevant state, territory and federal legislation.
Contingencies may include:	• adverse weather • changes in plans • contractual issues • equipment failure • human resource issues • legislative impact • political influences • stakeholder priorities.
Spatial technology may include:	• data recording equipment • electronic theodolites • global positioning system units • personal computer-based digitising boards • photogrammetric instruments • total station • vehicles.

Presentation may:	• include:
	  • client requirements
	  • costings
	  • handouts
	  • plans
	• be:
	  • formal or informal
	  • PowerPoint format
	  • to a group
	  • verbal or written.

Client needs may include:	• communication channels • contingency planning • cost consideration • information disclosure

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	• payment arrangements • project specific • spatial data • surveying • training.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Agreement may be formal or informal and may include information on:	• cost • insurance details • resources • timelines.

Contract refers to:	• an agreement between parties to perform a task or deliver a service and may be:
	  • email
	  • memo
	  • verbal
	  • written.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS6004A Design a spatial project plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan for a range of spatial information services (SIS) projects. It requires the ability to apply strategic planning processes, incorporating analysis of information and concepts at technical, practical and abstract levels. It also requires accountability for personal and group outcomes. Functions will entail complying with, and developing or amending, organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports high-level project management activity in the SIS industry sector. It requires the application of planning, organisational, negotiation, high-level communication and problem-solving; the ability to demonstrate initiative and enterprise; interpreting technical documentation; and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping and geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop an SIS project plan.	1.1 Nature of the ***spatial information services project*** is determined according to ***legislative requirements***.
	1.2 Project tasks are clearly defined in the ***project plans***.
	1.3 Quality standards and performance indicators required to monitor and achieve project deliverables are determined according to ***organisational guidelines***.
	1.4 Duration, effort, sequence and interdependence of tasks are determined from the brief, in consultation with appropriate ***stakeholders***.
	1.5 Potential, perceived and actual risk as well as options to manage risks are investigated and clearly recorded in the project plan.
	1.6 ***Contingencies*** and problems are considered and

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ELEMENT	PERFORMANCE CRITERIA
	planned for.
	1.7 Skills and knowledge are updated to accommodate project plans.
2 Estimate project costs.	2.1 Project costs are estimated to enable budgets to be developed and implemented.
	2.2 ***Cost control processes*** are developed and agreed to ensure clarity of understanding and ongoing management of project finances.
	2.3 Where appropriate, project organisation, structure and costs, including ***spatial technology***, are agreed with higher authority.
3 Determine resource requirements.	3.1 Based on the project scope, human resources, equipment and material requirements for individual tasks are determined in consultation with appropriate stakeholders.
	3.2 Skills and knowledge are updated to accommodate changes in operating environment.
	3.3 Contingencies and ***risk management processes*** are considered and planned for.
	3.4 ***Higher authority*** endorsements regarding resources and equipment are obtained where necessary.
	3.5 Personnel are assigned as appropriate to meet competency requirements according to organisational recruitment guidelines.
	3.6 Resource and equipment access strategies and management plans are developed and agreed to according to organisational guidelines.
4 Assign tasks and train personnel.	4.1 Individual's responsibilities, authority and personal performance measurement criteria are agreed to ensure clarity of understanding of the work and provide a basis for ongoing assessment.
	4.2 Ongoing development and ***training*** for project team members is identified, planned for and implemented to achieve overall project objectives.
	4.3 ***OHS*** issues are considered at all times.
5 Communicate project requirements.	5.1 Implementation personnel are identified on the basis of the project plan and notified of their involvement according to organisational guidelines.
	5.2 Project details are communicated to implementation personnel and verified to ensure understanding.
	5.3 Specific roles and responsibilities of team members and stakeholders are clarified and agreed and reporting

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ELEMENT	PERFORMANCE CRITERIA
	requirements are clearly outlined.
	5.4 Project change proposals are considered and changes are recommended and documented according to organisational policies and guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to develop business documentation
- delegation of duties
- human resource management in relation to recruitment and performance setting
- literacy skills to:
  - assess, develop and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation and information flow
  - read and write key performance reports, including technical reports
  - research and evaluate (high level)
- negotiation skills (high level)
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - estimate costs
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - plan and coordinate technical and human resource inputs to research activities

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REQUIRED SKILLS AND KNOWLEDGE

- plan and prioritise activities to meet contractual requirements
- presentation of information (high level)
- self-management skills
- spatial skills to:
  - exercise precision and accuracy in spatial project activity
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- abilities of work teams
- accuracy and precision requirements
- information management
- legislation as it applies to project work
- OHS policies
- project management principles
- project management tools, techniques and methodologies
- project review procedures
- quality assurance principles
- relationships to universal locations
- relevant legislative, statutory and industry standards
- resource management processes
- risk analysis principles
- safe work practices
- spatial information principles and their application
- SIS project contingencies
- spatial technologies
- use of spatial equipment for data capture and data set out.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS6003A Determine client spatial requirements, and CPPSIS6007A Design spatial information services project deliverables.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying cost considerations • assessing and acting upon contingencies • developing qualitative and quantitative measurements for a project • high-level communication and negotiation skills • human resource management • managing resource requirements • managing risks and contingencies • planning and setting targets • understanding spatial project management.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

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Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Spatial information services projects may include:

- administration (e.g. postcodes, suburbs, and federal and state electoral counties)
- analysis of environmental, land and geographic information
- asset management
- cartographic services
- civil engineering
- digital imagery
- electricity
- emergency services management
- environmental datasets
- geographic information systems
- integrated services - environmental, land and geographic related datasets
- land ownership tenure system
- local government
- location-based services
- global positioning
- mapping facilities
- site analysis
- survey marks
- sewerage
- telecommunications
- town planning
- utility services such as water
- water catchment.

Legislative requirements may include:

- confidentiality and privacy requirements
- compliance requirements with financial services
- equal employment opportunity (EEO)
- industrial relations and anti-discrimination
- OHS requirements.

Project plans may include:

- acquiring intellectual property
- acquisition strategies
- evaluation criteria

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- financial management
- human resource management
- human resource training needs
- milestones
- performance indicators
- project implementation
- quality standards
- return on investment
- risk management.

Organisational guidelines may include:

- code of ethics
- company policy
- legislation relevant to the work or service function
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining work roles and responsibilities.

Stakeholders may include:

- human resource personnel: internal or external
- procurement agency: internal or external management.

Contingencies may include:

- adverse weather
- equipment failure
- contractual issues
- human resource issues
- legislative impact
- stakeholder priorities
- changes in plans
- political influences.

Cost control processes may include:

- approval
- communication and reporting
- financial authorisation
- financial delegation
- invoice guidelines.

Spatial technology may include:

- data recording equipment
- electronic theodolites
- global positioning system units
- personal computer-based digitising boards
- photogrammetric instruments
- total station
- vehicles.

Risk management processes may include:

- adhering to budget
- anticipating external influences
- contingency planning

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	• guidelines for the selection of contractors • effective communication and consultation • effective project management • internal and external audit processes • legislative adherence • milestone review and evaluation • realistic timelines • sound OHS practices • targeted activity.
Higher authority may include:	• client • customer • other personnel within the organisation, such as higher management.
Training may include:	• computer-based learning • coaching or mentoring • demonstration • formal internal or external training session • informal training session • on-the-job instruction • provision of learning opportunities • self-paced learning • structured feedback.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS6005A Apply quality control measures to spatial information services industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to apply OHS standards, statutory requirements, relevant Australian standards, codes of practice, manufacturer specifications, environmental requirements and enterprise procedures through spatial information services (SIS) work procedures that support product development and services. It requires the ability to demonstrate a broad and specialised spatial knowledge base and to incorporate technical and creative skills to plan and execute activity to meet deliverables. Functions will entail complying with and developing or amending organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports high-level project management activity in the SIS industry sector. It requires the application of initiative and enterprise, planning, organisational and high level communication, negotiation and problem-solving skills, and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in SIS, surveying, cartography, town planning, mapping and geographic information systems (GIS).

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

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Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for examination and assessment of product or service quality.	1.1 ***Organisational guidelines*** are analysed to determine specific needs, ***spatial data requirements*** and ***project specification details***. 1.2 Product and service sampling, and examination and assessment criteria are discussed with ***relevant personnel*** and applied. 1.3 Information on identified risks and ***contingencies***, resources, technology details and techniques is identified and used throughout the quality control

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ELEMENT	PERFORMANCE CRITERIA
	process.
	1.4 Pertinent ***legal and statutory*** standards, and ***OHS*** and ***legislative requirements*** are incorporated into the quality control process.
	1.5 Team skills and knowledge are updated to accommodate design methods and error analysis.
2 Examine and assess product or service quality.	2.1 Product or service is examined and assessed against quality control standard according to organisational procedures.
	2.2 Existing ***information*** and ***spatial data*** are checked to identify appropriate quality control measures.
	2.3 Appropriate documentation is developed according to organisational procedures.
	2.4 Data is analysed and relevant information is used to identify quality variations.
	2.5 Knowledge of process techniques is used to facilitate work groups and assist in the identification and resolution of quality variances.
	2.6 ***Error analysis*** takes place and fault is isolated and rectified.
	2.7 Independent inspection, tests and audits are conducted.
	2.8 Spatial product or service sampling, and examination and assessment criteria are applied according to organisational control requirements.
3 Monitor quality control process.	3.1 Quality improvement is monitored and maintained according to organisational requirements.
	3.2 Quality awareness is reiterated amongst immediate work team.
	3.3 Records of ***quality control analysis reports*** are ***accurate and relevant*** and maintained according to organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

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REQUIRED SKILLS AND KNOWLEDGE

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- business negotiation
- computer skills (high technical user level) to develop business documentation and use relevant software, hardware and equipment
- contractual management
- delegation
- design
- information management
- literacy skills to:
  - assess and use workplace information
  - conduct web-based searches and use digital techniques
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation and information flow
  - read and write key performance reports, including technical reports
  - research and evaluate (high level) in order to source SIS educational information
  - search databases and catalogues
  - write complex flow chart in order to identify and distil information
  - write detailed text identifying specific course of action and detailing alternatives after defining the needs of the audience and the purpose of the information
- numeracy skills to:
  - accurately record and collate
  - analyse errors
  - conduct image analysis
  - estimate costs
  - interpret and analyse statistics
  - perform mental calculations
  - undertake complex computations
- organisational skills to plan and prioritise activities to meet contractual requirements
- presentation
- problem-solving skills to select appropriate course of action from a wide variety of options
- proofreading and editing
- quality assurance
- research and analytical skills to:
  - assemble evidence and evaluate for accuracy and relevance
  - use and follow academic procedure for research techniques and copyright

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REQUIRED SKILLS AND KNOWLEDGE

requirements
- use a variety of strategies for planning

- spatial skills to:
  - exercise precision and accuracy in relation to all aspects spatial and aspatial data design
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve complex problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - train others in spatial precision techniques
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- verbal and written communication skills to:
  - build on others' ideas to advance discussion and question others to clarify ideas
  - encourage feedback
  - explore ideas in discussion
  - listen and question to clarify and elicit information
  - participate effectively in verbal interactions
  - provide clear sequenced oral instruction to others.

Required knowledge and understanding:

- copyright and other relevant legislation
- data presentation techniques
- design methods
- enterprise policies and procedures across the range of tasks required
- enterprise report formats
- guideline development
- information management
- legislation as it applies to spatial deliverables
- measurement techniques
- methods of assessing existing spatial datasets and dataset sources
- OHS
- organisational policies and guidelines
- project management tools, techniques and methodologies
- performance evaluation procedures
- presentation methods
- research techniques
- risk management principles
- safe work practices

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REQUIRED SKILLS AND KNOWLEDGE

- spatial data capture methodologies
- spatial information principles and their application
- SIS project contingencies
- spatial referencing systems
- spatial technologies
- sources of data relevant to the research
- standard and enterprise preferred referencing techniques
- use of metadata
- use of relevant equipment
- use of relevant software packages.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS6001A Conduct open mine pit surveying, CPPSIS6002A Create mine drawings, CPPSIS6004A Design a spatial project plan, CPPSIS6008A Conduct design and set out survey, CPPSIS6011A Carry out basic mine design, CPPSIS6012A Conduct an advanced GPS control survey, CPPSIS6013A Conduct underground mine surveying, CPPSIS6014A Conduct mining geology operations, CPPSIS6015A Conduct complex engineering set out surveys, CPPSIS6016A Monitor complex engineering surveying structures, CPPSIS6017A Conduct advanced remote sensing analysis, CPPSIS6018A Design spatial networks and geocoding, CPPSIS6019A Develop distributed mapping applications, and CPPSIS6020A Develop 2-D and 3-D terrain visualisations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying cost considerations • applying quality control procedures, processes and

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techniques
- applying relevant sections of OHS legislation, statutory legislation, enterprise/site safety procedures, enterprise/site emergency procedures and assessing contingencies
- communication and negotiation skills
- designing computations
- determining precise data requirements
- developing new products
- documenting risks and contingencies
- understanding spatial project deliverables.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case

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studies of a variety of SIS requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisational guidelines may
- code of ethics
- company policy

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include:

- legislation relevant to the work or service function
- manuals
- OHS policy and procedures
- personnel practices and guidelines outlining work roles, responsibilities and delegations.

Spatial data requirements may include:

- administration (postcodes, suburbs, and federal and state electoral counties)
- analysis of environmental, land and geographic information
- asset management
- cartographic services
- civil engineering
- digital imagery
- electricity
- emergency services management
- environmental datasets
- GIS
- integrated services - environmental, land and geographic related datasets
- land ownership tenure system
- local government
- location-based services
- global positioning
- mapping facilities
- site analysis
- survey marks
- sewerage
- telecommunications
- town planning
- utility services such as water.

Project specification details may include:

- appendices
- bibliography
- introduction
- computations
- design details
- executive summary
- financial figures
- footnotes and endnotes
- graphs
- graphics
- illustrations
- index

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- research findings
- recommendations
- sales figures and reports
- spatial data components
- spatial requirements
- statistics
- summaries
- table of contents.

Relevant personnel may include:

- colleagues
- registered surveyors
- site personnel
- staff or employee representatives
- supervisors or line managers
- suppliers
- users.

Contingencies may include:

- equipment failure
- injury
- movement
- observation errors
- obstructions
- weather.

Legal and statutory may include:

- confidentiality
- copyright law
- local government requirements
- national standards
- plagiarism
- privacy
- security
- slander
- state statutes and regulations.

OHS may include:

- Australian standards
- development of site safety plan
- identification of potential hazards
- inspection of work sites
- training staff in OHS requirements
- use of equipment and signage.

Legislative requirements may include:

- Australian Computer Society code of ethics
- Australian standards
- award and enterprise agreements
- certification requirements
- codes of practice

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- equal employment opportunities (EEO)
- national industry standards
- quality assurance requirements.

Information may include:

- design
- digital or hard copy
- illustrations
- maps
- metadata
- spatial data components
- text.

Spatial data may:

- include data from:
  - echo sounder
  - global positioning system unit
  - level
  - photogrammetry
  - remote sensing
  - total station
- may relate to:
  - depth
  - dimension
  - direction
  - height
  - position.

Error analysis may include:

- equipment usage which may relate to:
  - computer-aided design (CAD)
  - digital gauge
  - dimensional gauge
  - tapes
  - templates
- inspection against project specifications
- measurements
- organisation's quality assurance and management procedures
- visual inspection.

Quality control analysis reports may include:

- detailed technical description of the spatial data and its qualifiers
- error control records
- examination records
- sampling records.

Accurate and relevant may

- consistent meaning and layout

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include:

- correct computations
- correct spelling, grammar and punctuation
- intended meaning is clear
- no omissions or oversights
- reliable data
- timely, up-to-date information.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS6006A Develop and maintain spatial information services contractual relationships

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to establish and maintain effective contractual requirements with spatial data providers. It requires the ability to analyse, diagnose, design and execute judgements across a broad spatial contractual context and accountability for personal and group outcomes. Functions will entail complying with and developing or amending organisational guidelines.

Application of the Unit

Application of the unit

Core unit within the Advanced Diploma of Spatial Information Services.

This unit of competency supports high-level project management activity in the spatial information services industry sector. It requires the application of planning, organisational, high-level communication, negotiation and problem-solving skills; interpreting technical documentation; the ability to demonstrate initiative and enterprise; and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping and geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

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Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish legal agreements.	1.1 ***Provider's*** legal ***agreement*** is obtained and analysed according to ***organisational guidelines***. 1.2 Protocols for communication between ***spatial data*** providers and the organisation are followed. 1.3 ***Advice*** is sought from ***relevant personnel*** to determine whether the agreement addresses ***client needs***. 1.4 Amendments to agreement are negotiated with providers in line with legal advice.

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ELEMENT	PERFORMANCE CRITERIA
	1.5 All pertinent ***legal***, ***statutory and industry requirements and standards*** and ***OHS*** considerations are researched and considered in determining the feasibility of the contract.
	1.6 Legal agreement is ratified by all parties, according to organisational guidelines and ***spatial information services*** (SIS) to be provided.
	1.7 Skills and knowledge are updated to accommodate changes in contractual relationships.
2 Manage contracts.	2.1 Provider's performance is ***monitored*** against the terms of the contract.
	2.2 Provider organisation is monitored to ensure it meets the terms and conditions of the ***contract***.
	2.3 ***Higher authority*** endorsements are obtained where necessary to ensure project is in line with organisational priorities and capabilities.
	2.4 ***Contingencies*** and ***spatial technology*** requirements are managed.
3 Conduct review of agreements.	3.1 Legal agreement is reviewed on an agreed basis to assess its continuing viability.
	3.2 Advice is sought from relevant personnel to assess agreement revisions.
	3.3 Amendments to original agreement are negotiated in line with legal advice.
	3.4 Revisions to legal agreement are ratified by all parties.
4 Resolve conflict as required.	4.1 ***Breaches*** of agreements are ***investigated*** according to organisational contractual requirements.
	4.2 Advice is sought from relevant professionals to assess alleged breaches.
	4.3 Settlement of breach is negotiated according to legal advice.
	4.4 Contract review is initiated to address any breach.
	4.5 Breach notice is issued according to contract.
	4.6 Solution is agreed to by all parties.
5 Complete documentation transactions.	5.1 ***Documentation*** is completed promptly, accurately and according to organisational guidelines.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
  - write complex reports
- computer skills (high technical user level) to develop business documentation
- conflict resolution
- delegation of duties
- human resource management in relation to recruitment and performance setting
- literacy skills to:
  - assess, develop and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation and information flow
  - read and write key performance reports, including technical reports
  - research and evaluate (high level)
- negotiation skills (high level)
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - estimate costs
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - plan and coordinate technical and human resource inputs to research activities
  - plan and prioritise activities to meet contractual requirements
- presentation of information (high level)
- prioritisation
- project management skills, including ability to meet deadlines
- research and analytical skills
- self-management skills
- spatial skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- exercise precision and accuracy in all spatial operations
- perform spatial data archival and retrieval and train others in this task
- perform spatial data management and manipulation and train others in this task
- perform file management and train others in this task
- solve complex problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
- train others in spatial precision techniques
- understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- contract law
- existing spatial datasets and dataset sources
- information management
- legislation as it applies to project work
- OHS policies
- organisational guidelines
- project management principles
- project management tools, techniques and methodologies
- quality assurance principles
- relationships to universal locations
- relevant legislative, statutory and industry requirements and standards
- resource management processes
- risk analysis principles
- spatial data handling
- spatial data management practices
- spatial data structure requirements
- spatial database operation
- spatial information principles and their application
- SIS project contingencies
- spatial technologies
- working within budgetary constraints.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS6003A Determine client spatial requirements, and CPPSIS6004A Design a spatial project plan.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying cost consideration • assessing and acting upon breaches or non-conformities • developing qualitative and quantitative measurements for a contract • high-level communication and negotiation skills • managing risks and contingencies • presenting material appropriately • understanding client needs for spatial project management.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

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Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Provider may include:

- external to organisation
- clearing house
- customer with routine or special request
- internal to organisation
- regular and new customer, including:
  - business enterprise
  - government agency
  - member of the public
  - supplier
- specialist company.

Agreement may include:

- copyright
- license
- memorandum of understanding
- royalty contracts.

Organisational guidelines may include:

- code of ethics
- company policy
- legislation relevant to the work or service function
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining work roles and responsibilities.

Spatial data may include:

- digital
- hard copy
- image
- text
- vector.

Advice may be formal or informal and include:

- information on:
  - cost
  - insurance details
  - resources
  - timelines

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	• information from management on financial and legal constraints • internal or external financial information • legal specialists.
Relevant personnel may include:	• accountants • colleagues • lawyers • management • staff or employee representatives • managers • suppliers • users.
Client needs may include:	• communication channels • contingency planning • cost consideration • information disclosure • payment arrangements • project specific • spatial data • surveying • training needs.
Legal, ***statutory and industry requirements and standards*** may include:	• confidentiality and privacy requirements • compliance requirements with financial services • duty of care • ethics • equal employment opportunity (EEO) • industrial relations and anti-discrimination • industry standards of practice • OHS requirements • organisational instructions • relevant environment protection legislation • other relevant state and federal legislation.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Spatial information services may include:	• administration (e.g. postcodes, suburbs, and federal and state electoral counties) • analysis of environmental, land and geographic information

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- asset management
- cartographic services
- civil engineering
- digital imagery
- electricity
- emergency services management
- environmental datasets
- geographic information systems
- integrated services - environmental, land and geographic related datasets
- land ownership tenure system
- local government
- location-based services
- global positioning
- mapping facilities
- site analysis
- survey marks
- sewerage
- telecommunications
- town planning
- utility services such as water
- water catchment.

Monitored may include:

- delegating
- implementing processes
- meeting deadlines
- overseeing practices
- planning
- targeting.

Contract may refer to:

- an agreement between parties to perform a task or deliver a service and may be:
  - email
  - memo
  - verbal
  - written.

Higher authority may include:

- client
- customer
- other personnel within the organisation, such as higher management.

Contingencies may include:

- adverse weather
- changes in plans
- contractual issues
- equipment failure

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	• human resource issues • legislative impact • political influences. • stakeholder priorities.
Spatial technology may include:	• data recording equipment • electronic theodolites • global positioning system units • personal computer-based digitising boards • photogrammetric instruments • total station • vehicles.
Breaches may include:	• client requirements not adhered to • costing altered • deadlines not adhered to • plans altered • time restraints not observed.
Investigated refers to:	• when practice is examined against contract.
Documentation may include:	• agreements • breach notices • contracts • correspondence • minutes of meetings • records of conversations.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS6007A Design spatial information services project deliverables

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to analyse spatial requirements and design a product to meet client requirements. It requires the ability to analyse, diagnose, design and execute judgements across broad spatial project deliverables and accountability for personal and group outcomes. Functions will entail complying with and developing or amending organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports high-level project management activity in the spatial information services (SIS) industry sector. It requires the application of planning, organisational, high-level communication, negotiation and problem-solving skills; interpreting technical documentation; the ability to demonstrate initiative and enterprise; and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying, cartography, town planning, mapping and geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

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Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1Scope spatial design requirements.	1.1 ***Client instructions*** are analysed to determine specific needs and ***spatialdata requirements***.
	1.2 Spatial data requirements and ***constraints*** are identified through further consultation with ***client*** and outcomes are recorded according to ***organisational guidelines***.
	1.3 Site assessment is conducted, when required, to clarify the scope of the job and outcomes are recorded according to organisational guidelines.
	1.4 Skills and knowledge are updated to accommodate changes in project delivery.

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ELEMENT	PERFORMANCE CRITERIA
2Plan spatial design project.	2.1 Project objectives, deliverables, constraints and ***principal work activities*** are defined and documented according to written spatial data ***specifications*** and client requirements.
	2.2 Information is included in the plan relating to identified risks and ***contingencies***, resources, technology details and techniques to be used to collect data in the specified format.
	2.3 Information on the validation process is specified in the plan to verify the integrity of the required spatial data.
	2.4 ***Design*** is interpreted to identify ***spatial data components*** to be controlled or monitored.
	2.5 ***Hazards*** and risks in the work site are identified according to organisational guidelines and ***OHS*** and ***legislative requirements***.
	2.6 Pertinent ***legal and statutorystandards*** are considered and adhered to.
	2.7 Organisation of appropriate resources, equipment, materials and transport required for the project is designated to ***relevant personnel***.
	2.8 Research on background analysis is documented.
3Analyse, **compute and design**.	3.1 Work is allocated to appropriate personnel and ***supervisory processes***, checks and measures are implemented.
	3.2 ***Project management mechanisms*** are implemented to measure, record and report progress of activities in relation to the agreed schedule and plans.
	3.3 Calculations and analysis are undertaken for product development.
	3.4 Design is prepared according to organisational and approving authorities' guidelines and requirements.
	3.5 Contingencies and constraints are managed to ensure project meets specifications.
	3.6 Progress is reviewed throughout project life cycle, with agreed changes implemented to ensure consistency with client needs, project scope, objectives and constraints.
	3.7 ***Quality assurance processes*** are implemented based on the project plan.
4Present analysis, **computations and design**.	4.1 Product is validated for presentation.
	4.2 Outputs are validated against client requirements.

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ELEMENT	PERFORMANCE CRITERIA
	4.3 ***Metadata*** is created according to organisational guidelines.
	4.4 ***Written specifications*** of design are communicated to relevant personnel and ***stored*** according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- business negotiation
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to develop business documentation and use software, hardware and equipment
- contractual management
- day-to-day human resource management
- delegation of duties
- design skills
- information management skills
- literacy skills to:
  - assess, develop and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation and information flow
  - read and write key performance reports, including technical reports
  - research and evaluate (high level)
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - estimate costs

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REQUIRED SKILLS AND KNOWLEDGE

- interpret and analyse statistics
- perform mental calculations
- record with accuracy and precision
- undertake high level computations

- organisational skills to:
  - plan and coordinate technical and human resource inputs to research activities
  - plan and prioritise activities to meet contractual requirements
- presentation of information
- quality assurance
- spatial skills to:
  - exercise precision and accuracy in all spatial project activity
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve complex problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - train others in spatial precision techniques
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- time management skills.

Required knowledge and understanding:

- advanced computation methods
- design methods
- information management
- legislation as it applies to the spatial industry sector
- methods of assessing existing spatial datasets and dataset sources
- organisational policies and guidelines
- project management tools, techniques and methodologies
- quality assurance principles
- performance evaluation procedures
- presentation methods
- project review procedures
- safe work practices
- spatial data capture methodologies
- spatial information principles and their application
- SIS project contingencies
- spatial referencing systems
- spatial technologies
- town planning principles

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REQUIRED SKILLS AND KNOWLEDGE

- use of metadata
- use of relevant equipment
- use of relevant software packages.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS6003A Determine client spatial requirements, and CPPSIS6004A Design a spatial project plan.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- applying cost considerations
- applying qualitative and quantitative measurements for a project
- applying analysis and design skills
- assessing and acting upon contingencies
- communication and negotiation skills
- designing computations
- determining precise data requirements
- managing risks and contingencies
- managing staff
- working towards set targets
- understanding spatial project deliverables.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

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	Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the

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underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client instructions refer to description of outputs and may be contained in:

- contracts
- memos
- tender briefs
- verbal instructions
- written instructions.

Spatial data requirements may include:

- administration (e.g. postcodes, suburbs, and federal and state electoral counties)
- analysis of environmental, land and geographic information
- asset management
- cartographic services
- civil engineering
- digital imagery
- electricity
- emergency services management
- environmental datasets
- geographic information systems
- integrated services - environmental, land and geographic related datasets
- land ownership tenure system
- local government
- location-based services
- global positioning

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- mapping facilities
- site analysis
- survey marks
- sewerage
- telecommunications
- town planning
- utility services such as water.

Constraints may include:

- contractual arrangements
- resource availability
- time.

Client may include:

- customers with routine or special requests
- external to organisation
- internal to organisation
- regular and new customers, including:
  - business enterprises
  - government agencies
  - members of the public
  - suppliers.

Organisational guidelines may include:

- code of ethics
- company policy
- legislation relevant to the work or service function
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining work roles and responsibilities.

Principal work activities may include the survey design of:

- bridge
- building construction (domestic and commercial)
- railway
- roads
- sewerage system
- stormwater system.

Specifications may include:

- detailed technical descriptions of spatial data and its requirements
- preparation of cross-sections and plans with all information included.

Contingencies may include:

- equipment failure
- injury to personnel
- personnel turnover
- observation errors
- obstructions to work activity
- weather.

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Design may include:	• digital information • hard copy plans • maps • written instructions.
Spatial data components may include:	• depth • dimension • direction • flow rates • position • slope.
Hazards may include:	• awkward and repetitive postures • damaged or inappropriate equipment • electrical problems arising for cables, electrical fittings (switches and lights) and untested electrical equipment • environmental impact • mobile vehicle problems around plant and vehicles • moving and unguarded machinery and equipment • noise • occupational violence and bullying • poor manual handling techniques • poor personal hygiene practices • repetitive motion, force and vibration • syringes or other sharp objects • ultraviolet light • underfoot conditions e.g. slippery, uneven and rough surfaces • unrestricted people access • work in isolated and remote environments.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Legislative requirements may include:	• Australian standards • award and enterprise agreements • certification requirements • codes of practice • equal employment opportunity (EEO) • quality assurance requirements.
Legal and statutory	• local government requirements

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standards may include:	• national standards • state statutes and regulations.
Relevant personnel may include:	• colleagues • registered surveyors • site personnel • staff or employee representatives • supervisors or line managers • suppliers • users.
Supervisory processes may include:	• delegating • implementing • meeting deadlines • monitoring • overseeing practices • planning • reviewing • targeting.
Project management mechanisms may include:	• communication with stakeholders • dispute resolution guidelines • monitoring and adjusting key milestones • progress reports.
Quality assurance processes may include:	• internal and external • product or service measurement against set criteria • standard verification • target monitoring.

Metadata refers to:	• summarised information about a spatial dataset that describes the characteristics of the dataset, including:
	  • availability
	  • conditions of use
	  • coordinate system
	  • currency
	  • date of acquisition
	  • quality
	  • source
	  • spatial data acquisition methodologies
	• version control.

Written specification refers to:	• detailed technical description of the spatial data and its qualifiers.
Stored may include:	• digital format • hard copy.

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Unit Sector(s)

Unit sector Spatial information services

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CPPSIS6008A Conduct design and set out survey

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required for design and set out of roads and associated engineering structures. It requires the ability to undertake all aspects of survey design from understanding client and registered surveyor requirements and the special characteristics of a given site, to applying relevant legal and statutory requirements to the design. The selection of appropriate equipment, procedures and personnel is essential to performing the task safely and efficiently. Functions will entail complying with and developing or amending organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of planning, organisational, communication, sound problem-solving and accuracy skills; error analysis; designing and interpreting technical documentation; and high-level understanding of technology for design purposes. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Organise resources.	1.1 Characteristics of the operating environment and any special equipment or resource requirements are identified according to ***organisational guidelines***.
	1.2 Equipment is checked to be in good working order.
	1.3 ***Manufacturer specifications*** with regard to the use of equipment are complied with.
	1.4 Skills and knowledge are updated to reflect changes in design and set out survey, and relevant team members are informed of updates.
2 Develop the project plan.	2.1 ***Objectives***, ***principal work activities*** and ***constraints*** are defined and documented according to written survey specifications and ***client requirements***.
	2.2 Objectives and principal work activities are communicated to ***relevant personnel***.
	2.3 Details of instruments and basic ***techniques*** to be used

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ELEMENT	PERFORMANCE CRITERIA
	are considered and evaluated.
	2.4 Data is collected according to the ***nature of the project*** and organisational guidelines.
3 Conduct the design.	3.1 ***Design*** is interpreted to identify ***surveying data components*** to be measured or set out.
	3.2 ***Hazards*** and risks in the work site are identified, reported or rectified according to ***OHS*** procedures, ***legislative requirements*** and organisational guidelines.
	3.3 Pertinent ***legal and statutory standards*** are considered and adhered to.
	3.4 Resources, equipment, materials and transport are determined and organised according to nature of the project.
	3.5 Feedback provided by team members is discussed and acted upon in line with organisational guidelines.
4 Conduct set out survey.	4.1 Identified survey components are measured or set out.
	4.2 Measured or set out survey data is reduced to the project reference system for comparison with design.
	4.3 Impact of ***contingencies*** is managed.
	4.4 ***Measured or set out data*** is validated and recorded according to ***specifications***.
5 Complete project to clients' requirements.	5.1 Completed work is checked against clients' requirements according to the specifications.
	5.2 ***Required documentation*** is completed according to organisational guidelines.
	5.3 Relevant personnel are informed of the results according to organisational guidelines.
	5.4 Survey data is archived according to project specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds

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REQUIRED SKILLS AND KNOWLEDGE

and with a range of physical and mental abilities
- ability to translate requirements into design
- analytical skills
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to develop business documentation
- instrument use (high level)
- literacy skills to:
  - assess, develop and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation and information flow
  - read and write key performance reports, including technical reports
  - research and evaluate (high level)
- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - estimate costs
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - plan and coordinate technical and human resource inputs to research activities
  - plan and prioritise activities to meet contractual requirements
- spatial skills to:
  - exercise precision and accuracy in relation to spatial and aspatial data design
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- team leadership.

Required knowledge and understanding:

- advanced data reduction

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REQUIRED SKILLS AND KNOWLEDGE

- calibration of specialised surveying equipment
- data formats
- errors, accuracy and precision
- high-level, relevant engineering-related tasks and associated computations
- human resource management
- industry standards
- limitations of equipment
- organisational policies and guidelines, such as OHS guidelines
- planning and control processes
- road alignment design or stormwater system and associated computations
- safe work practices
- surveying reference systems
- surveying data capture and data set out methodologies.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS6015A Conduct complex engineering set out surveys.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of:
	• matching objectives with resources to ensure project proceeds in an organised and timely manner
	• ensuring that achievement of required accuracy has been attempted by:
	  • accessing and interpreting design information to identify the components to be measured and monitored
	  • applying solutions to a range of problems
	  • documenting and reporting
	  • organising and prioritising activity
	  • performing measurements

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- planning resources
- survey data reduction and manipulation

- ensuring that non-conformity aspects are recorded and reported
- taking responsibility for team outputs in work and learning.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written

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assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisational guidelines may include:

- appropriate timelines
- code of ethics
- company policy
- final product formats
- formal design parameters
- legislation relevant to the work or service function
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining teamwork, work roles and responsibilities

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	• requirements for data processing.
Manufacturer specifications may include:	• equipment specifications • operator manuals.
Objectives may include:	• agreed client requirements • written survey specifications.
Principal work activities may include the survey design of:	• bridge construction • building construction (domestic and commercial) • railway construction • road construction • sewerage system • stormwater system.
Constraints may include:	• coverage • datum • environmental factors • industry requirements • legal and statutory • financial • resource availability • time.
Client requirements refer to description of outputs and may be contained in:	• contracts • memos • tender briefs • verbal instructions • written instructions.
Relevant personnel may include:	• colleagues • registered surveyors • site personnel • staff or employee representatives • supervisors or line managers • suppliers • users.
Techniques may include:	• field • office procedures.
Nature of the project may include:	• bridge • building • railway • road • sewerage system • stormwater system.
Design may include:	• digital information

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- hard copy plans
- maps
- written instructions.

Surveying data components may include:

- depth
- dimension
- direction
- flow rates
- position
- slope.

Hazards may include:

- bites and stings
- broken glass and other sharp surfaces
- damaged or inappropriate equipment
- dust and fibres
- electrical problems arising from cables, electrical fittings (switches and lights) and untested electrical equipment
- environmental impact
- extremes of heat and temperature
- fatigue
- fire
- gas
- heights
- awkward and repetitive postures
- mobile vehicle problems around plant and vehicles
- moving and unguarded machinery and equipment
- noise
- occupational violence and bullying
- poor manual handling techniques
- poor personal hygiene practices
- repetitive motion, force and vibration
- syringes or other sharp objects
- ultraviolet light
- underfoot conditions e.g. slippery, uneven and rough surfaces
- unrestricted people access
- work in isolated and remote environments.

OHS may include:

- Australian standards
- development of site safety plan
- identification of potential hazards
- inspection of work sites
- training staff in OHS requirements
- use of personal protective clothing

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	• use of safety equipment and signage.
Legislative requirements may include:	• Australian standards • award and enterprise agreements • certification requirements • codes of practice • equal employment opportunity (EEO) • quality assurance requirements.
Legal and statutory standards may include:	• local government requirements • national standards • state statutes and regulations.
Contingencies may include:	• equipment failure • injury to personnel • personnel turnover • observation errors • obstructions to design survey • weather.
Measured and set out data may include:	• computer-aided design (CAD) equipment • current meter • echo sounder • global positioning system • level • photogrammetry • remote sensing • tide gauge • total station.
Specifications may include:	• detailed technical descriptions of survey data and its requirements • preparation of cross-sections and plans with all information included.

Clients may include:	• external to organisation
	• customers with routine or special requests
	• internal to organisation
	• regular and new customers, including:
	  • members of the public
	  • business enterprises
	  • government agencies
	  • suppliers.

Required documentation may include:	• electronic or paper-based correspondence with client • field records • final report • organisational work activity sheets

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- records of conversation
- survey plots.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS6009A Educate the public on spatial information services

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan and conduct community education on spatial information services (SIS). It requires the ability to provide specialised knowledge, pitched at the appropriate level depending on audience spatial literacy level, and highly developed communication and presentation skills. Functions will entail complying with, and developing or amending, organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports high-level project management activity in the SIS industry sector. It requires the application of planning, organisational, high-level communication, negotiation and problem-solving skills; the ability to demonstrate initiative and enterprise; and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in information services, surveying, cartography, town planning, mapping and geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

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Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine information requirements.	1.1 ***Need for provision of information*** is determined from review of common public enquiries, industry requirements and new ***spatial information services trends and issues***.
	1.2 Information requirements are determined through discussion with clients, general public, local government and relevant interest groups.
	1.3 ***Relevant legislation*** and ***organisational guidelines*** are incorporated into information requirements.
	1.4 Specific educational objectives based on ***public needs*** are determined.

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Specific ***target groups*** for education on SIS are identified for education.
	1.6 Skills and knowledge are updated to accommodate changes in public information requirements.
2 Determine appropriate medium to educate public.	2.1 ***Designated education medium*** is checked against cost efficiency guidelines.
	2.2 Designated education medium is designed to produce clear and understandable communication, making information easily accessible to target groups.
3 Provide education to public on SIS issues.	3.1 Accurate information is provided in a clear and relevant manner according to the learning needs of the target group.
	3.2 Target group is given opportunities to confirm understanding and seek clarification.
	3.3 Reliable documentation and ***information sources*** suitable to target group and nature of SIS issues, including legislative and ***OHS*** implications are provided for ongoing reference.
	3.4 Details on organisational services to assist in future service provision are provided as required.
	3.5 Information on community, government and industry services available to the target group is provided as required.
4 Review and evaluate education.	4.1 Education is evaluated to determine success in meeting educational objectives and overall effectiveness of program outcomes.
	4.2 Continued education is encouraged and ***documentation*** on education processes is maintained according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to analyse theory, concepts and statistics (high level)
- ability to relate to people from a range of social, cultural and ethnic backgrounds

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REQUIRED SKILLS AND KNOWLEDGE

and with a range of physical and mental abilities
- change management
- communication skills that assist in facilitating client relationships, including:
  - accessing, synthesising and using information
  - assertiveness
  - communicating effectively on the telephone
  - displaying empathy, tact and diplomacy
  - negotiation
  - written skills to document follow-up action
- computer skills (high technical user level) to develop business documentation
- educational and training techniques
- literacy skills to:
  - assess, develop and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation and information flow
  - read and write key performance reports, including technical reports
  - research and evaluate (high level) in order to source SIS educational information
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - estimate costs
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - plan and coordinate technical and human resource inputs to research activities
  - plan and prioritise activities to meet contractual requirements
- planning (high level)
- presentation of information (high level)
- project management skills
- self-sufficiency
- spatial skills to:
  - exercise precision and accuracy in relation to spatial and aspatial data design
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve complex problems relating to height, depth, breadth, dimension, direction

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REQUIRED SKILLS AND KNOWLEDGE

and position in actual operational activity and virtual representation
- train others in spatial precision techniques
- understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation

- training needs analysis.

Required knowledge and understanding:

- legal implications
- legislation as it applies to the spatial industry sector
- information management
- organisational policies and guidelines and the manner in which external influences impact upon them
- quality assurance principles
- performance evaluation
- principles for meeting a range of adult and child learning styles
- risk assessment principles
- safe work practices
- spatial information principles and their application
- SIS project contingencies
- spatial technologies
- spatial referencing systems.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS6010A Undertake spatial information services research and development.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide theoretical and practical evidence of: • applying qualitative and quantitative measurements • determining appropriate medium to educate public • determining requirements for provision of information to public on SIS issues

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- high-level presentation skills
- review and evaluation of education to determine success in meeting education objectives.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Need for provision of information may include:

- client SIS needs and requirements
- career considerations
- cartographic requirements
- compliance requirements
- environmental considerations
- industry underpinning needs
- mapping requirements
- remote sensing needs
- spatial literacy requirements
- spatial software applications.

Spatial information services trends and issues may include:

- administration (e.g. postcodes, suburbs, and federal and state electoral counties)
- analysis of environmental, land and geographic information

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- asset management
- cartographic services
- civil engineering
- digital imagery
- electricity
- emergency services management
- environmental datasets
- geographic information systems
- integrated services - environmental, land and geographic related datasets
- land ownership tenure system
- local government
- location-based services
- global positioning
- mapping facilities
- site analysis
- survey marks
- sewerage
- telecommunications
- town planning
- utility services such as water
- water catchment.

Relevant legislation refers to state, territory and federal Acts, including:

- anti-discrimination
- consumer protection
- dangerous goods
- duty of care
- environmental
- equal employment opportunity (EEO)
- freedom of information
- industry codes of conduct
- OHS
- public health
- relevant Australian standards
- trade practices.

Organisational guidelines may include:

- code of ethics
- company policy
- legislation relevant to the work or service function
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining work roles and responsibilities.

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Public needs may include:	• government policies • industry requirements • school requirements • spatial literacy • technological advancement.
Target groups may include identification by:	• age group • culture • ethnicity • geographic location • government department • local government • organisation • school.
Designated education medium may include:	• audio • case study • distance learning • e-learning • information pack • information to enable self-paced learning • interactive • mobile learning • work experience • PowerPoint • presentation • service-based information.
Information sources may include:	• company publication • educational institution • government information • industry publication.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Documentation may include:	• electronic or paper-based correspondence with client • field records • issues register • improvement reports • records of conversation

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- organisational work activity sheets.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS6010A Undertake spatial information services research and development

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to undertake research and development within the spatial information services (SIS) area. It requires the ability to demonstrate a broad and specialised spatial data knowledge base, and to incorporate technical and creative skills to plan and execute activity to meet deliverables. Functions will entail complying with and developing or amending organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports high-level project management activity in the SIS industry sector. It requires the application of planning, organisational, high-level communication, negotiation and problem-solving skills; the ability to demonstrate initiative and enterprise; and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in information services, surveying, cartography, town planning, mapping and geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

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Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify specific data and information requirements.	1.1 ***Organisational guidelines*** are analysed to determine specific needs and ***spatial data requirements***. 1.2 ***Contents*** are discussed with ***relevant personnel***. 1.3 Skills and knowledge are updated to accommodate research and design methods.
2 Identify research requirements.	2.1 ***Purpose of research*** is clarified. 2.2 ***Options for obtaining information*** and ***spatial data*** are identified. 2.3 Potential for development in SIS is identified.
3 Obtain data.	3.1 Literature and information searches are undertaken to

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ELEMENT	PERFORMANCE CRITERIA
	evaluate current market demands and developments.
	3.2 Possible ***stakeholders*** are identified based on the parameters of the potential development.
	3.3 Results of the ***information*** search are ***documented*** and communicated according to organisational guidelines.
	3.4 Funding sources are identified to match the potential development.
4 Prepare draft research proposal.	4.1 Information is included in the research proposal relating to identified risks and ***contingencies***, resources, technology details and techniques to be used to collect data in the specified format.
	4.2 Pertinent ***legal and statutory standards***, ***OHS*** and ***legislative requirements*** are incorporated into the research proposal.
	4.3 Research on background analysis is documented in the ***drafting of the research proposal***.
	4.4 ***Effectiveness of the data*** is checked to ensure ***clear and concise language*** is used so that ***key points*** and ***draft recommendations*** are understood.
	4.5 Sources of information are ***acknowledged and recorded***.
5 Produce final research proposal.	5.1 Research proposal is developed according to organisational guidelines, including aims, objectives, expected outcomes and contingencies.
	5.2 Range of ***methodologies*** is evaluated against project plan and suitable method is chosen.
	5.3 Work plan and budget, including resource requirements, are developed and negotiated with research workers.
	5.4 Proposal to proceed is prepared and appropriate support is obtained.
	5.5 ***Accuracy and relevance*** is established when information is ***collated***.
	5.6 Research brief, including methodologies not used are ***filed or stored*** for future use according to organisational guidelines.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- advanced written skills
- business negotiation
- communication skills to:
  - consult effectively with clients and colleagues, building on others' ideas to advance discussion and questioning others to clarify ideas
  - explore ideas in discussion
  - impart knowledge and ideas through oral, written and visual means
  - listen and question to clarify and elicit information
  - participate effectively in verbal interactions
- computer skills (high technical user level) to develop business documentation
- contractual management
- delegation of duties
- design
- information management
- literacy skills to:
  - assess, develop and use workplace information
  - develop detailed understanding of enterprise policies and procedures in order to identify current and future needs and opportunities
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation and information flow
  - read and write key performance reports, including technical reports
  - research and evaluate (high level) in order to source SIS educational information
  - write complex flow chart in order to identify and distil information
  - write detailed text identifying specific course of action and detailing alternatives after defining the needs of audience and purpose of information
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - estimate costs
  - interpret and analyse statistics
  - perform mental calculations

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REQUIRED SKILLS AND KNOWLEDGE

- record with accuracy and precision
- undertake high level computations

- organisational skills to:
  - plan and coordinate technical and human resource inputs to research activities
  - plan and prioritise activities to meet contractual requirements
- spatial skills to:
  - exercise precision and accuracy in relation to spatial and aspatial data design
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve complex problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - train others in spatial precision techniques
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- present information
- problem-solving skills in order to select appropriate course of action from a wide variety of options
- proofreading and editing
- quality assurance
- research and analytical skills to:
  - assemble evidence and evaluate for accuracy and relevance
  - review and proofread own writing
  - summarise data in a logically coherent structure
  - use and follow academic procedure for research techniques and copyright procedures
  - use a variety of strategies for planning
- technical manual interpretation
- use relevant software, hardware and equipment.

Required knowledge and understanding:

- copyright and other relevant legislation
- data presentation techniques
- design methods
- enterprise policies and procedures across the range of required tasks
- enterprise report formats
- guideline development
- information management
- legislation as it applies to the spatial industry sector
- measurement techniques

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REQUIRED SKILLS AND KNOWLEDGE

- methods of assessing existing spatial datasets and dataset sources
- organisational policies and guidelines, such as OHS guidelines
- project management tools, techniques and methodologies
- performance evaluation procedures
- presentation methods
- research techniques
- risk management principles
- safe work practices
- spatial data capture methodologies
- spatial information principles and their application
- SIS project contingencies
- spatial referencing systems
- spatial technologies
- sources of data relevant to the research
- standard and enterprise-preferred referencing techniques
- use of metadata
- use of relevant equipment
- use of relevant software packages.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS6004A Design a spatial project plan.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying cost consideration • applying qualitative and quantitative measurements for a project • applying analysis and design skills • assessing contingencies • communication and negotiation skills

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- creating and implementing new product solutions
- designing computations
- determining precise data requirements
- developing new products
- documenting risks and contingencies
- understanding spatial project deliverables.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

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Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisational guidelines may include:	• code of ethics • company policy • legislation relevant to the work or service function • manuals • OHS policies and procedures • personnel practices and guidelines outlining work roles and responsibilities.
Spatial data requirements may include:	• administration (e.g. postcodes, suburbs, and federal and state electoral counties) • analysis of environmental, land and geographic

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information
- asset management
- cartographic services
- civil engineering
- digital imagery
- electricity
- emergency services management
- environmental datasets
- geographic information systems
- integrated services - environmental, land and geographic related datasets
- land ownership tenure system
- local government
- location-based services
- global positioning
- mapping facilities
- site analysis
- survey marks
- sewerage
- telecommunications
- town planning
- utility services such as water.

Contents may include:

- appendices
- bibliography
- introduction
- computations
- design details
- executive summary
- financial figures
- footnotes and endnotes
- graphs
- graphics
- illustrations
- index
- research findings
- recommendations
- sales figures and reports
- spatial data components
- spatial requirements
- statistics
- summaries
- table of contents.

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Relevant personnel may include:

- colleagues
- registered surveyors
- site personnel
- staff or employee representatives
- supervisors or line managers
- suppliers
- users.

Purpose of research may include:

- consultation with client
- consultation with manager or supervisor
- review of any documented meetings or discussions relevant to the research
- review of client request
- review of proposed research documentation.

Options of obtaining information may include:

- conferences
- databases
- designs
- emails
- faxes
- files
- internet
- libraries
- meeting and speaking with personnel or external experts
- memos
- newspapers and journals
- reports
- specifications
- teleconferences
- telephone.

Spatial data may:

- include data from:
  - echo sounder
  - global positioning system units
  - level
  - photogrammetry
  - remote sensing
  - total station
- relate to:
  - depth
  - dimension
  - direction
  - height

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- position.

Stakeholders may include:
- human resource personnel: internal or external
- procurement agency: internal or external management.

Information may include:
- design
- digital or hard copy
- illustrations
- maps
- metadata
- spatial data components
- text.

Documented may include:
- databases
- detailed technical description of the spatial data and its qualifiers
- emails
- faxes
- quotations and estimates
- reports
- standard letters
- tax invoices
- statements.

Contingencies may include:
- equipment failure
- injury to personnel
- personnel turnover
- observation errors
- obstructions to research
- weather.

Legal and statutory standards may include:
- confidentiality
- copyright law
- local government requirements
- national standards
- plagiarism
- privacy
- security
- slander
- state statutes and regulations.

OHS may include:
- Australian standards
- development of site safety plan
- identification of potential hazards
- inspection of work sites
- training staff in OHS requirements
- use of equipment and signage.

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Legislative requirements may include:	• Australian standards • award and enterprise agreements • certification requirements • codes of practice • equal employment opportunity (EEO) • quality assurance requirements.
Drafting of the research proposal may include:	• effective design and presentation of document • making provision for comments and corrections of document • thoroughly checking relevance and accuracy of all data.

Effectiveness of data may include:	• client satisfaction
	• logical organisation of report, including:
	  • location of information
	  • list of figures and illustrations
	  • relevance of appendices
	  • sequence of topics
	  • table of contents that reflects a logical flow of information
	• reflecting intended aims
	• relevance
	• usefulness.

Clear and concise language may include:	• ensuring correct grammar, punctuation and spelling • incorporating appropriate jargon and acronyms • logical language structure • using correct words.
Key points may include:	• aims • charts and graphs, if intrinsic to the purpose • conclusions • evidence • executive summary • findings • pertinent information to purpose • purpose • recommendations.
Draft recommendations may include:	• modifications • new services or products • policy review • urgent actions.
Acknowledged and recorded may include:	• acknowledgements • bibliography

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	• following enterprise referencing policies and procedures • footnotes and endnotes • identifying sources clearly and correctly • including full references.
Methodologies may include:	• data search • expanding original research • site work.
Accuracy and relevance may include:	• consistent meaning and layout • correct computations • correct spelling, grammar and punctuation • intended meaning is clear • no omissions or oversights • reliable data • timely, up-to-date information.
Collated for processing may include:	• analysing relevance of data • checking, cross-checking and re-checking data before and after processing • collecting data in computer files, index cards or bound notebooks • detailing data sources and date received • organising information by theme, date, subject or source • recording oral information.
Filed or stored may include:	• digital format • hard copy.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS6011A Carry out basic mine design

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to create and output two-dimensional engineering drawings using suitable surveying software. It requires high-level technical design application and the ability to apply theoretical concepts to a range of surveying data specifications. Functions would be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of planning, organisational, communication, sound problem-solving and accuracy skills; error analysis; designing and interpreting technical documentation; and a high-level understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative and regulatory requirements for this unit may include the relevant components of state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan the design project.	1.1 ***Project objectives***, deliverables and constraints are defined and documented according to the written ***specifications***.
	1.2 ***Project management mechanisms*** are implemented to record and report progress of activities in relation to agreed schedule and plans.
	1.3 Project specifications are presented to ***relevant personnel***.
	1.4 ***Geological aspects*** of possible ***ore deposits*** are ***recognised by the environment*** and information is verified.
	1.5 Agreed communication processes between project members, ***client*** and other ***stakeholders*** are implemented.
	1.6 Skills and knowledge are updated to accommodate changes in mine design.
2 Design a mine development.	2.1 Data required for ***mine design*** is identified and analysed.
	2.2 Mine design parameters are identified and analysed.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Mine design is performed using suitable software.
	2.4 Pertinent legal and statutory requirements and standards are identified and analysed.
	2.5 ***OHS*** requirements are included in the design process.
	2.6 ***Contingencies*** and ***constraints*** are managed according to ***organisational guidelines*** to ensure project meets specifications.
	2.7 Levels of ***rock stability and ground support requirements*** are incorporated into mine design.
	2.8 ***Methods for obtaining ore and mineral samples*** according to ***mining regulations***, relevant ***legislation*** and ***company policy*** are incorporated into mine design.
3 Finalise the project.	3.1 All ***required documentation*** is completed promptly, accurately and according to organisational guidelines.
	3.2 Relevant personnel are informed of the results according to organisational guidelines.
	3.3 Spatial data is archived according to project specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- ability to translate requirements into design
- analytical skills
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to develop business documentation
- information management
- interpreting project requirements
- instrument use
- literacy skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- assess, develop and use workplace information
- locate and interpret legislation and other written documentation
- prepare and manage documentation and information flow
- read and write key performance reports, including technical reports
- research and evaluate (high level) in order to source spatial information services educational information

- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - estimate costs
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - plan and coordinate technical and human resource inputs to research activities
  - plan and prioritise activities to meet contractual requirements
- planning
- project management skills
- spatial skills to:
  - exercise precision and accuracy in relation to mine design
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve complex problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - train others in spatial precision techniques
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- abilities of work teams
- accuracy and precision requirements
- calibration of specialised surveying equipment
- concept of mining in terms of the objectives, types, classifications and purpose
- data capture and data set out
- data formats
- data management
- data reduction and manipulation techniques

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REQUIRED SKILLS AND KNOWLEDGE

- development of headings in underground mining operations
- economic geology, including:
  - different methods and techniques for discovering economic mineral deposits
  - economics of mineral industries
  - familiarisation with mining and metallurgical technology
  - physical and chemical characteristics of rocks and structures
  - theories of formation
- economic significance of mining in terms of domestic and international markets and global technological demands
- guidelines of projects
- high-level, relevant engineering-related tasks and associated computations
- industry standards
- legislative, statutory and industry requirements and standards
- limitations of the guidelines relating to equipment, measuring and analysis
- mineral exploration methods: geophysical, geochemical and geological techniques
- mining methods for metalliferous and coal mines
- mining technology revolution
- organisational policies and guidelines, such as OHS guidelines
- phases and stages of exploration procedure and possible methods of exploration relevant to each
- planning and control processes
- processes and procedures involved in undertaking exploration of mineral deposits
- project review procedures
- safe work practices (high level)
- scope of mining in terms of cultural, economical and social significance
- spatial reference systems
- surveying equipment for data capture
- surveying computation skills (high level)
- surveying reference systems
- terminology and nomenclature applicable to mining.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS6001A Conduct open mine pit surveying, CPPSIS6002A Create mine drawings, and CPPSIS6013A Conduct underground mine surveying.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- conducting a collection and validation process based on thorough assessment of all relevant considerations
- matching objectives with resources to ensure project proceeds in an organised and timely manner
- ensuring that achievement of required accuracy has been attempted by:
  - accessing and interpreting design information to identify the components to be measured and monitored
  - applying solutions to a range of problems
  - documenting and reporting
  - managing contingencies
  - organising and prioritising activity
  - performing measurements
  - planning resources
  - reducing and manipulating spatial data
- ensuring that non-conformity aspects are recorded and reported
- knowledge of underground mining operations
- taking responsibility for team outputs in work and learning.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

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Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect

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the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Project objectives may include:	• agreed client requirements • written survey specifications.
Specifications refer to:	• detailed technical descriptions of survey data and its requirements • preparation of cross-sections and plans with all information included.
Project management mechanisms may include:	• communication with stakeholders • dispute resolution guidelines • monitoring and adjusting key milestones.
Relevant personnel may include:	• colleagues • registered surveyors • company personnel • staff or employee representatives • supervisors or line managers • suppliers.
Geological aspect:	• a deposit of ore minerals in geological terms is not always an ore deposit • while an ore mineral is a mineral from which a metal can feasibly be extracted, an ore deposit (or an ore body) is a mass of rock from which a metal or mineral can be profitably produced.

Ore deposits may include:	• ores formed at or near a contemporary surface:
	  • chemical precipitates
	  • laterites
	  • place deposits
	  • ocean ridge spring deposits
	  • sea floor nodules
	  • shale-hosted base and precious metal deposits

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- volcanogenic massive sulphide deposits
- ores formed in bodies of rock, including ores formed by:
  - cool solutions of uncertain provenance
  - deep volcanic environment
  - epicrustal volcanic environment chemical precipitates
  - pluton-centered environment
- ores formed by magmatic segregation
- ores formed by metamorphic processes
- ores composed of common rock varieties.

Recognised by the environment may include:

- age of mineralisation e.g. banded iron formation deposits are characteristic of Pre-Cambrian age rocks
- association with specific types of igneous rocks e.g. copper with quartz-monzonite porphyry, diamonds with kimberlite pipes and tin with granites
- gangue mineral association e.g. gold associated with quartz-ankerite veins
- host rock association e.g. lead and zinc with carbonate rocks
- ore and gangue mineral in fresh or oxidised states in outcrop of derived sediments may give surface evidence of underlying or adjacent deposits
- physiographic associations e.g. silicified breccias often stand up as isolated hills, oxidised pyretic bodies in limestone generally form low-covered areas
- structural controls e.g. laterite deposits associated with unconformities, replacement deposits associated with crests of anticlines
- trace metal association e.g. gold associated with arsenic and mercury in trace amounts
- weathering effects e.g. oxidation of pyrite leaves a residue of iron oxide gossan making possible underlying deposits.

Client may include:

- customers with routine or special requests
- external to organisation
- internal to organisation
- regular and new customers, including:
  - business enterprises
  - government agencies
  - members of the public
  - suppliers.

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Stakeholders may include:	• human resource personnel: internal or external • procurement agency: internal or external management.
Mine design may include:	• open pit • underground.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Contingencies may include:	• equipment failure • injury to personnel • personnel turnover • observation errors • obstructions to design • weather.
Constraints may include:	• coverage • datum • environmental factors • industry requirements • legal and statutory • financial • resource availability • time.
Organisational guidelines may include:	• appropriate timelines • code of ethics • company policy • final product formats • formal design parameters • legislation relevant to the work or service function • manuals • OHS policies and procedures • personnel practices and guidelines outlining teamwork, work roles and responsibilities • requirements for data processing.
Rock types and structures may include solid, cohesive aggregates of one or more types of minerals, formed as a result of various geological processes. Rocks are	• chemical composition • formation (igneous, sedimentary or metamorphic) • grain-size • mineral content • physical appearance.

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classified according to their:

Rock stability and ground support requirements may include:

- principles for rock support in underground operations
- techniques for providing rock support, including:
  - cable bolts
  - rock bolts.

Methods for obtaining ore and mineral samples may include:

- assaying:
  - geochemical
  - quantitative
- drilling:
  - diamond core
  - rotary percussion
- geological mapping:
  - presence of gossans or leached capping
  - rock alteration
- geological sampling:
  - exploration geochemistry
  - geochemical prospecting
- geophysical prospecting:
  - analysis of satellite imagery
  - computer modelling
  - geophysical surveying
  - subsurface mapping of geological units
- logging
- sampling
- surface and underground testing
- trenching.

Mining regulations may include:

- Australian standards
- coal mining Acts and regulations
- environmental agency regulations
- isolation procedures
- manufacturer specifications and recommendations.
- other applicable legislation, including:
  - electricity
  - gas
  - radiation
  - mine.

Legislation may include:

- Australian standards
- award and enterprise agreements
- certification requirements
- codes of practice

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	• environment protection legislation • equal employment opportunity (EEO) • OHS legislation • quality assurance requirements.
Company policy may include:	• company OHS standards • customer service standards • company goals, such as mission statement • governance guidelines • guidelines on the use of equipment • internal and external communication guidelines • operational manuals • operational plan • strategic plan.
Required documentation may include:	• electronic or paper-based correspondence with client • field records • final report • records of conversation • survey plots • organisational work activity sheets.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS6012A Conduct an advanced GPS control survey

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to conduct advanced global positioning system (GPS) control surveys. It requires the ability to demonstrate highly specialised technical skills. Functions will entail complying with, and developing or amending, organisational guidelines.

Application of the Unit

Application of the unit This unit of competency supports the application of the planning, organisational, communication, sound problem-solving and accuracy skills; error analysis; designing and interpreting technical documentation; and high-level understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for the survey.	1.1 Key activities and timelines are scheduled with full consideration of the ***specifications*** and available resources.
	1.2 ***Organisational GPS survey requirements*** are complied with and recorded.
	1.3 ***Equipment*** is prepared for the survey with consideration of the specific ***project parameters and requirements***.
	1.4 Existing survey control data is obtained and ***validated***.
	1.5 Set out data is collated, validated, manipulated as required and uploaded into the GPS receiver.
	1.6 Designated staff responsibilities are communicated to ***relevant personnel*** to ensure clarity of understanding of the work and to provide a basis for ongoing assessment.
	1.7 Skills and knowledge are updated to accommodate changes in GPS equipment.
2 Conduct the survey.	2.1 GPS equipment is programmed and operated according to ***manufacturer specifications*** and

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ELEMENT	PERFORMANCE CRITERIA
	organisational guidelines.
	2.2 GPS survey is related to a ***reference system*** based on survey requirements.
	2.3 Problems relating to discrepancies in the reference system are resolved.
	2.4 GPS data is collected using methodologies detailed in the data collection specifications according to specifications.
	2.5 ***OHS*** requirements are planned for and adhered to.
	2.6 ***Quality assurance processes*** are adhered to according to organisational guidelines.
3 Finalise the survey.	3.1 ***Appropriate software*** is used to process the data according to organisational guidelines to determine ***required information***.
	3.2 Validation checks are completed according to ***project specifications***.
	3.3 Any discrepancies between specifications and actual are identified and evaluated.
	3.4 All ***required documentation*** is completed according to organisational guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills (high level)
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to develop business documentation
- interpersonal skills (high level)
- interpreting project requirements
- literacy skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- assess, develop and use workplace information
- locate and interpret legislation and other written documentation
- prepare and manage documentation and information flow
- read and write key performance reports, including technical reports
- research and evaluate (high level) in order to source spatial information services educational information

- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - estimate costs
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - plan and coordinate technical and human resource inputs to research activities
  - plan and prioritise activities to meet contractual requirements
- project planning
- project management skills
- spatial skills to:
  - exercise precision and accuracy in relation to GPS control survey
  - perform GPS data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve complex problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - train others in spatial precision techniques
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- team leadership
- technical report writing
- verbal and written communication (high level).

Required knowledge and understanding:

- abilities of work teams
- accuracy and precision requirements related to GPS network surveys
- data formats
- GPS data processing and manipulation
- guidelines of projects

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REQUIRED SKILLS AND KNOWLEDGE

- industry standards
- limitations of equipment
- organisational policies and guidelines, such as OHS guidelines
- planning and control processes
- project review and reporting procedures
- safe work practices
- surveying reference systems (high level).

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS6015A Conduct complex engineering set out surveys, and CPPSIS6016A Monitor complex engineering surveying structures.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of:
	• matching objectives with resources to ensure project proceeds in an organised and timely manner
	• ensuring that achievement of required accuracy has been attempted by:
	  • accessing and interpreting design information to identify the components to be measured and monitored
	  • applying solutions to a range of problems
	  • documenting and reporting
	  • GPS data reduction
	  • managing a team
	  • organising and prioritising activity
	  • performing measurements
	  • planning resources
	• ensuring that non-conformity aspects are recorded and reported

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	• taking responsibility for team outputs in work and learning.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors,

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team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- detailed technical descriptions of survey data and its requirements
- preparation of cross-sections and plans with all information included.

Organisational GPS survey requirements may include:

- administration (e.g. postcodes, suburbs, and federal and state electoral counties)
- analysis of environmental, land and geographic information
- asset management
- cartographic services
- civil engineering
- digital imagery
- electricity

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	• emergency services management • environmental datasets • geographic information systems • integrated services - environmental, land and geographic related datasets • land ownership tenure system • local government • location-based services • global positioning • mapping facilities • site analysis • survey marks • sewerage • telecommunications • town planning • utility services such as water.
Equipment may include:	• any geodetic GPS receiver • associated equipment capable of differential and real time modes of operations.
Project parameters and requirements may include:	• coordinate systems • datum • display formats • information displays • outputs.
Validated means reflecting the true state of a test result, including tests for systematic distortions such as:	• confounding bias • information/data bias • observational bias • recall bias • selection bias.
Relevant personnel may include:	• colleagues • registered surveyors • site personnel • staff or employee representatives • supervisors or line managers • suppliers • users.
Manufacturer specifications may include:	• equipment specifications • operator manuals.
Organisational guidelines may include:	• appropriate timelines • code of ethics • company policy

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	• equal employment opportunity (EEO) • final product formats • formal design parameters • legislation relevant to the work or service function • manuals • OHS policies and procedures • personnel practices and guidelines outlining teamwork, work roles and responsibilities • requirements for data processing.
Reference system refers to:	• projection and datum parameters required for GPS equipment and processing software.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Quality assurance processes may include:	• internal and external • monitoring target achievement • product or service measurement against set criteria • standard verification.
Appropriate software may include:	• GPS software package designed for GPS survey planning, processing and adjusting of raw GPS data.
Required information may include:	• calculated information • metadata • positional data • set out positional accuracy.
Project specifications may include:	• detailed technical descriptions of required GPS survey data.
Required documentation may include:	• electronic or paper-based correspondence with client • field records • final report • records of conversation • survey plots • organisational work activity sheets.

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Unit Sector(s)

Unit sector Spatial information services

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CPPSIS6013A Conduct underground mine surveying

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to work in a surveying capacity in an underground mining environment. It requires knowledge of underground mining operations and the ability to plan and draft mine drawings to meet job specifications. Functions will be carried out within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of the planning, organisational, communication, sound problem-solving and accuracy skills; error analysis; designing and interpreting technical documentation; and a high-level understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative and regulatory requirements for this unit may include the relevant components of state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify project.	1.1 ***Organisational priorities*** are determined to identify project activity. 1.2 ***Project specifications*** are presented to ***relevant personnel***.
2 Organise resources for underground mine surveying operations.	2.1 Processes and procedures involved in undertaking underground mining method, including ***mine access***, ***layout***, ***development and provision of services*** are planned according to ***organisational*** and ***OHS guidelines***. 2.2 Mining techniques applicable to the ***development of headings in underground mining operations*** are planned according to ***project objectives***. 2.3 ***Underground mining methods*** for metalliferous and coal mines are determined. 2.4 Levels of ***rock stability and ground support*** requirements are incorporated into the project specifications. 2.5 ***Loading and haulage requirements for underground mines*** are detailed in project specifications.

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ELEMENT	PERFORMANCE CRITERIA
	2.6 ***Mine ventilation requirements*** for underground mines are detailed in project specifications according to OHS guidelines.
	2.7 ***Mining regulations*** with regard to management, surveying and ***safety*** are detailed according to relevant ***legislation*** and ***company policy***.
	2.8 All ***equipment*** use is planned according to ***manufacturer specifications***.
3 Manage underground mine surveying operations.	3.1 Project objectives, deliverables, ***constraints***, ***principal work activities*** and equipment requirements are defined and documented according to spatial data specifications and ***client requirements***.
	3.2 Work is scheduled to be completed within ***time available***.
	3.3 ***Project management mechanisms*** are implemented to measure, record and report progress of activities in relation to the agreed schedule and plans.
	3.4 Agreed communication processes between project members, ***client*** and other ***stakeholders*** are implemented and maintained.
	3.5 OHS and legislative requirements are incorporated into project ***risk management***.
	3.6 Pertinent ***legal and statutory standards*** are researched, considered and adhered to.
	3.7 ***Contingencies*** and constraints are managed to ensure project meets specifications.
	3.8 Skills and knowledge are updated to accommodate changes in operating environment and equipment.
4 Conduct operational elements of underground mine surveying operations.	4.1 Identified spatial components of mine design are accurately measured or set out.
	4.2 Measured spatial data is reduced to project reference system.
	4.3 Mine drawings are created to meet job specifications.
	4.4 Captured data is used to calculate mine volumes.
	4.5 Underground development is set out according to design parameters.
	4.6 OHS requirements are adhered to throughout the survey.
	4.7 Measured spatial data is reduced to project reference system for comparison with design.
	4.8 ***Measurements*** are validated and recorded according to project specifications.

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ELEMENT	PERFORMANCE CRITERIA
	4.9 ***Quality assurance processes*** are implemented based on the project plan.
5 Finalise the project.	5.1 Relevant personnel are informed of the results according to organisational guidelines.
	5.2 ***Required documentation*** is completed according to organisational guidelines.
	5.3 Spatial data is archived according to project specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- ability to translate requirements into design
- analytical skills
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to develop business documentation
- information management
- interpreting project requirements
- instrument use
- literacy skills to:
  - assess, develop and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation and information flow
  - read and write key performance reports, including technical reports
  - research and evaluate (high level) in order to source spatial information services educational information
- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis

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REQUIRED SKILLS AND KNOWLEDGE

- estimate costs
- interpret and analyse statistics
- perform mental calculations
- record with accuracy and precision
- undertake high level computations

- organisational skills to:
  - plan and coordinate technical and human resource inputs to research activities
  - plan and prioritise activities to meet contractual requirements
- planning
- project management skills
- spatial skills to:
  - exercise precision and accuracy in relation to underground mine surveying
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve complex problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - train others in spatial precision techniques
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

Required knowledge and understanding:

- abilities of work teams
- accuracy and precision requirements
- data capture and data set out
- calibration of specialised surveying equipment
- concept of mining in terms of the objectives, types, classifications and purpose
- data formats
- data management
- data reduction and manipulation techniques
- development of headings in underground mining operations
- economic significance of mining in terms of domestic and international markets and global technological demands
- guidelines of projects
- high-level, relevant engineering-related tasks and associated computations
- industry standards
- legislative, statutory and industry requirements and standards
- limitations of the guidelines relating to equipment, measuring and analysis
- mineral exploration methods: geophysical, geochemical and geological techniques
- mining methods for metalliferous and coal mines

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REQUIRED SKILLS AND KNOWLEDGE

- mining technology revolution
- organisational policies and guidelines, such as OHS guidelines
- phases and stages of exploration procedure and possible methods of exploration relevant to each
- planning and control processes
- processes and procedures involved in undertaking exploration of mineral deposits
- project review procedures
- safe work practices (high level)
- scope of mining in terms of cultural, economical and social significance
- spatial reference systems
- surveying equipment for data capture
- surveying reference systems
- terminology and nomenclature applicable to mining.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS6001A Conduct open mine pit surveying.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of:
	• conducting a collection and validation process based on thorough assessment of all relevant considerations
	• matching objectives with resources to ensure project proceeds in an organised and timely manner
	• ensuring that achievement of required accuracy has been attempted by:
	  • accessing and interpreting design information to identify the components to be measured and monitored
	  • applying solutions to a range of problems
	  • documenting and reporting

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- managing contingencies
- organising and prioritising activity
- performing measurements
- planning resources
- reducing and manipulating spatial data

- ensuring that non-conformity aspects are recorded and reported
- knowledge of underground mining operations
- taking responsibility for team outputs in work and learning.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include equipment modified for people with disabilities.

Context of assessment

Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.

Method of assessment

Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).

Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.

Guidance information for assessment

Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to

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assess competency.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisational priorities may include:

- client focus
- external influence and focus
- financial priorities
- internal influence and focus
- operational plan

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	• strategic plan.
Project specifications may include:	• detailed technical descriptions of survey data and its requirements • preparation of cross-sections and plans with all information included.
Relevant personnel may include:	• colleagues • registered surveyors • company personnel • staff or employee representatives • supervisors or line managers • suppliers.
Mine access, ***layout***, ***development and provision of services*** may include:	• factors considered in providing access for underground mining operations • methods for water control, including types of pump in common use • requirements for compressed air • requirements for electric power and lighting • requirements for mine dewatering • requirements for a mine water supply.
Organisational guidelines may include:	• appropriate timelines • code of ethics • company policy • final product formats • formal design parameters • legislation relevant to the work or service function • manuals • OHS policies and procedures • personnel practices and guidelines outlining teamwork, work roles and responsibilities • requirements for data processing.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.

Development of headings in underground mining operations may include:	• development of underground drives, including:
	  • declines
	  • levels
	  • raises

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	• shafts.
Project objectives may include:	• agreed client requirements • written survey specifications.

Underground mining methods may include:	• mining methods applicable to underground coal mining, including:
	  • long wall
	  • room
	  • pillar
	• mining methods applicable to underground metalliferous mining, including:
	  • block caving
	  • cut and fill stoping and shrinkage stoping
	  • sub-level caving
	  • sub-level open stoping.

Rock stability and ground support may include:	• principles for rock support in underground operations
	• techniques for providing rock support, including:
	  • cable bolts
	  • rock bolts.

Loading and haulage requirements for underground mines may include:	• application of loading and haulage methods relative to underground mining operations
	• selection and use of equipment and processes used for loading and haulage, including:
	  • conveyor and skip requirement for gradient
	  • dump trucks
	  • loading stations
	  • minimum radius and clearance for truck haulage
	  • ore passes.

Mine ventilation requirements may include:	• duties of the ventilation officer for an underground mining operation • exposure standards for atmospheric contaminants • methods for measuring air velocity and determining air quantity given relevant operational data • properties of natural air flow • methods of mechanical and auxiliary ventilation • requirements for ventilation plans • sources of atmospheric contaminants in an underground mining environment • testing and sampling of atmospheric contaminants.
Mining regulations may include:	• Australian standards • coal mining Acts and regulations • environmental agency regulations

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	• isolation procedures
	• manufacturer specifications and recommendations
	• other applicable legislation, including:
	  • electricity and gas
	  • radiation
	  • mine.

Safety requirements may include:	• major safety risks associated with underground mining
	• mine safety regulations relating to:
	  • safety and ventilation of a mining operation
	  • surveying
	• requirement for mine rescue procedures, including mine rescue plans.

Legislation may include:	• Australian standards • award and enterprise agreements • certification requirements • codes of practice • environment protection legislation • equal employment opportunity (EEO) • OHS legislation • quality assurance requirements.
Company policy may include:	• company OHS standards • customer service standards • company goals, such as mission statement • governance guidelines • guidelines on the use of equipment • internal and external communication guidelines • operational manuals • operational plan • strategic plan.
Equipment may include:	• augers and drills • bucketwheel • draglines • equipment, such as trailers and floats • excavators • four-wheel drive passenger vehicles • high well miners • scrapers • water and service machines.
Manufacturer specifications may include:	• equipment specifications • operator manuals.

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Constraints may include:	• coverage • datum • environmental factors • industry requirements • legal and statutory • financial • resource availability • time.
Principal work activities may include:	• activity and sequence of activity determined to be essential in order to meet project objectives.
Client requirements refer to description of outputs and may be contained in:	• contracts • memos • tender briefs • verbal instructions • written instructions.
Time available may involve estimates for time duration of project, including:	• client instructions • consideration of contingencies • consideration of past project experiences • experience of project personnel • location of project • methods to be employed • resources and equipment to be used.
Project management mechanisms may include:	• communication with stakeholders • dispute resolution guidelines • monitoring and adjusting key milestones.

Client may include:	• customers with routine or special requests
	• external to organisation
	• internal to organisation
	• regular and new customers, including:
	  • business enterprises
	  • government agencies
	  • members of the public
	  • suppliers.

Stakeholders may include:	• human resource personnel: internal or external • procurement agency: internal or external management.
Risk management may include:	• adhering to budget • anticipating external influences • contingency planning • guidelines for the selection of contractors • effective communication and consultation

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	• effective project management • internal and external audit processes • milestone review and evaluation • realistic timelines • targeted activity.
Legal and statutory standards may include:	• local government requirements • national standards • state statutes and regulations.
Contingencies may include:	• equipment failure • injury to personnel • personnel turnover • observation errors • obstructions • weather.
Measurements may include use of:	• current meter • echo sounder • global positioning system • level • remote sensing • tape • tide gauge • total station.
Quality assurance processes may include:	• internal and external • monitoring activity against set targets • product or service measurement against set criteria • standard verification.
Required documentation may include:	• electronic or paper-based correspondence with client • field records • final report • records of conversation • survey plots • organisational work activity sheets.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS6014A Conduct mining geology operations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required by surveyors of mine geology to evaluate mining potential and mining viability operations. It requires knowledge of mining operations and the ability to plan and execute project activity according to job specifications. Functions will entail complying with and developing or amending organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of planning, organisational, communication, sound problem-solving and accuracy skills; error analysis; designing and interpreting technical documentation; and a high-level understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative and regulatory requirements for this unit may include the relevant components of state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify project.	1.1 ***Organisational priorities*** are determined to identify project activity. 1.2 ***Project specifications*** are presented to ***relevant personnel***. 1.3 ***Geological aspects*** of possible ***ore deposits*** are ***recognised by the environment*** and the information is verified. 1.4 Skills and knowledge are updated to accommodate changes in mining geology operations.
2 Plan and analyse a mining geology project.	2.1 Tasks are reviewed to identify requirements. 2.2 ***Project objectives***, deliverables, ***constraints*** and ***principal work activities*** are defined and documented according to ***organisational guidelines***. 2.3 ***Rock types and structures*** fundamental to mining operations are identified and analysed. 2.4 ***Rock stability and ground support requirements*** are observed. 2.5 ***Ore and minerals*** fundamental to mining operations are identified and analysed.

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ELEMENT	PERFORMANCE CRITERIA
	2.6 ***Methods for obtaining ore and mineral samples*** are identified and analysed.
	2.7 ***Mining regulations*** with regard to management, surveying and safety are detailed according to relevant ***legislation*** and ***company policy***.
	2.8 All ***equipment*** use is planned according to ***manufacturer specifications***.
3 Apply geological information to mine resources.	3.1 Work is allocated and scheduled to be completed within ***time available*** to meet ***client requirements***.
	3.2 ***Project management mechanisms*** are implemented to measure, record and report progress of activities in relation to the agreed schedule and plans.
	3.3 Agreed communication processes between project members, ***client*** and other ***stakeholders*** are implemented and maintained.
	3.4 Ore grades and reserves are determined.
	3.5 ***OHS*** and legislative requirements are incorporated into project ***risk management*** strategy.
	3.6 Pertinent ***legal and statutory standards*** are researched, considered and adhered to.
	3.7 ***Contingencies*** and constraints are managed to ensure project meets specifications.
4 Finalise the project.	4.1 Relevant personnel are informed of the results according to organisational guidelines.
	4.2 ***Required documentation*** is completed according to organisational guidelines.
	4.3 Spatial data is archived according to project specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills

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REQUIRED SKILLS AND KNOWLEDGE

- ability to translate requirements into design
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to develop business documentation
- information management
- interpreting project requirements
- instrument use
- literacy skills to:
  - assess, develop and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation and information flow
  - read and write key performance reports, including technical reports
  - research and evaluate (high level) in order to source spatial information services educational information
- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - estimate costs
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - plan and coordinate technical and human resource inputs to research activities
  - plan and prioritise activities to meet contractual requirements
- planning
- project management skills
- spatial skills to:
  - exercise precision and accuracy in relation to geological mining techniques
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve complex problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - train others in spatial precision techniques
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- abilities of work teams
- accuracy and precision requirements
- data capture and data set out
- calibration of specialised surveying equipment
- concept of mining in terms of the objectives, types, classifications and purpose
- data formats
- data management
- data reduction and manipulation techniques
- development of headings in underground mining operations
- economic geology, including:
  - different methods and techniques for discovering economic mineral deposits
  - economics of mineral industries
  - familiarisation with mining and metallurgical technology
  - physical and chemical characteristics of rocks and structures
  - theories of formation
- economic significance of mining in terms of domestic and international markets and global technological demands
- guidelines of projects
- high-level, relevant engineering-related tasks and associated computations
- industry standards
- legislative, statutory and industry requirements and standards
- limitations of the guidelines relating to equipment, measuring and analysis
- mineral exploration methods: geophysical, geochemical and geological techniques
- mining methods for metalliferous and coal mines
- mining technology revolution
- organisational policies and guidelines, such as OHS guidelines
- phases and stages of exploration procedures and possible methods of exploration relevant to each
- planning and control processes
- processes and procedures involved in undertaking exploration of mineral deposits
- project review procedures
- safe work practices (high level)
- scope of mining in terms of cultural, economical and social significance
- spatial reference systems
- surveying equipment for data capture
- surveying computation skills (high level)
- surveying reference systems
- terminology and nomenclature applicable to mining.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS6001A Conduct open mine pit surveying, and CPPSIS6013A Conduct underground mine surveying.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- conducting a collection and validation process based on thorough assessment of all relevant considerations
- matching objectives with resources to ensure project proceeds in an organised and timely manner
- ensuring that achievement of required accuracy has been attempted by:
  - accessing and interpreting design information to identify the components to be measured and monitored
  - applying solutions to a range of problems
  - contingency management
  - documenting and reporting
  - organising and prioritising activity
  - performing measurements
  - planning resources
  - reducing and manipulating spatial data
- ensuring that non-conformity aspects are recorded and reported
- knowledge of mining geology operations
- taking responsibility for team outputs in work and learning.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules,

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	policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it

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represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisational priorities may include:	• client focus • external influence and focus • financial priorities • internal influence and focus • operational plan • strategic plan.
Project specifications may include:	• detailed technical descriptions of survey data and its requirements • preparation of cross-sections and plans with all information included.
Relevant personnel may include:	• colleagues • registered surveyors • company personnel • staff or employee representatives • supervisors or line managers • suppliers.
Geological aspect:	• a deposit of ore minerals in geological terms is not always an ore deposit • while an ore mineral is a mineral from which a metal can feasibly be extracted, an ore deposit (or an ore body) is a mass of rock from which a metal or mineral

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	can be profitably produced.

Ore deposits may include:	• ores formed at or near a contemporary surface:
	  • chemical precipitates
	  • laterites
	  • place deposits
	  • ocean ridge spring deposits
	  • sea floor nodules
	  • shale-hosted base and precious metal deposits
	  • volcanogenic massive sulphide deposits
	• ores formed in bodies of rock, including ores formed by:
	  • cool solutions of uncertain provenance
	  • deep volcanic environment
	  • epicrustal volcanic environment chemical precipitates
	  • pluton-centered environment
	• ores formed by magmatic segregation
	• ores formed by metamorphic processes
	• ores composed of common rock varieties.

Recognised by the environment may include:	• age of mineralisation e.g. banded iron formation deposits are characteristic of Pre-Cambrian age rocks • association with specific types of igneous rocks e.g. copper with quartz-monzonite porphyry, diamonds with kimberlite pipes and tin with granites • gangue mineral association e.g. gold associated with quartz-ankerite veins • host rock association e.g. lead and zinc with carbonate rocks • ore and gangue mineral in fresh or oxidised states in outcrop of derived sediments may give surface evidence of underlying or adjacent deposits • physiographic associations e.g. silicified breccias often stand up as isolated hills, oxidised pyretic bodies in limestone generally form low-covered areas • structural controls e.g. laterite deposits associated with unconformities, replacement deposits associated with crests of anticlines • trace metal association e.g. gold associated with arsenic and mercury in trace amounts • weathering effects e.g. oxidation of pyrite leaves a residue of iron oxide gossan making possible underlying deposits.
Project objectives may	• agreed client requirements

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include:
- written survey specifications.

Constraints may include:
- coverage
- datum
- environmental factors
- industry requirements
- legal and statutory
- financial
- resource availability
- time.

Principal work activities may include:
- activity and sequence of activity determined to be essential in order to meet project objectives.

Organisational guidelines may include:
- appropriate timelines
- code of ethics
- company policy
- final product formats
- formal design parameters
- legislation relevant to the work or service function
- manuals
- OHS policies and procedures
- personnel practices and guidelines outlining teamwork, work roles and responsibilities
- requirements for data processing.

Rock types and structures may include solid, cohesive aggregates of one or more types of minerals, formed as a result of various geological processes. Rocks are classified according to their:
- chemical composition
- formation (igneous, sedimentary or metamorphic)
- grain-size
- mineral content
- physical appearance.

Rock stability and ground support requirements may include:
- principles for rock support in underground operations
- techniques for providing rock support, including:
  - cable bolts
  - rock bolts.

Ore and minerals may include:
- copper
- gold
- iron
- lead
- limestone
- mercury
- quartz
- silver

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- tin
- zinc.

Methods for obtaining ore and mineral samples may include:

- assaying:
  - geochemical
  - quantitative
- drilling:
  - diamond core
  - rotary percussion
- geological mapping:
  - presence of gossans or leached capping
  - rock alteration
- geological sampling:
  - exploration geochemistry
  - geochemical prospecting
- geophysical prospecting:
  - analysis of satellite imagery
  - computer modelling
  - geophysical surveying
  - subsurface mapping of geological units
- logging
- sampling
- surface and underground testing
- trenching.

Mining regulations may include:

- Australian standards
- coal mining Acts and regulations
- environmental agency regulations
- isolation procedures
- manufacturer specifications and recommendations
- other applicable legislation, including:
  - electricity and gas
  - radiation
  - mine.

Legislation may include:

- Australian standards
- award and enterprise agreements
- certification requirements
- codes of practice
- environment protection legislation
- equal employment opportunity (EEO)
- OHS legislation
- quality assurance requirements.

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Company policy may include:	• company OHS standards • customer service standards • company goals, such as mission statement • governance guidelines • guidelines on the use of equipment • internal and external communication guidelines • operational manuals • operational plan • strategic plan.
Equipment may include:	• augers and drills • bucketwheel • draglines • equipment, such as trailers and floats • excavators • four-wheel drive passenger vehicles • high well miners • scrapers • water and service machines.
Manufacturer specifications may include:	• equipment specifications • operator manuals.
Time available may involve estimates for time duration of project, including:	• client instructions • consideration of contingencies • consideration of past project experiences • experience of project personnel • location of project • methods to be employed • resources and equipment to be used.
Client requirements refer to description of outputs and may be contained in:	• contracts • memos • tender briefs • verbal instructions • written instructions.
Project management mechanisms may include:	• communication with stakeholders • dispute resolution guidelines • monitoring and adjusting key milestones.

Client may include:	• customers with routine or special requests
	• external to organisation
	• internal to organisation
	• regular and new customers, including:
	  • business enterprises
	  • government agencies

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	• members of the public • suppliers.
Stakeholders may include:	• human resource personnel: internal or external • procurement agency: internal or external management.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Risk management may include:	• adhering to budget • anticipating external influences • contingency planning • guidelines for the selection of contractors • effective communication and consultation • effective project management • internal and external audit processes • milestone review and evaluation • realistic timelines • targeted activity.
Legal and statutory standards may include:	• local government requirements • national standards • state statutes and regulations.
Contingencies may include:	• equipment failure • injury to personnel • personnel turnover • observation errors • obstructions to mining operation • weather.
Required documentation may include:	• electronic or paper-based correspondence with client • field records • final report • records of conversation • survey plots • organisational work activity sheets.

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Unit Sector(s)

Unit sector Spatial information services

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CPPSIS6015A Conduct complex engineering set out surveys

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to conduct complex engineering set out surveys. It requires the ability to demonstrate highly specialised technical skills and to plan and execute project activity according to job specifications. Functions will entail complying with and developing or amending organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of planning, organisational, communication, sound problem-solving and accuracy skills; error analysis; designing and interpreting technical documentation; and a high-level understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify project.	1.1 ***Organisational priorities*** are determined to identify project activity.
	1.2 ***Project objectives*** are set according to organisational priorities and ***client requirements***.
2 Organise project resources.	2.1 Characteristics of the ***operating environment*** and any special ***equipment*** or resource requirements are identified according to ***organisational guidelines***.
	2.2 Equipment is checked to be in good working order.
	2.3 ***Manufacturer specifications*** with regard to the use of equipment are complied with.
	2.4 Project objectives comply with relevant ***legislation*** and ***company policy***.
	2.5 Personnel and work teams are selected for the project activity.
3 Plan the project.	3.1 Project objectives, ***principal work activities*** and ***constraints*** are defined and documented according to written spatial data specifications and ***client*** requirements.

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Plan includes information on identified risks, ***contingencies***, risk management processes and resources.
	3.3 Plan gives full details of technology and ***techniques*** to be used for the engineering set out.
	3.4 ***Design*** is interpreted to identify the ***surveying data components*** required for set out.
	3.5 Agreed communication processes between project members, client and other ***stakeholders*** are implemented and maintained.
	3.6 ***OHS*** and legislative requirements are incorporated into project ***risk management plan***.
	3.7 Pertinent ***legal and statutory standards*** are researched, considered and adhered to.
	3.8 Work is allocated to appropriate personnel, and ***supervisory processes***, checks, measures and problem-solving techniques are implemented to ensure work is completed within ***time available***.
	3.9 Skills and knowledge are updated to accommodate changes in operating environment and equipment.
4 Manage and monitor the project.	4.1 Identified project components are accurately set out.
	4.2 ***Set out measurements*** are ***validated*** and recorded according to project ***specifications***.
	4.3 ***Project management mechanisms*** are implemented to measure, record and report progress of activities in relation to the agreed schedule and plans.
	4.4 Progress is reviewed throughout the project, and any agreed changes are implemented to ensure consistency with project scope, objectives and constraints.
	4.5 Agreed communication processes between project members, client and other stakeholders are implemented and maintained.
	4.6 Contingencies and constraints are managed to ensure project meets specifications.
	4.7 OHS requirements are adhered to.
	4.8 ***Quality assurance processes*** are implemented based on the project plan.
5 Finalise the project.	5.1 ***Relevant personnel*** are informed of the results according to organisational guidelines.
	5.2 ***Required documentation*** is completed according to organisational guidelines.
	5.3 Spatial data is archived according to project

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ELEMENT	PERFORMANCE CRITERIA
	specifications.
6 Review project's strategic achievements.	6.1 Project achievements are reviewed against the organisation's ***strategic goals***.
	6.2 Recommendations are made on possible links between project achievements and future organisational goals.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills
- ability to translate requirements into design
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to develop business documentation
- information management
- instrument use (high level)
- literacy skills to:
  - assess, develop and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation and information flow
  - read and write key performance reports, including technical reports
  - research and evaluate (high level) in order to source spatial information services educational information
- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - estimate costs
  - interpret and analyse statistics
  - perform mental calculations

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REQUIRED SKILLS AND KNOWLEDGE

  - record with accuracy and precision
  - undertake high level computations
- organisational skills to:
  - plan and coordinate technical and human resource inputs to research activities
  - plan and prioritise activities to meet contractual requirements
- planning
- project management skills
- spatial skills to:
  - exercise precision and accuracy in relation to complex engineering set out survey techniques
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- working in a team.

Required knowledge and understanding:

- abilities of work teams
- accuracy and precision requirements
- calibration of specialised surveying equipment
- data formats
- data management
- data reduction and manipulation techniques
- guidelines of projects
- high-level, relevant engineering-related tasks and associated computations
- legislative, statutory and industry requirements and standards
- limitations of the guidelines relating to equipment, measuring and analysis
- organisational policies and guidelines, such as OHS guidelines
- planning and control processes
- project review procedures
- safe work practices
- surveying reference systems
- surveying data capture and data set out methodologies
- use of surveying equipment for data capture and data set out.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS6008A Conduct design and set out survey.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- matching objectives with resources to ensure project proceeds in an organised and timely manner
- ensuring that achievement of required accuracy has been attempted by:
  - accessing and interpreting design information to identify the components to be measured and monitored
  - applying solutions to a range of problems
  - documenting and reporting
  - managing contingencies
  - organising and prioritising activity
  - performing measurements
  - planning resources
  - reducing and manipulating spatial data
- ensuring that non-conformity aspects are recorded and reported
- taking responsibility for team outputs in work and learning.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include

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	equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues

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that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisational priorities may include:	• client focus • external influence and focus • financial priorities • internal influence and focus • operational plan • strategic plan.
Project objectives may include:	• agreed client requirements • written survey specifications.
Client requirements refer to description of outputs and may be contained in:	• contracts • memos • tender briefs • verbal instructions • written instructions.
Operating environment:	• any surveying project work site.
Equipment may include:	• global positioning system (GPS) • level • tape • total station.
Organisational guidelines may include:	• appropriate timelines • code of ethics • company policy • final product formats • formal design parameters • legislation relevant to the work or service function • manuals • OHS policies and procedures

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	• personnel practices and guidelines outlining teamwork, work roles and responsibilities • requirements for data processing.
Manufacturer specifications may include:	• equipment specifications • operator manuals.
Legislation may include:	• Australian standards • award and enterprise agreements • certification requirements • codes of practice • equal employment opportunity (EEO) • quality assurance requirements.
Company policy may include:	• company OHS standards • customer service standards • company goals, such as mission statement • governance guidelines • guidelines on the use of equipment • internal and external communication guidelines • operational manuals • operational plan • strategic plan.
Principal work activities may include:	• activity and sequence of activity determined to be essential in order to meet project objectives.
Constraints may include:	• coverage • datum • environmental factors • industry requirements • legal and statutory • financial • resource availability • time.

Client may include:	• customers with routine or special requests
	• external to organisation
	• internal to organisation
	• regular and new customers, including:
	  • business enterprises
	  • government enterprises
	  • members of the public
	  • suppliers.

Contingencies may include:	• equipment failure • injury to personnel

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	• personnel turnover • observation errors • obstructions to project plan • weather.
Techniques may include:	• indoor • outdoor • special operating methods to suit legislative or industry requirements.
Design may include:	• digital information • hard copy plans • maps • written instructions.
Surveying data components may include:	• depth • dimension • direction • flow rates • position • slope.
Stakeholders may include:	• human resource personnel: internal or external • procurement agency: internal or external management.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of personal protective clothing • use of safety equipment and signage.
Risk management plan may include:	• adhering to budget • anticipating external influences • contingency planning • guidelines for the selection of contractors • effective communication and consultation • effective project management • internal and external audit processes • milestone review and evaluation • realistic timelines • targeted activity.
Legal and statutory standards may include:	• local government requirements • national standards • state statutes and regulations.
Supervisory processes may	• directing activity

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include:
- implementing
- meeting deadlines
- monitoring
- planning
- overseeing practices
- reviewing
- targeting.

Time available may involve estimates for time duration of project, including:
- client instructions
- consideration of contingencies
- consideration of past project experiences
- experience of project personnel
- location of project
- methods to be employed
- resources and equipment to be used.

Set out measures may include:
- any equipment used for survey project:
  - current meter
  - echo sounder
  - GPS
  - level
  - remote sensing
  - tape
  - tide gauge
  - total station.

Validated means reflecting the true state of a test result, including tests for systematic distortions such as:
- confounding bias
- information/data bias
- observational bias
- recall bias
- selection bias.

Specifications may include:
- detailed technical descriptions of survey data and its requirements
- preparation of cross-sections and plans with all information included.

Project management mechanisms may include:
- communication with stakeholders
- dispute resolution guidelines
- monitoring and adjusting key milestones.

Quality assurance processes may be internal and external and may include:
- monitoring target achievement
- product or service measurement against set criteria
- standard verification.

Relevant personnel may include:
- colleagues
- registered surveyors
- company personnel

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- staff or employee representatives
- supervisors or line managers
- suppliers
- users.

Required documentation may include:

- electronic or paper-based correspondence with client
- field records
- final report
- progress reports
- records of conversation
- survey plots
- organisational work activity sheets.

Strategic goals may include:

- key work areas and expertise
- economic positioning
- future directions
- growth model
- international alignment.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS6016A Monitor complex engineering surveying structures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to observe, monitor and process observation data for complex engineering surveying structures. It requires the ability to demonstrate highly specialised technical skills and to plan and execute project activity according to job specifications. Functions will entail complying with, and developing or amending, organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of planning, organisational, communication, sound problem-solving and accuracy skills; error analysis; designing and interpreting technical documentation; and a high-level understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in surveying.

Licensing, legislative, regulatory and certification requirements may impact on this unit. Incorporate these requirements according to state, territory and federal legislation.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Organise project resources.	1.1 Characteristics of the ***operating environment*** and any special equipment or resource requirements are identified according to ***organisational guidelines***. 1.2 Details of technology and ***techniques*** to be used to collect data are noted in ***project specifications***. 1.3 ***Equipment*** is checked to be in good working order. 1.4 ***Manufacturer specifications*** with regard to the use of equipment are complied with. 1.5 Skills and knowledge are updated to accommodate changes in engineering project requirements.
2 Develop the project plan.	2.1 Project objectives, deliverables, ***constraints*** and ***principal work activities*** are defined and documented according to written spatial data ***specifications*** and ***client requirements***. 2.2 Information is included in the plan relating to identified risks and ***contingencies***, resources, technology details and techniques to be used to collect data in the specified format.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Information on the validation process is specified in the plan to verify the integrity of required spatial data.
	2.4 ***Design*** is interpreted to identify ***surveying data components*** to be controlled or monitored.
	2.5 ***Hazards*** and risks in the work site are identified according to organisational guidelines and ***OHS*** and ***legislative requirements***.
	2.6 Pertinent ***legal and statutory standards*** are considered and adhered to.
	2.7 Organisation of appropriate resources, equipment, materials and transport required for the project is designated to ***relevant personnel***.
3 Manage the project.	3.1 Identified spatial components are measured.
	3.2 Measured spatial data is reduced to a project spatial reference system for comparison with design.
	3.3 ***Measurements*** are validated, recorded and processed according to project specifications.
	3.4 Work is scheduled to be completed within time available.
	3.5 Work is allocated to appropriate personnel and ***supervisory processes***, checks and measures are implemented.
4 Monitor the project.	4.1 ***Project management mechanisms*** are implemented to measure, record and report progress of activities in relation to agreed schedule and plans.
	4.2 Contingencies and constraints are managed to ensure project meets specifications.
	4.3 Progress is reviewed throughout the project life cycle, with agreed changes implemented to ensure consistency with ***client*** needs, project scope, objectives and constraints.
	4.4 ***Quality assurance processes*** are implemented based on the project plan.
5 Complete the project.	5.1 Completed work is checked against specifications.
	5.2 ***Required documentation*** is completed according to organisational guidelines.
	5.3 Relevant personnel and project team are informed of results according to organisational guidelines.
	5.4 Spatial data is archived according to project specifications.
6 Review the project.	6.1 Project is reviewed against objectives.

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ELEMENT	PERFORMANCE CRITERIA
	6.2 Project review findings are reported to ***stakeholders***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analytical skills (high level)
- ability to translate requirements into design
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- computer skills (high technical user level) to develop business documentation
- interpersonal skills (high level)
- interpreting project requirements
- instrument use (specific high-level precision)
- literacy skills to:
  - assess, develop and use workplace information
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation and information flow
  - read and write key performance reports, including technical reports
  - research and evaluate (high level) in order to source spatial information services educational information
- negotiation skills
- numeracy skills to:
  - analyse errors
  - conduct image analysis
  - estimate costs
  - interpret and analyse statistics
  - perform mental calculations
  - record with accuracy and precision
  - undertake computations, such as road alignment design and associated computations

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REQUIRED SKILLS AND KNOWLEDGE

- organisational skills to:
  - plan and coordinate technical and human resource inputs to research activities
  - plan and prioritise activities to meet contractual requirements
- project planning
- project management skills
- spatial skills to:
  - exercise precision and accuracy in relation to complex engineering surveying
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- team leadership.

Required knowledge and understanding:

- abilities of work teams
- advanced data reduction, manipulation and processing
- data formats
- errors, accuracy and precision in engineering tasks
- guidelines of projects
- high-level, relevant engineering-related tasks and associated computations
- industry standards
- limitations of equipment, measuring and analysis guidelines
- organisational policies and guidelines, such as OHS guidelines
- planning and control processes
- processes to establish and use high-level survey control
- project review and reporting procedures
- project zone design
- road alignment design and associated computations
- safe work practices
- surveying computation skills (high level)
- surveying reference systems (high level)
- surveying data capture and data set out methodologies (high level)
- understanding, use and application of network/traverse adjustments
- use and calibration of specialised surveying equipment.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS6012A Conduct an advanced GPS control survey, and CPPSIS6015A Conduct complex engineering set out surveys.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- matching objectives with resources to ensure project proceeds in an organised and timely manner
- ensuring that achievement of required accuracy has been attempted by:
  - accessing and interpreting design information to identify the components to be measured and monitored
  - applying solutions to a range of problems
  - documenting and reporting
  - managing a team
  - organising and prioritising activity
  - performing measurements
  - planning resources
  - reducing and manipulating survey data
- ensuring that non-conformity aspects are recorded and reported
- taking responsibility for outputs in work and learning.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

Access must be provided to appropriate learning and assessment support when required.

Where applicable, physical resources should include

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	equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues

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that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Operating environment:	• may be any surveying project work site.
Organisational guidelines may include:	• appropriate timelines • code of ethics • company policy • final product formats • formal design parameters • legislation relevant to the work or service function • manuals • OHS policies and procedures • personnel practices and guidelines outlining teamwork, work roles and responsibilities • requirements for data processing.
Techniques may include:	• indoor • outdoor • special operating methods to suit legislative or industry requirements.
Project specifications may include:	• operational goals • agreed client requirements • short or long-term organisational functions • written survey specifications.

Equipment may include:	• any equipment required for survey project, including:
	  • computer-aided design (CAD)
	  • current meter
	  • echo sounder
	  • global positioning system (GPS)
	  • level

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	• photogrammetry • remote sensing • tide gauge • total station.
Manufacturer specifications may include:	• equipment specifications • operator manuals.
Constraints may include:	• coverage • datum • environmental factors • industry requirements • legal and statutory • financial • resource availability • time.
Principal work activities may include the survey design of:	• bridge construction • building construction (domestic and commercial) • railway construction • road construction • sewerage systems • stormwater systems.
Specifications may include:	• detailed technical descriptions of survey data and its requirements • preparation of cross-sections and plans with all information included.
Client requirements refer to description of outputs and may be contained in:	• contracts • memos • tender briefs • verbal instructions • written instructions.
Contingencies may include:	• equipment failure • injury to personnel • personnel turnover • observation errors • obstructions to engineering activity • weather.
Design may include:	• digital information • hard copy plans • maps • written instructions.
Surveying data components	• depth • dimension

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may include:

- direction
- flow rates
- position
- slope.

Hazards may include:

- broken glass and other sharp surfaces
- damaged or inappropriate equipment
- dust and fibres
- electrical problems arising from cables, electrical fittings (switches and lights) and untested electrical equipment
- environmental impact
- extremes of heat and temperature
- fatigue
- fire
- gas
- heights
- awkward and repetitive postures
- mobile vehicle problems around plant and vehicles
- moving and unguarded machinery and equipment
- noise
- occupational violence and bullying
- poor manual handling techniques
- poor personal hygiene practices
- repetitive motion, force and vibration
- syringes or other sharp objects
- ultraviolet light
- underfoot conditions e.g. slippery, uneven and rough surfaces
- unrestricted people access
- work in isolated and remote environments.

OHS may include:

- Australian standards
- development of site safety plan
- identification of potential hazards
- inspection of work sites
- training staff in OHS requirements
- use of personal protective clothing
- use of safety equipment and signage.

Legislative requirements may include:

- Australian standards
- award and enterprise agreements
- certification requirements
- codes of practice
- equal employment opportunity (EEO)

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	• quality assurance requirements.
Legal and statutory standards may include:	• local government requirements • national standards • state statutes and regulations.
Relevant personnel may include:	• colleagues • registered surveyors • site personnel • staff or employee representatives • supervisors or line managers • suppliers • users.
Measurements may include use of:	• equipment required for survey project • GPS • level • tape • total station.
Supervisory process may include:	• planning • targeting • delegating • implementing • monitoring • overseeing practices • finalising activity • review.
Project management mechanisms may include:	• communication with stakeholders • dispute resolution guidelines • monitoring and adjusting key milestones • progress reports.

Client may include:	• customers with routine or special requests
	• external to organisation
	• internal to organisation
	• regular and new customers, including:
	  • business enterprises
	  • government agencies
	  • members of the public
	  • suppliers.

Quality assurance processes may be internal and external and include:	• product or service measurement against set criteria • standard verification • target monitoring.
Required documentation	• electronic or paper-based correspondence with client

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may include:	• field records • final report • records of conversation • survey plots • organisational work activity sheets.
Stakeholders may include:	• human resource personnel: internal or external • procurement agency: internal or external management.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS6017A Conduct advanced remote sensing analysis

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to enhance, classify and process remotely sensed data, using both hard copy and digital imagery in a geographic information systems (GIS) context. It requires the ability to apply wide-ranging specialised technical, creative and conceptual skills, a broad knowledge of spatial datasets, and accountability for personal and group outcomes. Functions will entail complying with and developing or amending organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports high-level project management activity in the spatial information services (SIS) industry sector. It requires the application of initiative and enterprise, negotiation, problem-solving, planning and organisational skills; the development of technical documentation incorporating mapping and scientific techniques; the ability to communicate graphically; and the application of remote sensing technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in cartography, town planning, mapping and GIS.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

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Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine appropriate digital image processing techniques.	1.1 Appropriate ***image***, ***merger and modelling techniques*** are determined according to ***organisational requirements*** and ***project specifications***. 1.2 Appropriate data collection and analysis techniques in ***remote sensing process*** are determined according to project requirements. 1.3 Suitable ***digital image processing techniques*** and ***digital image data formats*** are selected. 1.4 ***Additional characteristics of image*** and ***metadata*** are included.

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ELEMENT	PERFORMANCE CRITERIA
	1.5 ***OHS*** issues are considered at all times.
	1.6 Skills and knowledge are updated to accommodate changes in operating environment and equipment.
2 Select suitable computing platforms and software systems.	2.1 Spatial computing platforms and software systems are assessed for ***suitability*** in line with the project specification.
	2.2 ***Availability*** of suitable data is verified with the potential suppliers.
	2.3 ***Constraints*** on use of spatial data are assessed against specification.
	2.4 Commercially available image processing systems are assessed to determine appropriate components, menu items, ***characteristics and statistics***.
3 Conduct image enhancements and manipulations.	3.1 Transformation routines using ***image calculations*** are conducted.
	3.2 Edge enhancements and smoothing filters are applied with the use of convolution matrices.
	3.3 Image transformation is performed with channels of brightness, greenness and wetness.
	3.4 Imagery for distribution is determined.
4 Perform supervised and unsupervised classifications on datasets.	4.1 Thematic classifications and relative differentiations between supervised and unsupervised classification algorithms are determined.
	4.2 Supervised classifications of algorithms are conducted with the use of training areas.
	4.3 Hard copy outputs are produced according to specifications.
	4.4 ***Error analysis*** is applied to perform an approximate accuracy assessment of classifications.
5 Conduct data merger and GIS integration.	5.1 Components of ***integration and merging techniques*** are summarised.
	5.2 ***Techniques of use for the GIS data*** are documented.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through graphic, oral, written and visual means
- computer skills (high technical user level) to develop business documentation
- literacy skills to:
  - assess and use workplace information
  - conduct web-based searches and use digital techniques
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation and information flow
  - read and write key performance reports, including technical reports
  - research and evaluate (high level) in order to source SIS educational information
- numeracy skills to:
  - accurately record and collate
  - analyse errors
  - conduct image analysis
  - estimate costs
  - interpret and analyse statistics
  - perform mental calculations
  - undertake complex computations
- organisational skills to plan and prioritise activities to meet contractual requirements
- project management skills, including ability to meet deadlines
- research and analytical skills
- self-management
- spatial skills to:
  - exercise precision and accuracy in relation to remote sensing
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve complex problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - train others in spatial precision techniques
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- time management skills.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge and understanding:

- budgetary mechanisms and restraints
- computer platforms and software for image processing systems
- data quality integrity
- existing spatial datasets and dataset sources
- digital image processing techniques
- image enhancement, manipulation and merger techniques
- information management
- metadata
- OHS policies
- organisational policies and guidelines
- relevant legislative, statutory and industry requirements and standards
- resource management processes
- risk analysis principles
- spatial data formats, handling and structure
- spatial referencing systems.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5029A Determine suitable information sources to create new spatial datasets, and CPPSIS6004A Design a spatial project plan.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying remote sensing technology • communicating graphically • understanding copyright and ownership constraints • determining data requirements • evaluating suitability of available data against project specifications • identifying sources of data

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	• understanding the nature of spatial projects.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and

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environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Image**, **merger and modelling techniques may include:	• data merging and GIS integration • environmental modelling • supervised and unsupervised classification.
Organisational requirements may include:	• Australian Computer Society code of ethics • company policy • equal employment opportunity (EEO) • legislation relevant to the work or service function • manuals • OHS policy and procedures • personnel practices and guidelines outlining work roles, responsibilities and delegations.
Project specifications refer to:	• detailed technical descriptions of the spatial data and its requirements.
Remote sensing process	• measurement or acquisition of information of some property of an object or phenomenon by a recording

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includes:	device that is not in physical or intimate contact with object or phenomenon under study, including the practice of data collection in wavelengths from ultraviolet to radio regions
	• acquisition of information about earth's surface by electronic and optical instruments from:
	  • satellites
	  • airborne platforms
	  • ground observation.

Digital image processing techniques may include:	• image enhancement, including:
	  • contrast
	  • multi-image manipulation
	  • spatial manipulation
	• image rectification, including:
	  • geometric and digital image correction
	  • noise removal.

Digital image data formats may include:	• band interleaved by line (BIL) • band interleaved by pixel (BIP) • band sequential (BSQ) • run length encoding (RLE).
Additional characteristics of image may include:	• soil • vegetation bodies • water.

Metadata may include:	• summarised information about a spatial dataset that describes the characteristics of the dataset, including:
	  • availability
	  • conditions of use
	  • coordinate system
	  • currency
	  • date of acquisition
	  • quality
	  • source
	  • spatial data acquisition methodologies
	  • version control.

OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.

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Suitability may include:	• assessment of whether the spatial data will meet the specification in regard to:
	  • accuracy
	  • completeness
	  • coverage
	  • density
	  • logical consistency.

Availability includes:	• assessment of whether the spatial data can be obtained and used for client requirements.
Constraints may include:	• administrative • copyright • financial • legal and legislative • technical limitations.
Characteristics and statistics may include:	• band selections • hard copy outputs • histogram plots • lookup tables • univariate and multivariate statistics.
Image calculations may include:	• greenness ratios • greenness ratios plus dark value • normalised difference vegetation indices.
Error analysis is:	• a monitoring process that focuses on scenario planning or possible implications of probable errors.
Integration and merging techniques may include:	• change detection • multi-sensor imagery • multi-temporal.
Techniques of use for the GIS data may include:	• cartographic modelling • environmental modelling • land cover classification.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS6018A Design spatial networks and geocoding

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to analyse and design spatial networks and geocoding. It requires the ability to apply wide-ranging specialised technical, creative and conceptual skills, a broad knowledge of spatial datasets and accountability for personal and group outcomes. Functions will entail complying with and developing or amending organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports high-level project management activity in the spatial information services (SIS) industry sector. It requires the application of initiative and enterprise, negotiation, problem-solving, planning and organisational skills; the development of technical documentation incorporating mapping and scientific techniques; the ability to communicate graphically; and the application of remote sensing technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in cartography, town planning, mapping and geographic information systems.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

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Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse and design networks.	1.1 Appropriate application areas for networks are determined according to ***organisational requirements***, ***project specifications*** and end user requirements. 1.2 Basic elements and shortest path ***algorithms*** are incorporated in the design. 1.3 Representation of networks is determined. 1.4 Definition of a network is illustrated with examples, incorporating the advantages and disadvantages of different ways of representing a network. 1.5 ***OHS*** issues are considered at all times.

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ELEMENT	PERFORMANCE CRITERIA
	1.6 Skills and knowledge are updated to accommodate changes in operating environment and equipment.
2 Conduct geocoding.	2.1 Appropriate data sources for ***geocoding*** are determined according to organisational requirements, project specifications and end user requirements.
	2.2 ***Suitability*** and ***availability*** of data are verified with the potential suppliers.
	2.3 ***Constraints*** on use of spatial data are assessed against specification.
	2.4 Data is prepared for geocoding.
	2.5 Addresses are matched with spatial locations.
	2.6 Appropriate ***addressing methods*** are used.
	2.7 Primitive codes are enhanced for geocoding.
	2.8 ***Geocoding errors*** are resolved.
3 Validate outcome.	3.1 Appropriate ***network and geocoding procedures*** are recorded.
	3.2 Outcome is validated in line with project specifications.
	3.3 Procedures to refine model or analytical processes are developed.
	3.4 End user is consulted regarding suitability of the outcome and amendments are negotiated as necessary.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through graphic, oral, written and visual means
- computer skills (high technical user level) to develop business documentation
- literacy skills to:
  - assess and use workplace information

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REQUIRED SKILLS AND KNOWLEDGE

- conduct web-based searches and use digital techniques
- locate and interpret legislation and other written documentation
- prepare and manage documentation and information flow
- read and write key performance reports, including technical reports
- research and evaluate (high level) in order to source SIS educational information

- numeracy skills to:
  - accurately record and collate
  - analyse errors
  - conduct image analysis
  - estimate costs
  - interpret and analyse statistics
  - perform mental calculations
  - undertake complex computations
- organisational skills to plan and prioritise activities to meet contractual requirements
- project management skills, including ability to meet deadlines
- research and analytical skills
- self-management
- spatial skills to:
  - exercise precision and accuracy in relation to spatial networks and geocoding
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve complex problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - train others in spatial precision techniques
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- time management skills.

Required knowledge and understanding:

- budgetary mechanisms and restraints
- computer platforms and software for image processing systems
- data quality integrity
- existing spatial datasets and dataset sources
- digital image processing techniques
- image enhancement, manipulation and merger techniques
- information management
- metadata

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REQUIRED SKILLS AND KNOWLEDGE

- OHS policies
- organisational policies and guidelines
- relevant legislative, statutory and industry requirements and standards
- resource management processes
- risk analysis principles
- spatial data formats, handling and structure
- spatial referencing systems.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5029A Determine suitable information sources to create new spatial datasets, and CPPSIS6004A Design a spatial project plan.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- applying remote sensing technology
- communicating graphically
- understanding copyright and ownership constraints
- determining data requirements
- evaluating suitability of available data against project specifications
- identifying sources of data
- understanding the nature of spatial projects.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements
- registered training provider of assessment services
- relevant guidelines, regulations and codes of practice
- suitable venue and equipment.

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	Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time. In all cases where practical assessment is used it will be combined with targeted questioning to assess the

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underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisational requirements may include:	• Australian Computer Society code of ethics • company policy • equal employment opportunity (EEO) • legislation relevant to the work or service function • manuals • OHS policy and procedures • personnel practices and guidelines outlining work roles, responsibilities and delegations.
Project specifications refer to:	• detailed technical descriptions of the spatial data and its requirements.
Algorithm is:	• a formal procedure for a mathematical operation.
OHS may include:	• Australian standards • development of site safety plan • identification of potential hazards • inspection of work sites • training staff in OHS requirements • use of equipment and signage.
Geocoding is:	• assignment of a geographic value to a pixel of an image via the placement of a desired datum and map projection.
Suitability may include:	• assessment of whether the spatial data will meet the specification in regard to:

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- accuracy
- completeness
- coverage
- density
- logical consistency.

Availability includes:	• assessment of whether the spatial data can be obtained and used for client requirements.
Constraints may include:	• administrative • copyright • financial • legal and legislative • technical limitations.
Addressing methods may be:	• automatic • manual.
Geocoding errors may include:	• ambiguous addresses • new addresses • post office box addresses • vanity addresses (an address that cannot be located on a street segment).

Network and geocoding procedures may include:	• assigning a latitude-longitude coordinate to an address, thereby enabling the use of a spatial search to take place
	• basic methods of calculating a geocode include:
	  • address interpolation
	  • intersection matching.

Unit Sector(s)

Unit sector	Spatial information services

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CPPSIS6019A Develop distributed mapping applications

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to develop geographic information systems (GIS) to run within the internet and private intranets. It requires the ability to apply wide-ranging specialised technical, creative and conceptual skills, a broad knowledge of spatial datasets and accountability for personal and group outcomes. Functions will entail complying with and developing or amending organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports high-level project management activity in the spatial information services (SIS) industry sector. It requires the application of initiative and enterprise, negotiation, problem-solving, planning and organisational skills; the development of technical documentation incorporating mapping and scientific techniques; the ability to communicate graphically; and the application of remote sensing technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in cartography, town planning, mapping and GIS.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

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Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop GIS functionality in intranets and the internet.	1.1 Analysis is conducted to determine a user profile and customer expectations for web-based GIS application. 1.2 Appropriate ***GIS functionality*** is determined according to ***organisational requirements*** and ***project specifications***. 1.3 Strategies for the development of GIS functionality within client-server networks are determined. 1.4 Suitable ***metadata***, ***digital image processing techniques*** and ***digital image data formats*** are incorporated in the overall strategies.

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ELEMENT	PERFORMANCE CRITERIA
	1.5 ***OHS*** issues are considered at all times. 1.6 Skills and knowledge are updated to accommodate changes in operating environment and equipment.
2 Develop strategies for providing GIS functionality in the web.	2.1 ***Strategies*** for designing a user interface web-based GIS application are developed. 2.2 Rationale behind these strategies is incorporated.
3 Select a strategy for developing a web-based GIS application.	3.1 From the options presented, a strategy for developing a web-based GIS application is selected. 3.2 Rationale for the use of the strategy selected is provided on the basis of project purpose, business and customer expectations, and cost-effectiveness. 3.3 Appropriate ***web design detail*** is presented to defend the selection of strategy. 3.4 ***Availability*** of ***suitable data*** is verified with the potential suppliers. 3.5 ***Constraints*** on use of spatial data are assessed against specification. 3.6 Potential of the web-based GIS application is maximised by specification of possible software tools and links.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through graphic, oral, written and visual means
  - write technical reports
- computer skills (high technical user level) to develop business documentation
- literacy skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- assess and use workplace information
- conduct web-based searches and use digital techniques
- locate and interpret legislation and other written documentation
- prepare and manage documentation and information flow
- read and write key performance reports, including technical reports
- research and evaluate (high level) in order to source SIS educational information

- numeracy skills to:
  - accurately record and collate
  - analyse errors
  - conduct image analysis
  - estimate costs
  - interpret and analyse statistics
  - perform mental calculations
  - undertake complex computations
- organisational skills to plan and prioritise activities to meet contractual requirements
- project management skills, including ability to meet deadlines
- research and analytical skills
- self-management
- spatial skills to:
  - exercise precision and accuracy in relation to mapping applications
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve complex problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - train others in spatial precision techniques
  - understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- time management skills.

Required knowledge and understanding:

- budgetary mechanisms and restraints
- computer platforms and software for image processing systems
- data quality integrity
- existing spatial datasets and dataset sources
- digital image processing techniques
- image enhancement, manipulation and merger techniques
- information management

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REQUIRED SKILLS AND KNOWLEDGE

- metadata
- OHS policies
- organisational policies and guidelines
- relevant legislative, statutory and industry requirements and standards
- resource management processes
- risk analysis principles
- spatial data formats, handling and structure
- spatial referencing systems.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5029A Determine suitable information sources to create new spatial datasets, CPPSIS6004A Design a spatial project plan, and CPPSIS6017A Conduct advanced remote sensing analysis.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- applying remote sensing technology
- communicating graphically
- understanding copyright and ownership constraints
- determining data requirements
- evaluating suitability of available data against project specifications
- identifying sources of data
- understanding the nature of spatial projects.

Specific resources for assessment

Resource implications for assessment include access to:

- assessment instruments, including personal planner and assessment record book
- assignment instructions, work plans and schedules, policy documents and duty statements

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	• registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff. All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory. Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of

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time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

GIS functionality may include:	• data merging and integration • environmental modelling • supervised and unsupervised classification.
Organisational requirements may include:	• Australian Computer Society code of ethics • company policy • equal employment opportunity (EEO) • legislation relevant to the work or service function • manuals • OHS policy and procedures • personnel practices and guidelines outlining work roles, responsibilities and delegations.
Project specifications refer to:	• detailed technical descriptions of the spatial data and its requirements.

Metadata may include:	• summarised information about a spatial dataset that describes the characteristics of the dataset, including:
	  • availability
	  • conditions of use
	  • coordinate system
	  • currency

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- date of acquisition
- quality
- source
- spatial data acquisition methodologies
- version control.

Digital image processing techniques may include:

- data merging and GIS integration
- environmental modelling
- image enhancement, including:
  - contrast
  - multi-image manipulation
  - spatial manipulation
- image rectification, including:
  - geometric and digital image correction
  - noise removal.

Digital image data formats may include:

- band interleaved by line (BIL)
- band interleaved by pixel (BIP)
- band sequential (BSQ)
- run length encoding (RLE).

OHS may include:

- Australian standards
- development of site safety plan
- identification of potential hazards
- inspection of work sites
- training staff in OHS requirements
- use of equipment and signage.

Strategies may be presented in the following ways:

- brainstorming session
- discussion
- presentation
- written report.

Web design detail may include:

- appropriate information hierarchy
- clear navigation
- design documentation
- frequently asked questions
- logical order
- site image (appropriate to customer requirements)
- site map
- site search engine.

Availability includes:

- assessment of whether the spatial data can be obtained and used for client requirements.

Suitable data may include:

- assessment of whether the spatial data will meet the specification in regard to:

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- accuracy
- completeness
- coverage
- density
- logical consistency.

Constraints may include:

- administrative
- copyright
- financial
- legal and legislative
- technical limitations.

Unit Sector(s)

Unit sector Spatial information services

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CPPSIS6020A Develop 2-D and 3-D terrain visualisations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to develop two-dimensional (2-D) and three-dimensional (3-D) visualisations in a geographic information systems (GIS) context. It requires the ability to apply wide-ranging specialised technical, creative and conceptual skills, a broad knowledge of spatial datasets and accountability for personal and group outcomes. Functions will entail complying with and developing or amending organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports high-level project management activity in the spatial information services (SIS) industry sector. It requires the application of initiative and enterprise, negotiation, problem-solving, planning and organisational skills; the development of technical documentation incorporating mapping and scientific techniques; and the ability to communicate graphically. The skills and knowledge acquired upon completion of this unit would support the needs of employees in cartography, town planning, mapping and GIS.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

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Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare 2-D or 3-D digital elevation model (**DEM**).	1.1 Computer-aided design (CAD) environment or surface elevation is designed according to ***organisational requirements*** and ***project specifications***.
	1.2 Orientation is established to job requirement.
	1.3 Views are established to job requirement.
	1.4 ***OHS*** issues are considered at all times.
	1.5 Skills and knowledge are updated to accommodate changes in operating environment and equipment.
2 Create 2-D drawings.	2.1 Spatial computing platforms and software systems are assessed for ***suitability*** against specification.

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ELEMENT	PERFORMANCE CRITERIA
	2.2 ***Availability*** of suitable ***data*** is verified with the potential suppliers.
	2.3 ***Constraints*** on use of spatial data are assessed against specification.
	2.4 Drawing ***entities*** and ***attributes*** are linked to database attributes to suit project specification.
	2.5 Detailed views are created using various scales to meet project specification.
	2.6 Existing 2-D model is modified if necessary to meet project specification.
3 Create and modify a 3-D model or DEM.	3.1 Surface elevation is modelled by mathematically defined surfaces or by point or line data and according to project specification.
	3.2 ***Products*** that can be derived from a DEM are determined.
	3.3 Entities are created in ***3-D space*** to job requirement.
	3.4 Entities are manipulated in 3-D space to job requirement.
	3.5 DEM is developed with a range of thematic data and profiles generated and draped over the model.
	3.6 A contour map of an area is created by employing ***procedures appropriate to the data format and software***.
	3.7 Slope map of an area is created from gradient and aspect components.
	3.8 Shaded relief map of an area is created from gradient and relief map representations.
	3.9 Existing 3-D model is modified if necessary to meet project specification.
4 Produce output.	4.1 Linked entities are documented according to organisational requirements.
	4.2 Drawing files are saved in the appropriate format.
	4.3 ***Physical properties*** are extracted to job requirement.
	4.4 Slope map of an area is used for ***analytical purposes***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communication skills to:
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through graphic, oral, written and visual means
- computer skills (high technical user level) to develop business documentation
- literacy skills to:
  - assess and use workplace information
  - conduct web-based searches and use digital techniques
  - locate and interpret legislation and other written documentation
  - prepare and manage documentation and information flow
  - read and write key performance reports, including technical reports
  - research and evaluate (high level) in order to source SIS educational information
- numeracy skills to:
  - accurately record and collate
  - analyse errors
  - conduct image analysis
  - estimate costs
  - interpret and analyse statistics
  - perform mental calculations
  - undertake complex computations
- organisational skills to plan and prioritise activities to meet contractual requirements
- project management skills, including ability to meet deadlines
- research and analytical skills
- self-management
- spatial skills to:
  - exercise precision and accuracy in relation to terrain visualisations
  - perform spatial data archival and retrieval and train others in this task
  - perform spatial data management and manipulation and train others in this task
  - perform file management and train others in this task
  - solve complex problems relating to height, depth, breadth, dimension, direction and position in actual operational activity and virtual representation
  - train others in spatial precision techniques

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REQUIRED SKILLS AND KNOWLEDGE

- understand implications of height, depth, breadth, dimension and position to actual operational activity and virtual representation
- time management skills.

Required knowledge and understanding:

- budgetary mechanisms and restraints
- computer platforms and software for CAD and DEM
- data quality integrity
- existing spatial datasets and dataset sources
- digital image processing techniques
- image enhancement, manipulation and merger techniques
- information management
- OHS policies
- organisational policies and guidelines
- relevant legislative, statutory and industry requirements and standards
- resource management processes
- risk analysis principles
- spatial data formats, handling and structure
- spatial referencing systems.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example units CPPSIS5029A Determine suitable information sources to create new spatial datasets, and CPPSIS6004A Design a spatial project plan.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • applying CAD and DEM technology • communicating graphically • understanding copyright and ownership constraints • determining data requirements • evaluating suitability of available data against project

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	specifications • identifying sources of data • understanding the nature of spatial projects.
Specific resources for assessment	Resource implications for assessment include access to: • assessment instruments, including personal planner and assessment record book • assignment instructions, work plans and schedules, policy documents and duty statements • registered training provider of assessment services • relevant guidelines, regulations and codes of practice • suitable venue and equipment. Access must be provided to appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Context of assessment	Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.
Method of assessment	Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment). Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace. Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.
Guidance information for assessment	Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of SIS requirements to assess competency. Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical). Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors,

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team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisational requirements may include:	• Australian Computer Society code of ethics • company policy • equal employment opportunity (EEO) • legislation relevant to the work or service function • manuals • OHS policy and procedures • personnel practices and guidelines outlining work roles, responsibilities and delegations.
Project specifications refer to:	• detailed technical descriptions of the spatial data and its requirements.

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OHS may include:

- Australian standards
- development of site safety plan
- identification of potential hazards
- inspection of work sites
- training staff in OHS requirements
- use of equipment and signage.

Suitability may include:

- assessment of whether the spatial data will meet the specification in regard to:
  - accuracy
  - completeness
  - coverage
  - density
  - logical consistency.

Availability includes:

- assessment of whether the spatial data can be obtained and used for client requirements.

Data may include:

- angles
- area
- length
- perimeters
- raster
- vector.

Constraints may include:

- administrative
- copyright
- financial
- legal and legislative
- technical limitations.

Entities may include:

- events
- objects.

Attributes refer to:

- properties associated with an entity and may include:
  - colour
  - layer
  - level
  - line type
  - line width
  - text.

Products may include:

- aspect maps
- contour plans
- line of sight maps
- slope maps
- visualisation estimation

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	• volume estimation.
3-D space may include:	• line of sight (intervisibility) maps • fly through products.
Procedures appropriate to the data format and software may include:	• classifying cells into height classes • designing point or line images • manipulating spatial data.
Physical properties may include:	• centre of gravity • mass • volume.
Analytical purposes may include:	• catchment analysis • stream analysis.

Unit Sector(s)

Unit sector	Spatial information services

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CPPWMT2001A Prepare for work in the waste management industry

Modification History

Revised unit

Unit redeveloped, incorporating PRMWM101A Prepare for work in the waste management industry

Waste management application requirements minimised to reflect preparatory nature of the unit

Unit Descriptor

This unit of competency specifies the outcomes required to understand legal and procedural requirements of the waste management industry. It requires the ability to access industry information, and applicable legislative and occupational health and safety (OHS) guidelines. It entails developing an understanding of developed strategies, systems and plans.

Application of the Unit

This unit of competency supports individuals who are preparing for work in the waste management industry.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify industry information	1.1	Applicable waste management legislative, procedural and OHS requirements are identified.
		1.2	Range of issues relevant to employment in the waste management industry is assessed, including applicable legislation and national standards, industry procedures, and environmental and OHS requirements.
		1.3	Rights and responsibilities of employees and rights and responsibilities of employers are identified.
2	Identify future career opportunities.	1.1	Key industry sectors and occupations are identified.
		1.2	Possible career directions in the waste management industry are discussed with ***appropriate persons***.
		1.3	Personal values and attitudes are taken into account regarding work and business when planning future work and career directions.
		1.4	***Opportunities for development*** are identified, in consultation with appropriate persons.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to work in a team environment in a range of waste management activities
- oral communication skills to:
  - follow instructions
  - request advice or further information

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- reading skills to interpret work requirements and material safety data sheets (MSDS)
- self-management skills to:
  - identify hazards and risks
  - plan and undertake routine tasks
  - organise work methodically
  - source and organise information
  - use applicable information technology for specific tasks
- written communication skills to:
  - process documentation
  - record information

Required knowledge

- identification of:
  - types of waste management situations and responses
  - waste non-conformances
  - waste types, streams and characteristics
- OHS requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
  - potential hazards and risks in a waste management environment
- service requirements for working in waste management industry, including:
  - duty of care
  - legislation, regulations and codes of practice applicable to specific waste management functions
  - organisational requirements and structure, including workplace communication channels and procedures
  - terms and conditions of employment
  - waste management hierarchy

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in discussion in a training environment.
Critical aspects for assessment and evidence	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in

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required to demonstrate competency in this unit	this unit. In particular the person should demonstrate the ability to: • interpret organisational information to understand roles and responsibilities • access, interpret and comply with a range of legislative and procedural requirements relevant to the waste management industry • observe OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals • reports.
Method of assessment	The process of preparing for work in the waste management industry must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the preparation for work in the waste management industry. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example:

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	• CPPCMN2002A Participate in workplace safety arrangements • CPPCMN2003A Provide effective client service • CPPCMN3001B Participate in environmentally sustainable work practices • CPPWMT3044A Identify wastes and hazards.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Applicable legislation and national standards may include:	• Australian standards
	• award and enterprise agreements
	• codes of practice
	• commonwealth, state and territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental
	  • equal employment opportunity
	  • industrial relations
	  • OHS
	• licensing arrangements.

Industry procedures may include:	• acceptable waste types
	• carbon trading emissions policy
	• compacting waste
	• dealing with contaminated waste
	• dispatching processed waste
	• identification of waste types:
	  • liquid (non-hazardous), e.g. chemical and aqueous
	  • solid (non-hazardous), e.g. construction and demolition
	  • hazardous – regulated, prescribed, quarantined, medical and clinical
	  • recoverable resources, e.g. recyclable and green waste
	• maintaining waste processing plant and equipment
	• manual sorting of waste
	• monitoring and maintaining waste disposal site
	• moving waste
	• operating waste processing plant

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	• preparing waste for re-use • rehabilitating landfill site • resource recovery • responding to waste emergency • segregating waste • selling recoverable waste to the public in a tip shop environment • storage of waste • waste audit • waste minimisation • waste receival • waste recovery • waste recycle • unacceptable levels of contamination.

OHS requirements may include:	• identification of hazardous waste:
	  • clinical-related
	  • prescribed
	  • quarantined
	  • regulated
	• understanding of organisational OHS guidelines, such as the use of personal protective equipment (PPE), including:
	  • communications equipment
	  • eye protection, such as goggles and protective glasses
	  • eyewash kit
	  • footwear
	  • fire extinguishers
	  • first aid kit
	  • gloves
	  • overalls and protective clothing
	  • breathing apparatus
	  • emergency procedure guides
	  • face shield or mask
	  • hard hats
	  • hearing protection
	  • material safety data sheets
	  • spill kit.

Rights and responsibilities of employees may include:	• confidentiality and privacy rights • knowing terms and conditions of own employment • protection from discrimination and sexual harassment • safety and care with respect to OHS requirements • taking direction from supervisors.

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Rights and responsibilities of employers may include:	• responsibility for providing a safe environment free from:
	  • discrimination
	  • sexual harassment (see state and commonwealth anti-discrimination legislation)
	• right to dismiss employees if they:
	  • are negligent
	  • are careless
	  • cause an accident
	  • commit a criminal offence
	  • commit acts of disloyalty, such as revealing confidential information (see Commonwealth Fair Work Act 2009).

Appropriate persons may include**:**	• supervisor • team member • team leader.
Opportunities for development may include:	• access and equity policy, principles and practice • career planning and development • coaching, mentoring and supervision • formal and informal learning programs • internal and external training provision • personal study • quality assurance assessment and recommendations • recognition of current competency assessment • recognition of prior learning assessment • records and information systems and processes • work experience and exchange opportunities • workplace skills assessment.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT2034A Maintain equipment and consumables storage area

Modification History

Revised unit

Unit updated and equivalent to PRMWM34B Maintain an equipment and consumables storage area

Unit Descriptor

This unit of competency specifies the outcomes required to maintain a storage area and to control the movement of stock used in the provision of waste management services. It requires the ability to organise activities and apply safe work practices.

Application of the Unit

This unit of competency supports individuals responsible for assisting in waste management activities. Individuals undertaking activities detailed in this unit will work under direct supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Maintain area in a clean, tidy and secure condition.	1.1	Maintenance needs are determined by ***waste storage requirements***.
		1.2	***Equipment*** is stored in a clean condition in an easily accessible location.
		1.3	Equipment is cleaned regularly, according to ***organisational requirements***.
		1.4	Work space is kept clear and free from obstacles.
		1.5	Rubbish and litter are removed regularly and disposed of according to ***legislation and codes***.
		1.6	Area is secured from unauthorised access at all times.
		1.7	***Storage area*** and ***details of storage*** are maintained to comply with relevant legislation, codes and organisational requirements.
		1.8	Relevant charts, symbols and instructions are displayed and made accessible
2	Control and maintain stocks of consumables	2.1	Minimum and maximum stock holding levels of ***consumables*** are identified from usage patterns, according to organisational requirements.
		2.2	Stock holding levels are checked regularly and stock is reordered to maintain required levels.
		2.3	Fuels and chemicals are stored according to legislation and organisational requirements.
		2.4	Stocks are issued on a first-in first-out basis to maintain currency.
		2.5	Decanting and mixing of chemicals are conducted according to relevant legislation, codes, organisational

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			requirements and manufacturer specifications.
		2.6	***Labelling and coding*** of containers are undertaken according to manufacturer specifications, and relevant legislation, codes and organisational requirements.
		2.7	Fuels and chemicals are kept in a secure location according to manufacturer specifications, relevant legislation and organisational requirements.
		2.8	Obsolete stock is disposed of according to relevant legislation, codes and organisational requirements.
3	Respond to emergencies.	3.1	***Stock control emergencies*** are identified.
		3.2	Stock control emergencies are responded to according to organisational requirements and material safety data sheets (MSDS).
		3.3	Emergencies are documented according to regulatory and organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- basic numeracy skills to:
  - calculate stock holding levels
  - measure chemicals
- handling procedural skills for:
  - waste non-conformances
  - waste types
- literacy skills to:
  - document and report on storage requirements
  - apply coding
  - record storage issues
  - read and interpret:

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    - job sheets
    - work requirements and MSDS
- material handling skills to:
    - store equipment operation
    - identify recoverable materials to segregate waste types, including potentially hazardous waste
    - decant and mix chemicals
    - facilitate:
        - identification, operation and cleaning and maintenance of plant and equipment
        - recycling activity
- oral communication skills to:
    - follow instructions
    - ask questions
    - provide information
- organisational skills to:
    - organise storage area
    - plan for the maintenance of equipment
- technical skills to facilitate:
    - selection of plant and equipment
    - operation of plant and equipment
    - basic cleaning and maintenance of plant and equipment
- problem-solving skills to:
    - respond to stock control emergencies
    - identify hazards and risks
- self-management skills to:
    - prioritise duties
    - conduct work practices safely and efficiently
    - use emergency and personal protective equipment (PPE)
    - plan and undertake routine tasks
    - use first aid

Required knowledge

- waste management emergency response procedures relating to:
    - chemicals used in industry
    - client requirements
    - duty of care
    - organisational requirements
    - relevant coding systems
    - reporting requirements
    - waste storage requirements

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  - waste management hierarchy
  - waste containment and disposal techniques
- identification of:
  - waste non-conformances
  - waste types
- occupational health and safety (OHS) requirements relating to:
  - chemical storage and decanting
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
  - first aid to respond to emergencies
- potential hazards and risks relating to waste containment and segregation techniques

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • maintain area and equipment in a clean, tidy and secure condition • control and maintain stocks of consumables • observe OHS requirements pertaining to storage.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Equipment and consumables storage areas must be maintained in line with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies

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	to assess competency in the maintenance of an equipment and consumables storage area. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPCMN3001B Participate in environmentally sustainable work practices • CPPWMT4037A Conduct minor maintenance and repairs on waste processing plant and equipment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste storage requirements may include:	• access to storage facility • amount of waste to be stored • environmental conditions that impact on requirements • equipment • length of storage • method of storage • PPE

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	• security • signage • waste compatibilities.
Equipment may include:	• barriers and warning signs • communications equipment • compactors • conveyors • generators • hoses • lifting equipment • loadshifting equipment • PPE • pumps • recording equipment • sampling equipment • scales • skips • sorting tables • storage containers • tools • trailers • trolleys • vacuums • weighbridge • waste containers.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection

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	• equal employment opportunity • freedom of information • industrial • OHS • trade practices • road laws.
Storage area may include:	• depot isolated from other activities • equipment storage bays or store • room isolated from other activities • stockpile • warehouse.
Storage area may be located at:	• materials recovery facility • treatment site • waste generator site.
Details of storage may include:	• amount or volume of waste • date stored • date to be dispatched • environmental protection authority documentation • equipment stored • monitoring or maintenance requirements • remaining storage space available • safety measures undertaken • storage space used.
Consumables typically include:	• bailing and packaging materials • cleaning agents • cleaning rags • fuel • grease and oil • labels and stickers • stabilising and treatment chemicals • water.
Labelling and coding may include:	• chemical manifests • chemical registers • clients' specifications and schedules • colour codes • communication books • organisational procedures and policies • manufacturer instructions • MSDS.
Stock control	• spillages • accidents in storage area.

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emergencies may include:	

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT2047A Assist with resource recovery

Modification History

New unit

No equivalent unit

Unit Descriptor

This unit specifies the outcomes required to assist with resource recovery activities. It requires the ability to work under direction and to assist with resource recovery as part of an organisation's waste management strategies. It includes contributing to the implementation of developed operational procedures and an organisation's waste management strategies.

Application of the Unit

This unit of competency supports individuals responsible for assisting in waste management activities. Individuals undertaking activities detailed in this unit will work under direct supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Prepare to assist in resource recovery operation	1.1	Directions for the resource recovery operation are received and checked with supervisor.
		1.2	***Potential hazards and risks*** are identified and reported according to ***organisational requirements***, and occupational health and safety (OHS) regulations and other ***legislation and codes***.
		1.3	Recovery site is monitored to ensure compliance with recovery instructions, containment of waste within designated recovery area, and adequate access and availability of space for recovery.
		1.4	***Resources for recovery*** are sorted in ***waste streams***.
		1.5	***Hazardous waste*** is identified and contained according to organisational requirements, and OHS regulations and other legislation and codes.
		1.6	***Non-conforming waste*** is segregated and properly contained prior to disposal.
		1.7	***Segregated waste*** is inspected under the guidance of appropriate personnel to ensure compliance with resource recovery requirements.
2	Assist with shut-down and clean up area.	2.1	Equipment is shut down according to organisational procedures and within limits of own responsibility.
		2.2	***Work area*** and equipment are cleaned to ensure safe and effective future operation, according to organisational requirements.
		2.3	***Emergency and personal protective equipment*** (PPE) is checked for damage prior to ensuring that clean and undamaged equipment is stored.
		2.4	Damaged equipment is rectified where possible or reported according to organisational requirements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- oral communication skills to:
  - ask questions
  - follow instructions
  - provide information
- self-management skills to:
  - prioritise duties
  - conduct work practices safely and efficiently
  - identify hazards and risks
  - plan to undertake routine tasks
  - use emergency and PPE
  - work in confined areas
- literacy skills to:
  - report on resource recovery outcomes
  - keep records and documentation
  - read and interpret:
    - job sheets
    - work requirements and material safety data sheets (MSDS)
- analytical skills to:
  - segregate waste types, including potentially hazardous waste
  - segregate valuable resources in composite materials

Required knowledge

- basic knowledge of plant and equipment in order to select, operate and clean it
- basic understanding of service requirements for resource recovery, including:
  - client requirements
  - duty of care
  - organisational requirements
  - reporting requirements
  - waste management options
  - waste management hierarchy
- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be recovered
  - timeframe to recover resources
  - waste types, streams and characteristics

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  - legislation, environmental regulations and industry standards
- procedures for containing segregated waste types, including containment and isolation of hazardous waste
- OHS requirements relating to:
  - OHS hierarchy of control
  - potential hazards and risks in waste segregation and resource recovery
  - emergency response procedures
- basic understanding of environmental issues relating to:
  - biodiversity
  - climate change
  - composting
  - conservation
  - eco-products
  - environmental regulations
  - life cycle of products: re-new, re-use and recycle
  - renewable energy

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency is ideally assessed in the workplace while participants are undertaking resource recovery activities.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • assist with waste recovery activity requirements through observation, and by following job sheets and work plans • organise work areas and conduct waste recovery • apply OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. Resource implications for assessment include: • job sheets, work plans and approved specifications • waste assessment forms and results • waste generator’s report on waste types and volumes

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	• organisational policies, procedures, forms and procedure manuals.
Method of assessment	The process of assisting with resource recovery must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in resource recovery. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with verbal and written questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. This unit could be assessed on its own or in combination with other units of competency relevant to the job function. For example: • CPPCMN3001B Participate in environmentally sustainable work practices • CPPWMT3044A Identify wastes and hazards.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Potential hazards and	• damage to plant, vehicle or property

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***risks* are** those identified by the organisation that may lead to:	• harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• biological waste • broken glass • broken metal • compaction equipment • contamination • debris • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices

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	• road laws.
Resources for recovery may include:	• gases, including methane • metals • plastics • paper, cardboard and associated products • reusable liquids, including cooking oils.
Waste stream may include:	• construction and demolition waste • dangerous goods • green waste • hazardous substances • municipal waste.
Hazardous waste may include:	• all waste depending on the condition, environment and personal exposure • biological products • blood products • broken metal • chemicals • electrical wiring • gases or fumes • glass • hospital waste • leaking containers • needles and syringes • oil and petrol.
Non-conforming waste may include:	• contamination • hazardous material and dangerous wastes • inferior quality and unacceptable waste streams.
Segregated waste may include:	• chemical waste • construction and demolition material • dangerous goods • green waste • hazardous waste • municipal waste • prescribed waste • putrescibles • quarantine waste • recyclable liquid • regulated waste • solid inert waste.
Work area may include:	• landfill • materials-recovery facility

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	• processing plant • transfer station • treatment plant • waste generator site.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguisher • first aid kit • footwear • gloves • overalls and personal protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn according to organisational requirements • stored according to organisational requirements.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT2048A Prepare work areas for waste sorting

Modification History

New unit

No equivalent unit

Unit Descriptor

This unit of competency specifies the outcomes required to prepare the work area for the sorting of waste. It requires understanding of waste sorting processes in order to organise and implement activity.

Application of the Unit

This unit of competency supports individuals in a waste sorting facility. It includes following direction to implement developed strategies, systems and plans, as well as recognising the need for supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Organise for sorting.	1.1	***Job sheet*** is reviewed to identify ***waste recovery requirements*** and ***waste sorting site***.
		1.2	***Plant***, ***equipment***, ***materials*** and requirements for safe, efficient waste sorting are identified and organised.
		1.3	***Emergency and personal protective equipment*** (PPE) is selected, fitted and checked according to work requirements, manufacturer specifications, ***organisational requirements*** and ***legislation and codes***.
		1.4	***Potential hazards and risks*** are identified and reported to ***appropriate person*** according to organisational requirements, occupational health and safety (OHS) regulations and relevant legislation and codes.
		1.5	Equipment for sorting waste safely and efficiently is selected and obtained.
2	Identify waste to be sorted.	2.1	***Waste types*** are identified for sorting and absence of ***non-conforming waste streams*** is confirmed.
		2.2	Set-up of sorting site is organised according to organisational requirements and relevant legislation and codes to ensure safe and effective sorting of waste.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to identify waste types and waste non-conformances
- interpersonal skills to:
  - liaise with staff members
  - work in a team environment
- oral communication skills to:
  - ask questions
  - follow instructions

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- reading skills to interpret:
  - job sheets
  - work requirements and material safety data sheets (MSDS)
- problem-solving skills to identify hazards and risks
- self-management skills to:
  - prioritise duties
  - conduct work practices safely and efficiently
  - use emergency and PPE
  - execute routine tasks
  - organise work methodically
- written communication skills for record keeping

Required knowledge

- identification of:
  - waste non-conformances
  - waste types, streams and characteristics
  - waste processing plant types
- procedures for containing segregated waste types, including containment and isolation of hazardous waste
- OHS requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
- emergency response procedures to facilitate:
  - sorting set-up techniques
  - operation of waste processing plant and equipment
  - basic cleaning and maintenance of plant and equipment
  - plant shut-down, lock-out and isolation procedures
- potential hazards and risks relating to:
  - waste sorting
  - containment and segregation techniques
  - emergency response procedures
- service requirements, including:
  - client requirements
  - duty of care
  - organisational requirements
  - reporting requirements
  - waste management options
  - waste management hierarchy

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment preparing work area for the sorting of waste.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify and organise plant, equipment and materials required for sorting waste • identify potential hazards and risks to operation, and select emergency and PPE • set up sorting site.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • client requirements for workplace portfolio case studies, if required • work plans and approved specifications • forms and procedures manuals • reports.
Method of assessment	The process of setting up sorting sites must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the preparation of work area for sorting. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to

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	other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPWMT3044A Identify wastes and hazards.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Job sheet typically includes:	• emergency and PPE requirements • equipment requirements • personnel requirements • plant operation requirements • potential hazards and risks • reporting requirements • site requirements • waste types to be processed • work schedules.
Waste recovery requirements may include**:**	• access to storage facility and recovery site • emergency and PPE • legislative requirements for recovery • potential hazards and risks of recovery • recovery equipment • security • signage • technical analysis • waste compatibilities.
Waste sorting site may include:	• composting facility • landfill site • materials recovery facility

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	• transfer station • treatment site • waste generator site.

Plant may include**:**	• autoclaves
	• balers
	• bobcats
	• boilers
	• bunded areas
	• centrifuges
	• chippers
	• combustion
	• compactors
	• composters
	• computer hardware and software
	• conveyors
	• crushers
	• dozers and associated earthmoving equipment
	• forklifts
	• hammer mills
	• incinerators
	• loaders:
	  • front-end
	  • rear-end
	  • tailgate
	• materials recovery facility
	• microwaves
	• pipes
	• processing plants, including size-reduction processing plant
	• safety structures and controls
	• separators
	• shredders
	• sorters
	• storage tanks
	• tankers
	• transfer station
	• treatment plants, including:
	  • biological treatment plant
	  • chemical treatment plant
	  • liquid waste treatment plant
	  • microwave treatment plant
	  • physical treatment plant

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	• treatment tanks
	• trucks:
	  • articulated
	  • open-bodied
	  • rigid
	• tub grinders.

***Equipment* may** include**:**	• barriers and warning signs • communications equipment • compactors • conveyors • generators • hoses • lifting equipment • loadshifting equipment • PPE • pumps • recording equipment • sampling equipment • scales • skips • sorting tables • storage containers • tools • trailers • trolleys • vacuums • weighbridge • waste containers.
***Materials* may** include**:**	• cleaning chemicals • cleaning rags • consumables • cover materials • fuels • lubricants • office requisites • oils • road maintenance materials • treatment and processing chemicals • water.
Emergency and personal protective equipment	• communications equipment • eye protection, such as goggles and protective glasses

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must include:	• eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • material safety data sheets • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Organisational requirements may include information found in**:**	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Potential hazards and risks are those identified	• damage to plant, vehicle or property • harm to the environment

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by the organisation that may lead to:	• illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Appropriate person may include:	• supervisor • team leader • team member.
Waste types may include:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous - regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.
Non-conforming waste streams may include:	• contamination • hazardous or dangerous waste • inferior quality and unacceptable waste streams.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT2049A Identify waste emergency

Modification History

New unit

No equivalent unit

Unit Descriptor

This unit of competency specifies the outcomes required to identify a range of emergencies that may occur in the management of waste. It requires the ability to identify an emergency situation quickly.

Application of the Unit

This unit of competency supports individuals with responsibilities for assisting in waste management activity.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Identify emergency situations.	1.1	***Potential hazards and risks*** are identified in ***emergency*** situation.
		1.2	***Emergency reporting procedures*** are located and clarified according to ***organisational requirements*** and ***legislation and codes***.
		1.3	Signalling processes are practised.
2	Confirm emergency response processes.	2.1	***Emergency response action or procedures*** are detailed to appropriate person.
		2.2	***Emergency and personal protective equipment*** (PPE) is identified and located.
		2.3	***Evacuation procedures*** in the case of an emergency are detailed to appropriate person.
3	Identify clean-up processes.	3.1	Need to remove waste, ***contamination***, equipment and hazards from the emergency site to prevent accidents is explained to appropriate person and clarified if necessary.
		3.2	***Regulated waste identification signage*** is used.
		3.3	Reporting arrangements for ***clean-up*** processes are practised.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify waste types and waste non-conformances
  - segregate valuable resources in composite materials
  - segregate waste types, including potentially hazardous waste
- handling procedural skills for:

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    - waste non-conformances
    - waste types
- oral communication skills to:
    - ask questions
    - follow instructions
    - provide information
    - signal emergencies
- reading skills to interpret:
    - emergency requirements
    - hazard advice
    - job sheets
    - work requirements and material safety data sheets (MSDS)
- self-management skills to:
    - conduct work practices safely and efficiently
    - identify hazards and risks
    - plan and undertake routine tasks
    - prioritise duties
    - use emergency and PPE
- written communication skills for:
    - documentation regarding clean-up processes
    - record keeping

Required knowledge

- procedures for containing segregated waste types, including containment and isolation of hazardous waste
- emergency response procedures:
    - confined space procedures
    - identification of work areas, including location of:
        - alarms
        - emergency equipment
        - communications equipment
    - coding systems
    - environmental agencies
    - environmental regulations
    - reporting requirements
    - signalling techniques
    - waste management hierarchy
    - waste containment methods and isolation of emergencies
    - duty of care in provision of service
- occupational health and safety (OHS) requirements relating to:

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- chemical storage and decanting
- dangerous goods and hazardous substances
- OHS hierarchy of control
- potential hazards and risks in storage and maintenance
- basic first aid appropriate to likely hazards and risks in work environment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing the practical demonstration in the workplace, or in a simulated work environment of the identification of a waste emergency.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify emergency • detail emergency procedures • identify potential hazards and risks to operation, and select emergency and personal protective equipment.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • client requirements for workplace portfolio case studies, if required • work plans and approved specifications • forms and procedures manuals • reports.
Method of assessment	The process of identifying a waste emergency must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in identifying a waste emergency. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property

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	Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN2002A Participate in workplace safety arrangements • CPPCMN3001B Participate in environmentally sustainable work practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Potential hazards and risks* are those identified by the organisation that may lead to:**	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Potential hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes

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	• hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
***Emergency* may include:**	• chemical reaction • contamination • fire • gas leak • hazardous waste spill • fallen powerlines.

***Emergency reporting procedures* may include reporting to:**	• emergency services
	• other affected parties
	• organisational personnel, including:
	  • supervisor
	  • team leader
	  • team member
	• environmental protection agencies.

***Organisational requirements* may include information found in:**	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

***Legislation and codes* may include:**	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS

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	• trade practices • road laws.
Emergency response action or procedures may include:	• cleaning up • containing emergency • isolating or shutting down equipment or plant • evacuation • first aid • making site safe • notifying authorities • using PPE.
Emergency and personal protective equipment **must include:**	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • hearing protection • MSDS • spill kit • overalls and protective clothing.
Emergency and personal protective equipment **could also include:**	• breathing apparatus • emergency procedure guides • face shields or masks • gloves • hard hats.
Personal protective equipment **must be:**	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Evacuation procedures **may be found in:**	• emergency procedures manuals • legislation and codes • OHS requirements • organisational requirements.
Contamination may include:	• exposure to sunlight • infestation • mixing with other waste types • rot or mould • waterlogging.
Regulated waste identification signage **may include:**	• classification of dangerous goods • communications equipment • first aid

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	• hazardous class • HAZCHEM codes • packaging group number • nature, type, source and severity of emergency.
Clean-up may include:	• removing equipment, plant and vehicle from site • removing and disposing of contaminated soil and liquid • shovelling • seeping out • using cleaning products • using high pressure water or air-hosing • vacuuming.

Unit Sector(s)

This unit of competency supports individuals with responsibilities for assisting in waste management activity.

Custom Content Section

Not applicable.

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CPPWMT3005A Identify and segregate waste

Modification History

Revised unit

Unit updated and equivalent to PRMWM05B Identify and segregate waste

Unit Descriptor

This unit of competency specifies the outcomes required to sort and contain waste at a range of sites. It requires the ability to apply safe work practices while working with potentially hazardous waste products.

Application of the Unit

This unit of competency supports individuals with responsibilities for identifying and segregating waste working in a team environment and possibly as a team leader. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Organise for work.	1.1	Waste management plan or ***waste collection requirements*** are reviewed to determine ***client*** requirements and ***segregation categories***.
		1.2	***Job requirement hazards and risks*** are identified and handled according to organisational requirements, occupational health and safety (OHS) regulations and other legislation.
		1.3	Supervisor and team members are informed of job requirements, hazards and risks according to organisational requirements.
		1.4	***Equipment*** is used for segregation to maximise work effectiveness.
		1.5	Segregation containers are set up to ensure safe and effective segregation of waste according to ***organisational requirements*** and relevant legislation.
		1.6	***Emergency and personal protective equipment*** is selected and fitted according to job requirements, manufacturer specifications, organisational requirements and relevant legislation.
		1.7	Personal protective equipment (PPE) is pre-checked to ensure it is suitable for the purpose.
2	Conduct identification and segregation activity.	2.1	Waste is identified and ***hazardous and dangerous waste*** and ***non-conforming waste*** are handled according to organisational requirements and relevant legislation.
		2.2	Waste is segregated into categories according to ***waste characteristics*** and job requirements.
		2.3	Sorted waste is placed into correct waste category container to prevent litter in surrounding area and to avoid cross-contamination.
		2.4	Waste containers are monitored frequently to ensure adequate available storage capacity and secure containment of waste.

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		2.5	Full waste containers are emptied and replaced promptly to minimise disruption to production according to job requirements, organisational requirements and OHS procedures.
		2.6	Segregated waste is ***labelled*** according to job requirements, organisational requirements and relevant legislation.
3	Conduct quality control inspection.	3.1	Segregated waste is inspected to ensure compliance with segregation requirements.
		3.2	***Quality control*** inspection details are documented according to job and organisational requirements.
4	Clean up area.	4.1	***Sorting site*** and equipment are ***cleaned*** to ensure safe and effective future operation according to organisational requirements.
		4.2	PPE is checked for damage prior to ensuring that clean and undamaged equipment is stored.
		4.3	Damaged or faulty PPE is reported according to organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify hazards and risks
  - identify waste types and waste non-conformances
  - segregate valuable resources in composite materials
  - segregate waste types, including potentially hazardous waste
- equipment expertise to facilitate:
  - cleaning and maintenance of equipment
  - selection of equipment
  - operation of plant and equipment

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- interpersonal skills to work in a team environment
- literacy skills to:
  - label waste
  - report on waste segregation outcomes
  - read and interpret:
    - job sheets
    - work requirements and material safety data sheets (MSDS)
- oral communication skills to:
  - ask questions
  - listen actively
  - consult
  - provide information
- self-management skills to:
  - conduct work practices safely and efficiently
  - handle waste non-conformances
  - organise work methodically
  - use emergency and personal protective equipment

Required knowledge

- equipment and materials knowledge to facilitate:
  - identification of plant and equipment
  - operation of plant and equipment
  - cleaning and maintenance of plant and equipment
  - recycling activity
- waste management provision, including:
  - chemicals used in industry
  - client requirements
  - coding systems
  - duty of care
  - organisational requirements
  - reporting requirements
  - waste storage requirements
  - waste management hierarchy
  - waste containment and disposal techniques
- identification of:
  - waste types, streams and characteristics
  - waste non-conformances
  - waste non-conformance procedures
  - waste containment
  - waste disposal and recovery routes

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- procedures for containing segregated waste types, including containment and isolation of hazardous waste
- measurement and calculation methods for:
  - volumes
  - weights
- OHS requirements relating to:
  - chemical storage and segregation requirements
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
  - first aid
- potential hazards and risks relating to:
  - waste containment and segregation techniques
  - emergency response procedures
- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be recovered
  - timeframe to recover resources
  - industry standards and legislation
  - environmental issues
  - environmental regulations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated work environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • organise sorting containers in designated areas • select emergency and personal protective equipment • identify potential risks and hazards to waste sorting and waste non-conformances • observe OHS requirements.

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Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • results of sampling • forms and procedures manuals.
Method of assessment	The process of identifying and segregating waste must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the identification and segregation of waste. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPWMT3014A Manually sort waste • CPPWMT3044A Identify wastes and hazards.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with

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training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste collection requirements typically include:	• acceptable waste types • collection times and schedule • observing contamination requirements • OHS requirements • pick-up locations • unacceptable levels of contamination.

Client **may** include:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies
	  • residents and ratepayers.

Segregation categories may include:	• chemical waste • construction and demolition • dangerous goods • green waste • hazardous waste • municipal waste • prescribed waste • putrescibles • quarantine • recyclable liquid • regulated waste • solid inert.
Job requirement hazards and risks may include:	• biological waste • compaction equipment • confined spaces • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • injuries resulting from manual handling and repetitive work • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts

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	• weather.
Equipment may include:	• barriers and warning signs • compactors • conveyors • generators • hoses • loadshifting equipment • pumps • sorting tables • vacuums • waste containers.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Hazardous and dangerous waste may	• all waste depending on the condition, environment and personal exposure

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include:	• biological products • blood products • broken metal • chemicals • electrical wiring • gases and fumes • glass • hospital waste • leaking containers • medical waste • needles and syringes • oil and petrol.
Non-conforming waste may include:	• contamination • hazardous or dangerous waste • inferior quality and unacceptable waste streams.
Waste characteristics may include:	• density • level of contamination • quality • shape • size • volume • weight.
Label may include:	• amount of waste • date • location • sign-off by sorter • type of waste • waste source.
Quality control may include:	• checklist • environmental compliance • inspection details, such as date, time, location and process compliance level • non-conformances • quality grading • recycling compliance • regulatory compliance • sign-off by inspector.
Sorting site may be located within:	• composting facility • landfill site • materials recovery facility • transfer station

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	• treatment site • waste generator site.
Cleaning may include**:**	• shovelling • sweeping • using cleaning products • using decontamination products • vacuuming • water-hosing.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3011A Respond to waste emergencies

Modification History

Revised unit

Unit updated and equivalent to PRMWM11B Respond to waste emergency

Unit Descriptor

This unit of competency specifies the outcomes required to respond to a range of emergencies which may occur in the management of waste. It requires the ability to act quickly in a methodical and calm manner.

Application of the Unit

This unit of competency supports individuals with responsibilities for conducting waste management activity. It includes contributing to the implementation of developed operational procedures, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Identify nature of emergency.	1.1	Details of the nature, type and severity of the ***emergency*** are identified, including ***waste types*** involved and existing and potential hazards and risks.
		1.2	Emergency is reported to supervisor or team leader according to ***organisational requirements*** and ***relevant legislation and codes***.
2	Prepare to respond to emergency.	2.1	***Potential hazards and risks*** are incorporated into emergency response action.
		2.2	***Emergency response action or procedures*** are followed according to organisational requirements and relevant legislation.
		2.3	Full details of emergency are communicated to ***relevant parties***.
		2.4	***Emergency and personal protective equipment*** is used safely and efficiently according to manufacturer specifications and organisational occupational health and safety (OHS) requirements.
		2.5	***Containment and isolation*** of emergency situation are conducted where possible to minimise danger to surrounding equipment, area, environment, other personnel and general public.
		2.6	Risks to personnel are avoided and ***evacuation procedures*** are followed according to organisational requirements.
		2.7	Necessary actions to ***protect organisational interests*** are taken according to organisational requirements.
3	Review emergency response.	3.1	Emergency response actions are monitored and evaluated continuously and modifications are made to response actions to reduce the impact of the emergency.
		3.2	Emergency situation is controlled until formal relief is notified or received, according to organisational requirements, OHS standards and relevant legislation.

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4	Assist with clean-up	4.1	***Clean-up*** to remove waste, ***contamination***, equipment and hazards from the emergency site is conducted according to organisational, legislative and OHS requirements.
		4.2	***Regulated waste identification signage*** is updated as required.
5	Record and report emergency	5.1	Full details of emergency situation and response actions are ***recorded*** according to organisational requirements and relevant legislation.
		5.2	Emergency situation and response actions are reported to appropriate personnel according to organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- emergency expertise to facilitate:
  - waste assessment
  - isolation procedures, including bunding and erecting barriers
  - selection of equipment
  - quality control inspection
- interpersonal skills to work in a team environment
- oral communication skills to:
  - ask questions
  - follow instructions
  - give clear information
  - listen effectively
- reading skills to:
  - interpret emergency requirements
  - follow emergency procedure guidelines
  - read graduated devices
  - interpret work requirements and material safety data sheets (MSDS)

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- problem-solving skills to:
  - identify hazards and risks
  - identify waste types, including regulated waste and waste non-conformance
  - resolve pressure situations in a prompt, calm manner
- self-management skills to:
  - conduct work practices safely and efficiently
  - handle waste non-conformances
  - prioritise duties
  - use emergency and personal protective equipment (PPE)
- written communication skills for:
  - documentation, including emergency incident report
  - record keeping

Required knowledge

- emergency response procedures, including:
  - confined space procedures
  - HAZCHEM identification systems
  - methods of containment and isolation of emergencies
  - site management plan and identification of work areas, including location of:
    - alarms
    - emergency equipment
    - communications equipment
  - coding systems
  - reporting requirements
  - signalling techniques
  - standard emergency procedures
- identification of:
  - waste types, streams and characteristics
  - waste non-conformances
  - waste non-conformance procedures
  - waste recovery routes
- procedures for containing segregated waste types, including containment and isolation of hazardous waste
- emergency waste management processes to facilitate:
  - identification of plant and equipment
  - operation of plant and equipment
  - cleaning and maintenance of plant and equipment
  - recycling activity
- OHS requirements relating to:
  - chemical storage and decanting

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  - dangerous goods and hazardous substances
  - OHS hierarchy of control
  - basic first aid appropriate to likely hazards and risks in work environment
- potential hazards and risks relating to:
  - dangerous goods
  - potential incidents
  - waste containment and segregation techniques
  - emergency response procedures
- service requirements, including:
  - client requirements
  - duty of care
  - organisational requirements
  - reporting requirements
  - waste management options
  - waste management hierarchy
  - waste containment and disposal techniques

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify emergencies • follow OHS and emergency procedures • act quickly and implement required processes to overcome emergencies • document actions.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include:

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	• work plans and approved specifications • forms and procedures manuals.
Method of assessment	The process of responding to a waste emergency must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in responding to a waste emergency. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN3001B Participate in environmentally sustainable work practices • CPPCMN3003A Contribute to workplace safety arrangements.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Emergency may include:	• chemical reaction • contamination

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	• fire • gas leak • hazardous waste spill • fallen powerlines.
Waste types may include:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Potential hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire

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	• gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Emergency response action or procedures may include:	• cleaning up • containing emergency • isolating or shutting down equipment or plant • evacuation • first aid • making site safe • notifying authorities • using PPE.
Relevant parties may include:	• emergency services • other affected parties • organisational personnel • environmental protection agencies.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • hearing protection • MSDS • spill kit • oil absorbent materials • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shield or mask • gloves • hard hats.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.

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Containment and isolation may include:	• bunding area • erecting barricades • moving vehicle or equipment away from hazardous area • sealing leaks • transferring waste • turning off electricity and gas • using fire extinguishers • water-hosing.
Evacuation procedures may be found in:	• emergency procedures manuals • OHS requirements • organisational requirements • legislation and codes.
Protecting organisational interests may include:	• collecting details from witnesses • not commenting or admitting liability • not talking to media.
Clean-up may include:	• removing equipment, plant and vehicle from site • removing and disposing of contaminated soil and liquid • shovelling • sweeping out • using cleaning products • using high pressure water or air-hosing • vacuuming.
Contamination may include:	• exposure to sunlight • infestation • mixing with other waste types • rot or mould • waterlogging.
Regulated waste identification signage may include**:**	• classification of dangerous goods • communications equipment • first aid • hazardous class • HAZCHEM codes • packaging group number.

Recorded includes:	• authorities notified
	• cause or suspected cause of emergency
	• damage incurred to:
	  • general public
	  • equipment
	  • personnel
	  • vehicle
	• emergency and personal protective equipment used

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	• emergency response procedures undertaken • nature of clean-up • nature, type, source and severity of emergency • recommendations for preventing future emergencies • regulatory authority requirements.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3013A Receive waste

Modification History

Revised unit

Unit updated and equivalent to PRMWM13B Receive waste

Unit Descriptor

This unit of competency specifies the outcomes required to receive all types of waste for processing and treatment. It requires the ability to apply safe work practices while working with potentially hazardous waste products.

Application of the Unit

This unit of competency supports individuals with responsibilities for receiving waste, working in a team environment and possibly as a team leader. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Organise for receival of waste.	1.1	***Waste receival schedule*** is reviewed with appropriate personnel or ***client*** to identify job requirements.
		1.2	***Equipment*** is selected for waste receival.
		1.3	***Potential hazards and risks*** to work are identified and managed according to ***organisational requirements***, and occupational health and safety (OHS) regulations and other ***legislation and codes***.
		1.4	Personnel and equipment are used to maximise safety, efficiency and effectiveness of ***unloading waste***.
		1.5	***Emergency and personal protective equipment*** (PPE) is selected, pre-checked to ensure it is not damaged, and fitted according to job requirements, manufacturer specifications, organisational requirements and legislation and codes.
		1.6	Suitability of the designated unloading area to ensure adequate storage capacity and ability to meet unloading requirements is determined and reviewed.
		1.7	***Waste receival site*** is determined.
2	Conduct waste receival activities.	2.1	Waste received is screened to identify ***waste type*** and ***waste characteristics***.
		2.2	Waste generator or deliverer of ***hazardous and dangerous waste*** or non-conforming waste is consulted about the nature of service required.
		2.3	Waste generator or deliverer of ***reusable or recyclable options*** is consulted about the waste management service being conducted.
		2.4	***Waste non-conformances*** are identified and handled according to organisational requirements and legislation and codes.
		2.5	Waste received is ***measured*** and ***recorded*** according to organisational requirements and relevant legislation and

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			codes.
		2.6	Fee based on waste type and quantity, as well as charge to waste generator or deliverer, are calculated according to organisational accounting requirements.
		2.7	Receipt for correct fee payment is issued, and received payment is recorded according to organisational accounting requirements.
		2.8	Load sample is taken according to organisational requirements, manufacturer specifications and relevant legislation and codes.
3	Coordinate unloading of waste.	3.1	Clear ***directions to unloading site*** are given to waste generator or deliverer to ensure safety of personnel involved.
		3.2	Waste generator or deliverer is provided with signalling and instructions to ensure safe and effective unloading in designated unloading area.
		3.3	Unloading assistance is provided according to organisational requirements and OHS regulations.
		3.4	Unloading site is monitored to ensure compliance with unloading instructions, containment of waste within designated unloading area, and adequate capacity of ***storage facility***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to work in a team environment
- literacy skills to:
  - report on receival activity
  - document and keep records
  - read and interpret:
    - procedure guidelines
    - work requirements and material safety data sheets (MSDS)

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- analytical skills to:
  - segregate valuable resources in waste
  - segregate waste types, including potentially hazardous waste
- numeracy skills to:
  - calculate fees
  - estimate and identify gross weight and payload of vehicle
  - provide correct change
  - measure weights and volumes
  - measure waste
- oral communication skills to:
  - ask questions
  - follow instructions
  - give clear information
  - listen effectively
- problem-solving skills to:
  - identify hazards and risks
  - identify waste types, including regulated waste and waste non-conformance
  - resolve pressure situations in a prompt, calm manner
- self-management skills to:
  - apply signalling techniques
  - conduct work practices safely and efficiently
  - organise work methodically
  - handle waste non-conformances
  - use emergency and PPE

Required knowledge

- identification of:
  - waste contaminants
  - waste monitoring procedures
  - waste non-conformances
  - waste non-conformance handling procedures
  - waste management options
  - waste storage requirements
- waste monitoring and sampling, including:
  - containment of hazardous waste
  - isolation
  - recording waste received
  - identifying and sampling waste types
- measurements, including:
  - volumes

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    - weights
- OHS requirements relating to:
    - chemical storage and decanting
    - dangerous goods and hazardous substances
    - OHS hierarchy of control
    - first aid
- potential hazards and risks relating to:
    - waste containment and segregation techniques
    - emergency response procedures
- resource recovery options relating to:
    - valuable resources within materials
    - potential resources to be recovered
    - timeframe to recover resources
    - industry standards and legislation
    - environmental issues
    - environmental regulations
    - recycling options
- service requirements, including:
    - duty of care
    - organisational requirements
    - reporting requirements
    - unloading requirements
    - waste management hierarchy
    - waste containment and disposal techniques

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment for waste receival.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • interpret waste receival schedule and job requirements

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	• identify potential hazards and risks to waste receival and unloading • coordinate unloading of waste • observe OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	The process of receiving waste must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the receival of waste. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN2003A Provide effective client service • CPPCMN3003A Contribute to workplace safety arrangements • CPPWMT3044A Identify wastes and hazards.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste receival schedule may include:	• acceptable waste types • characteristics of waste • classification of waste • client details and requirements • emergency and PPE requirements • job sequence and delivery times • measurement and recording requirements • OHS requirements • personnel requirements • pick-up locations • recycling requirements • sampling requirements • site requirements • unacceptable levels of contamination • unloading requirements.

Client may include:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies
	  • residents and ratepayers.

Equipment may include:	• barriers and warning signs • communications equipment • compactors • conveyors • generators • hoses • lifting equipment • loadshifting equipment • PPE • pumps • recording equipment • sampling equipment • scales • skips

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	• sorting tables • storage containers • tools • trailers • trolleys • vacuums • weighbridge • waste containers.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:

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	• anti-discrimination • environmental protection • equal employment opportunity • freedom of information • industrial • OHS • trade practices • road laws.
Unloading waste may include:	• access to site • capacity of site • manoeuvrability of vehicles • minimising hazards and risks • stable ground conditions.
Unloading waste may include use of:	• cart lifter • forklift • front-end loader • high pressure vacuum loading • shovel.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • oil absorbent materials • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Waste receival site may include:	• composting facility • landfill site • materials recovery facility

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	• transfer station • treatment site • waste generator site • waste processing plant.
Waste type may include:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.
Waste characteristics may include:	• density • level of contamination • quality • shape • size • volume • weight.
Hazardous and dangerous waste may include:	• all waste depending on the condition, environment and personal exposure • biological products • blood products • broken metal • chemicals • electrical wiring • gases and fumes • glass • hospital waste • leaking containers • medical waste • needles and syringes • oil and petrol.
Reusable or recyclable options may include**:**	• extract and re-use useful substances found in waste • extract useful materials from garbage or waste • recondition and adapt to a new use or function • reprocess.
Waste non-conformances may include:	• contamination • hazardous or dangerous waste • inferior quality and unacceptable waste streams.
Measurement may include:	• number of units • volume • weight.
Recording may include:	• accident reports

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	• checklists • emergency reports • environmental protection authority waste transport certificates • incident reports.
Directions to unloading site may include:	• arrows • maps • signs • verbal or written instructions.
Storage facility may include:	• bunded area • bunker • container • pit • stockpile • tank • truck • under awning • warehouse.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3014A Manually sort waste

Modification History

Revised unit

Unit updated and equivalent to PRMWM14B Manually sort waste

Unit Descriptor

This unit of competency specifies the outcomes required to manually sort waste. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice. It requires the ability to plan and coordinate activity, and apply safe work practices while working with potentially hazardous waste products.

Application of the Unit

This unit of competency supports individuals with responsibilities for manually sorting waste, working in a team environment or possibly as a team leader. The waste sorting may occur at source, at a transfer station, at a materials recycling facility, or at a waste processing plant.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Determine job requirements.	1.1	***Job sheet*** is reviewed to determine ***client*** needs, sorting categories and ***sorting site***.
		1.2	***Potential hazards and risks*** are identified and reported to appropriate person according to organisational requirements, occupational health and safety (OHS) regulations and ***relevant legislation and codes***.
		1.3	***Equipment*** for sorting waste safely and efficiently is selected and obtained.
		1.4	***Set-up of sorting site*** is organised to ensure safe and effective sorting of waste according to ***organisational requirements*** and legislation and codes.
		1.5	***Emergency and personal protective equipment*** (PPE) is selected and pre-checked according to job requirements, manufacturer specifications, organisational requirements and relevant legislation and codes.
2	Sort and separate waste	2.1	***Hazardous and dangerous waste*** and ***non-conforming waste*** are identified and handled according to organisational requirements, OHS regulations and relevant legislation and codes.
		2.2	Waste is identified and sorted by ***waste categories*** and ***waste characteristics*** according to job requirements.
		2.3	Sorted waste is separated and placed into correct waste category container to prevent litter in surrounding area.
		2.4	Waste containers are monitored frequently to ensure available storage capacity and secure containment of waste.
		2.5	Full waste containers are emptied and replaced promptly to minimise disruption to sorting, according to job requirements and organisational requirements.
		2.6	***Labelling*** and recording of sorted waste are conducted according to job requirements, organisational requirements and legislation.

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3	Conduct quality control inspection.	3.1	Sorted waste is inspected to ensure compliance with sorting requirements.
		3.2	Quality control ***inspection details*** are documented according to job and organisational requirements.
4	Clean up area.	4.1	Sorting site and equipment are ***cleaned*** to ensure safe and effective future operation according to organisational requirements.
		4.2	Post-check of equipment and its storage is conducted according to manufacturer specifications and organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to work in a team environment
- analytical skills to:

identify and sort waste according to waste categories and waste characteristics

  - segregate valuable resources in waste
- numeracy skills to:
  - measure weights and volumes
  - measure waste
- oral communication skills to:
  - follow instructions
  - give clear information
- technical skills to facilitate:
  - basic cleaning and maintenance of plant and equipment
  - selection of plant and equipment
  - operation of plant and equipment
- literacy skills to:
  - label and keep records
  - read and interpret:

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    - procedure guidelines
    - work requirements and material safety data sheets (MSDS)
- problem-solving skills to:
    - identify hazards and risks
    - identify waste types, including regulated waste and waste non-conformance
    - segregate waste types, including potentially hazardous wastes
- self-management skills to:
    - conduct work practices safely and efficiently
    - organise work methodically
    - handle waste non-conformances
    - use emergency and PPE

Required knowledge

- identification of:
    - waste sorting techniques
    - waste contaminants
    - waste non-conformances
    - waste types, streams and characteristics
    - waste disposal and recovery routes
    - waste processing plant types
- waste monitoring and sampling, including:
    - containment of hazardous waste
    - isolation
    - recording waste sorted
    - identifying and sampling waste types
- OHS requirements relating to:
    - dangerous goods and hazardous substances
    - OHS hierarchy of control
- potential hazards and risks relating to:
    - waste sorting
    - containment and segregation techniques
    - emergency response procedures
- waste sorting procedures relating to:
    - sorting set-up techniques
    - operation of waste processing plant and equipment
    - basic cleaning and maintenance of plant and equipment
    - plant shut-down, lock-out and isolation procedures
- resource recovery options relating to:
    - valuable resources within materials
    - potential resources to be recovered

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  - timeframe to recover resources
  - environmental issues
  - environmental regulations and legislation
- service requirements for waste sorting, including:
  - client requirements
  - duty of care
  - organisational requirements
  - waste management options
  - waste management hierarchy
  - waste site management plan

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment of the manual sorting of waste.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • organise sorting containers in designated areas • select emergency and PPE • identify potential hazards and risks associated with waste sorting and waste non-conformances • observe OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • results of sampling • forms and procedures manuals.
Method of assessment	Manual sorting of waste requires that industry expectations in the particular client environment are met. If the environment is narrowly defined or is not representative of industry needs, it may be

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	necessary to refer to portfolio case studies to assess competency in the sorting of waste. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPWMT3005A Identify and segregate waste • CPPWMT3044A Identify wastes and hazards.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Job sheet typically includes:	• emergency and PPE requirements • equipment requirements • personnel requirements • plant operation requirements • potential hazards and risks • reporting requirements • site requirements • waste types to be processed

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	• work schedules.

Client may include:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies
	  • residents and ratepayers.

Sorting site may be located within:	• composting facility • landfill site • materials recovery facility • transfer station • treatment site • waste generator site • waste processing site.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.

Relevant legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection

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	• equal employment opportunity • freedom of information • industrial • OHS • trade practices • road laws.
Equipment may include:	• barriers and warning signs • compactors • conveyors • generators • hoses • loadshifting equipment • pumps • sorting tables • vacuums • waste containers.
Set-up of sorting site may include:	• bunding area • clearing area for receival • erecting structures to provide protection from wind and weather • erecting barricades • erecting sorting tables • locating waste containers in appropriate areas • setting up conveyors.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal	• breathing apparatus

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protective equipment could also include:	• emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Hazardous and dangerous waste may include:	• all waste depending on the condition, environment and personal exposure • biological products • blood products • broken metal • chemicals • electrical wiring • gases and fumes • glass • hospital waste • leaking containers • medical waste • needles and syringes • oil and petrol.
Non-conforming waste may include:	• contamination • hazardous or dangerous waste • inferior quality and unacceptable waste streams.
Waste categories may include:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.
Waste characteristics may include:	• density • level of contamination • quality • shape • size • volume • weight.
Labelling may include:	• amount of waste • date

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	• location • sign-off by sorter • type of waste • waste source.
Inspection details may include:	• environmental compliance • inspection details, such as date, time, location and process compliance level • non-conformances • quality grading • recycling compliance • regulatory compliance • sign-off by inspector.
Cleaning may include:	• shovelling • sweeping • using cleaning products • using decontamination products • vacuuming • water-hosing.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3015A Move waste using loadshifting equipment

Modification History

Revised unit

Unit updated and equivalent to PRMWM15B Move waste using load shifting equipment

Unit Descriptor

This unit of competency specifies the outcomes required to operate a mobile plant for loading and unloading waste. It requires the ability to organise the activity and apply safe work practices.

Application of the Unit

This unit of competency supports individuals with responsibilities for managing waste during loadshifting. It includes contributing to the implementation of developed operational procedures, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Prepare for loadshifting.	1.1	***Job sheet and schedule*** are reviewed to identify job requirements.
		1.2	***Loadshifting equipment***, associated attachments and ***emergency and personal protective equipment*** (PPE) are selected according to job requirements to maximise efficiency and effectiveness of transportation.
		1.3	Operator's licence is inspected to ensure it complies with ***organisational requirements*** and ***relevant legislation and codes***.
		1.4	***Potential hazards and risks*** to work are identified and handled according to organisational ***emergency response action or procedures***, and occupational health and safety (OHS) regulations and other relevant legislation and codes.
2	Perform routine checks on loadshifting equipment.	2.1	Visual check of equipment is conducted to pinpoint damage, leaks, obstructions, component wear or potential hazards.
		2.2	Equipment systems are tested to ensure that they comply with manufacturer specifications and organisational requirements.
		2.3	Service checks are conducted in compliance with manufacturer specifications to ensure water, oil, fuel, air pressure and greasing are maintained at designated levels.
		2.4	Emergency and personal protective equipment is checked to ensure it is functioning adequately.
		2.5	Associated equipment is checked to ensure that it is operational and complies with manufacturer specifications.
3	Operate loadshifting	3.1	Equipment is operated and driven in a safe and efficient manner, according to organisational requirements, road

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	equipment.		and traffic regulations, and other legislation and codes.
		3.2	Surrounding environment is continuously observed to identify and avoid or minimise potential hazards.
		3.3	Clear communication with ***relevant personnel*** is maintained.
4	Organise for loading.	4.1	Waste to be loaded and checked is identified to ensure ***integrity of containment***.
		4.2	***Loading method*** is determined according to waste containment type and organisational requirements.
		4.3	Equipment is parked or set up in a loading position that ensures efficiency and safety of loading.
		4.4	Barriers and warning signs are erected at loading and unloading sites to ensure safety of surrounding personnel according to organisational requirements and relevant legislation.
5	Load and move waste.	5.1	Waste is loaded safely and efficiently according to ***waste type*** in designated area using an approved loading method to maintain integrity.
		5.2	Liquid flow where waste is vacuumed is regulated to ensure maintenance of constant hose pressure.
		5.3	Waste is moved safely and securely according to organisational requirements, manufacturer specifications and relevant legislation and codes.
		5.4	Visual checks are maintained to identify and remedy potential hazards.
		5.5	Load is checked to ensure it conforms to equipment capacity requirements, manufacturer specifications and relevant legislation and codes.
6	Unload waste.	6.1	Waste is unloaded safely and efficiently according to waste type, in designated area using an approved unloading method to maintain integrity.

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		6.2	Liquid flow where waste is vacuumed is regulated to ensure maintenance of constant hose pressure.
		6.3	Visual checks are maintained to identify and remedy potential hazards during unloading.
		6.4	Load is stacked or housed at destination according to organisational requirements, manufacturer specifications and relevant legislation and codes.
7	Shut down and secure loadshifting equipment.	7.1	Equipment is parked or stored in a safe location to avoid damage to equipment or obstruction of surrounding site activity.
		7.2	Shut-down procedures are completed according to manufacturer specifications and organisational requirements.
		7.3	Equipment is secured and stored to avoid unauthorised access or use
8	Carry out basic housekeeping and maintenance.	8.1	Equipment is cleaned to remove debris and contamination and to ensure safe operating procedures.
		8.2	Service checks are conducted according to manufacturer specifications to ensure water, oil, fuel, air pressure and greasing are maintained at designated levels.
		8.3	Equipment faults or defects are reported to relevant personnel
		8.4	Record of moving activities is completed promptly and according to organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- driving ability to facilitate safe and efficient driving
- interpersonal skills to work in a team environment
- numeracy skills to:
  - measure weights and volumes
  - measure waste
- literacy skills to:
  - report waste movements and loading activity
  - read and interpret:
    - graduated devices
    - procedure guidelines
    - specifications
    - work requirements and material safety data sheets (MSDS)
- oral communication skills to:
  - direct traffic
  - ask questions
  - follow instructions
  - provide clear information
  - listen actively
- problem-solving skills to:
  - identify hazards and risks
  - identify waste types, including regulated waste and waste non-conformances
  - segregate waste types, including potentially hazardous wastes
- self-management skills to:
  - apply signalling techniques
  - conduct work practices safely and efficiently
  - handle waste non-conformances
  - identify routes
  - organise work methodically
  - safely load and unload waste
  - use emergency and PPE
  - work in confined spaces
- waste identification, including:
  - containment of hazardous waste
  - isolation
  - recording waste sorted
  - identifying and sampling waste types

Required knowledge

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- driving:
  - licence requirements
  - road laws
  - map reading
- equipment operation to facilitate:
  - basic cleaning and maintenance of equipment
  - selection of plant and equipment
- identification of:
  - waste contaminants
  - waste non-conformances
  - waste types, streams and characteristics
  - loading and unloading methods
  - equipment load weight requirements
  - types of loading equipment
  - waste loading and unloading and moving hazards
  - requirements for handling and transporting waste
  - waste processing equipment
- potential hazards and risks relating to:
  - waste loading and unloading techniques
  - emergency response procedures
- OHS requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated work environment using loadshifting equipment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • interpret job sheets • organise equipment operation

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	• load safely and efficiently • observe OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Moving waste using loadshifting equipment must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the moving of waste. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPWMT3019A Prepare waste for re-use • CPPWMT3044A Identify wastes and hazards.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the

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performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Job sheet and schedule typically include:	• emergency and PPE requirements • job route and sequence • site contact • site requirements • vehicle and associated equipment requirements • waste type, classification, characteristics and transport requirements.

Loadshifting equipment may include:	• dozers
	• earthmoving equipment
	• forklifts
	• loaders:
	  • front-end
	  • rear-end
	  • tailgate
	• trucks:
	  • articulated
	  • open-bodied:
	  • hook lift
	  • pump
	  • vacuum
	  • rigid
	• windrow turners.

Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.

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Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • verbal or written instructions • work procedures.

Relevant legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Potential hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles

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	• spark-producing equipment • unguarded conveyor belts • weather.
Emergency response action or procedures may include:	• cleaning up • containing emergency • isolating or shutting down equipment or plant • evacuation • first aid • making site safe • notifying authorities • using PPE.
Relevant personnel may include**:**	• client • team leader • team member • management • supervisor.
Integrity of containment may include checks for:	• contamination • drum expansion • gases • leaching • leaks • seals • spillage • unstable form.
Loading method may include:	• cart lifter • forklift • front-end loader • high pressure vacuum loading • loading by hand • shovelling.
Waste type may include:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.
Cleaning of equipment may include:	• cleaning products and fluids • high pressure water or air-hosing • shovelling • sweeping out • using decontamination products • vacuuming.

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Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3016A Operate waste processing plant

Modification History

Revised unit

Unit updated and equivalent to PRMWM16B Operate waste processing plant

Unit Descriptor

This unit of competency specifies the outcomes required to operate a waste processing plant to prepare waste for disposal or recycling. It requires the ability to analyse practices in order to organise and implement activity.

Application of the Unit

This unit of competency supports individuals with responsibilities for implementing waste management activity in a processing plant. It includes contributing to the implementation of developed operational procedures, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Organise for plant operation.	1.1	***Job specification requirements or job sheet*** are reviewed with supervisor or ***client*** to identify ***plant*** operating requirements.
		1.2	***Potential hazards and risks*** to work are identified and handled according to job requirements, occupational health and safety (OHS) regulations, ***organisational requirements***, and ***relevant legislation and codes***.
		1.3	***Equipment***, ***materials*** and ***personnel requirements*** are identified to suit ***waste categories*** and organised for safe operating procedures.
		1.4	***Emergency and personal protective equipment*** (PPE) is selected and fitted according to work requirements, manufacturer specifications, organisational requirements and relevant legislation and codes.
2	Conduct pre-operational checks.	2.1	***Pre-start visual*** and ***basic maintenance checks*** are conducted according to manufacturer specifications, organisational requirements and relevant legislation and codes to confirm correct plant operation.
		2.2	Equipment systems are tested for correct functioning according to manufacturer specifications and organisational requirements.
		2.3	Equipment ***non-conformances*** are reported promptly to supervisor or team leader when detected.
		2.4	Equipment is cleaned to ensure safe and tidy operation according to organisational requirements and relevant legislation and codes.
		2.5	***Safety structures and controls*** are checked to ensure their operational capacity complies with organisational requirements and relevant legislation and codes.
3	Start plant.	3.1	Appropriate personnel are advised of impending plant operation to ensure safety and readiness for operation.

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		3.2	Plant is started according to manufacturer specifications and organisational requirements.
		3.3	Plant inputs are screened and non-conformances are identified and handled according to organisational requirements, manufacturer specifications and relevant legislation and codes.
		3.4	Communication with other personnel is maintained to ensure safe usage of equipment in a manner that complies with organisational requirements.
4	Operate and shut down plant.	4.1	Plant is operated efficiently and safely, using safety structures and controls according to organisational requirements, manufacturer specifications and relevant legislation and codes.
		4.2	Gauges and warning devices are monitored to ensure optimal plant operation, identify potential faults and hazards, and ensure continuous operation.
		4.3	Plant inputs, processing and outputs are monitored and adjustments made where necessary according to organisational specifications.
		4.4	Faults that create hazardous operations are identified and reported on, and operations are then suspended according to organisational requirements and manufacturer specifications.
		4.5	Plant is shut down according to manufacturer specifications and organisational requirements.
5	Carry out basic housekeeping.	5.1	Plant and associated equipment are cleaned to remove debris and contamination and ensure safe and efficient operation.
		5.2	***Housekeeping*** is conducted to ensure cleanliness of plant.
		5.3	***Record of plant operation*** is completed promptly and according to organisational requirements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to work in a team environment
- literacy skills to:
  - document and keep records
  - report waste processing activity
  - read and interpret:
    - job sheets
    - gauges and indicators
    - work requirements and material safety data sheets (MSDS)
- oral communication skills to:
  - ask questions
  - follow instructions
  - provide clear information
  - listen actively
- problem-solving skills to:
  - maintain plant and equipment
  - select plant and equipment
- waste processing technical skills to:
  - operate and clean plant and equipment
  - apply waste processing techniques
  - maintain plant components
  - apply plant shut-down, lock-out and isolation procedures
- technology skills to use computers
- problem-solving skills to:
  - identify hazards and risks
  - identify waste types, including regulated waste and waste non-conformance
  - segregate waste types, including potentially hazardous wastes
  - segregate valuable resources in waste
- self-management skills to:
  - apply signalling techniques
  - conduct work practices safely and efficiently
  - organise work methodically
  - handle chemicals and additives
  - handle waste non-conformances
  - use emergency and PPE
  - use hand and power tools

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Required knowledge

- identification of:
  - waste sorting techniques
  - waste contaminants
  - waste non-conformances
  - waste types, streams and characteristics
  - waste disposal and recovery routes
  - waste processing plant types
- OHS requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
- plant, equipment and materials to facilitate:
  - operation of waste processing plant and equipment
  - cleaning and maintenance of plant and equipment
  - plant shut-down, lock-out and isolation procedures
  - recycling
  - standard maintenance requirements
- potential hazards and risks relating to:
  - waste processing
  - operating plant and equipment
  - emergency response procedures
- service requirements for waste processing, including:
  - client requirements
  - duty of care
  - organisational requirements
  - reporting requirements
  - waste management options
  - waste management hierarchy
  - waste management processing techniques
  - waste management business methods and operations
  - waste site management plan

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment operating a waste processing plant.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify and organise plant, equipment, materials and personnel requirements • select emergency and PPE requirements • identify potential hazards and risks to plant operation • identify and handle equipment non-conformances • observe OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	The operation of a waste processing plant must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the operation of a waste processing plant. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of

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	the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN2002A Participate in workplace safety arrangements • CPPCMN3003A Contribute to workplace safety arrangements • CPPWMT2034A Maintain equipment and consumables storage area • CPPWMT3014A Manually sort waste • CPPWMT3038A Process waste • CPPWMT4037A Conduct minor maintenance and repairs on waste processing plant and equipment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Job specification requirements or job sheet typically include:	• emergency and PPE requirements • equipment requirements • personnel requirements • plant operation requirements • potential hazards and risks • reporting requirements • site requirements • waste types to be processed • work schedules.

Client may include:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies
	  • residents and ratepayers.

Plant may include:	• autoclaves • balers • bobcats • boilers • bunded areas • centrifuges

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	• chippers
	• combustion
	• compactors
	• composters
	• computer hardware and software
	• conveyors
	• crushers
	• dozers and associated earthmoving equipment
	• forklifts
	• hammer mills
	• incinerators
	• loaders:
	  • front-end
	  • rear-end
	  • tailgate
	• materials recovery facility
	• microwaves
	• pipes
	• processing plants, including size-reduction processing plant
	• tankers
	• safety structures and controls
	• separators
	• shredders
	• sorters
	• storage tanks
	• transfer station
	• treatment plants, including:
	  • biological treatment plant
	  • chemical treatment plant
	  • liquid waste treatment plant
	  • microwave treatment plant
	  • physical treatment plant
	• treatment tanks
	• trucks:
	  • articulated
	  • open-bodied
	  • rigid
	• tub grinders.

Potential hazards and risks are those identified by the organisation that	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public

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may lead to:	• injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

Relevant legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Equipment may include:	• barriers and warning signs • communications equipment

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	• compactors • conveyors • generators • hoses • lifting equipment • loadshifting equipment • PPE • pumps • recording equipment • sampling equipment • scales • skips • sorting tables • storage containers • tools • trailers • trolleys • vacuums • weighbridge • waste containers.
Materials may include**:**	• cleaning chemicals • cleaning rags • consumables • cover materials • fuels • lubricants • office requisites • oils • road maintenance materials • treatment and processing chemicals • water.
Personnel requirements may include:	• briefing • knowledge required • licences required • occupational support • skills required • training.
Waste categories may include:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.

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Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Pre-start visuals may include:	• blockages • checks to pinpoint any damage • component wear • leaks • obstructions • potential hazards to plant operation and personnel.
Basic maintenance checks may include checks on:	• fuel • hoses • lubrication • oil seals • tyres • water.
Non-conformances may include:	• conditions that are not acceptable by manufacturers' standards, regulatory bodies or organisational requirements • damaged equipment • equipment not operating in required condition.
Safety structures and controls may include:	• alarms • automatic plant shut-down buttons • barriers • cords and lanyards • earth leakage devices • guards

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	• isolation and lock-out or tag-out procedures.
Housekeeping may include:	• high-pressure water or air-hosing • shovelling • sweeping out • using decontamination products • vacuuming.
Record of plant operations may include record of:	• checks completed • defects identified • downtime • equipment non-conformances • faults and breakdowns • hours of operation • housekeeping undertaken • incidents • materials used • repairs and adjustments • replacement of parts • servicing faults • stoppages • type, volume or amount of waste processed • waste non-conformances.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3017A Store waste

Modification History

Revised unit

Unit updated and equivalent to PRMWM17B Store waste

Unit Descriptor

This unit of competency specifies the outcomes required to store all waste types prior to transport and further treatment or disposal. This includes the storage of regulated and unregulated, and solid and liquid waste. The unit also covers the long-term storage of wastes that are unable to be disposed of in any other way. It requires the ability to organise activity and apply safe work practices.

Application of the Unit

This unit of competency supports individuals with responsibilities for conducting waste management activities. It includes contributing to the implementation of developed operational procedures, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Organise for storage of waste.	1.1	***Waste storage requirements*** are identified according to ***waste type***, length of storage, ***organisational requirements*** and ***legislation and codes***.
		1.2	***Potential hazards and risks*** are identified and managed according to organisational requirements, job requirements and occupational health and safety (OHS) regulations, and supervisor or team leader is informed.
		1.3	Compatibilities are identified where regulated (or prescribed) waste is to be stored.
		1.4	Amount of waste to be stored is determined to ensure ***storage facilities*** are adequate to meet the volume of waste.
		1.5	***Storage equipment*** is selected according to waste storage requirements, organisational requirements and legislation and codes.
		1.6	Correct ***waste identification signage*** on storage facility is placed where waste is regulated, ensuring full visibility and according to organisational requirements and legislation and codes.
		1.7	Storage space is selected and pre-checked for functionality and cleanliness, and fitted with ***emergency and personal protective equipment*** (PPE) according to job requirements, manufacturer specifications, organisational requirements and legislation and codes.
2	Conduct storage activity.	2.1	Stored waste is identified and ***integrity of containment is checked***.
		2.2	***Waste non-conformances*** are identified and handled according to organisational requirements and legislation and codes.
		2.3	Waste is stored according to organisational requirements and legislation and codes.

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		2.4	Only compatible wastes are stowed in the storage facility where several regulated waste types are to be stored.
		2.5	Waste is stacked, placed or decanted in storage facility in a neat and orderly fashion to maximise use of storage space and ensure integrity of form.
3	Conduct housekeeping.	3.1	Stored waste is contained, secured and covered effectively to maintain waste quality and prevent ***contamination*** or spillage.
		3.2	***Details of waste stored*** are documented according to organisational requirements and legislation and codes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify hazards and risks
  - identify waste types and waste non-conformances
  - identify and segregate waste, including:
    - segregating valuable resources in composite materials
    - conducting storage operations
- interpersonal skills to work in a team environment
- literacy skills to:
  - label waste
  - report on waste segregation outcomes
  - read and interpret:
    - job sheets
    - work requirements and material safety data sheets (MSDS)
- oral communication skills to:
  - ask questions
  - listen actively
  - provide information
- self-management skills to:

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- apply signalling techniques
- conduct work practices safely and efficiently
- handle waste non-conformances
- organise work methodically
- use emergency and PPE

Required knowledge

- identification and handling knowledge of:
  - waste sorting techniques
  - waste contaminants
  - waste non-conformances
  - waste types, streams and characteristics
  - waste storage methods
- procedures for containing segregated waste types, including containment and isolation of hazardous waste
- OHS requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
- potential hazards and risks relating to:
  - waste storage
  - containment and segregation techniques
  - emergency response procedures
- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be stored
  - timeframe to recover resources
  - industry standards and legislation
  - environmental issues
- service requirements for storing waste, including:
  - client requirements
  - duty of care
  - organisational requirements
  - storage methods
  - signage requirements
  - regulated waste compatibilities
  - signalling techniques
  - reporting requirements
  - waste management options
  - waste management hierarchy
  - waste site management plan

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment where waste is stored.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • determine waste storage requirements • recognise waste compatibilities • effectively organise storage of waste • identify potential hazards and risks to storage • observe OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Storing waste must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the storage of waste. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to

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	other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN3001B Participate in environmentally sustainable work practices • CPPCMN3003A Contribute to workplace safety arrangements • CPPWMT3020A Place and compact waste • CPPWMT3025A Monitor contained waste.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste storage requirements may include:	• access to storage facility • amount of waste to be stored • environmental conditions that impact on requirements • equipment • length of storage • method of storage • PPE • security • signage • waste compatibilities.
Waste type may include:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.
Organisational requirements may include	• briefing papers • job sheets

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information found in:	• letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Potential hazards and risks are those identified by the organisation that may lead to**:**	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Potential hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Storage facilities may	• bunded areas • bunkers

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include:	• containers • pits • stockpiles • tanks • trucks • under awning • warehouses.
Storage facilities may be located at:	• materials recovery facility • treatment site • waste generator site.

Storage equipment may include:	• bailing materials
	• chains and dogs
	• compactors
	• cranes
	• earthmoving equipment
	• forklifts
	• generators
	• hoses
	• lifting equipment
	• load binder winches
	• loadshifting equipment
	• loaders
	• plastic sheeting
	• pumps
	• recording equipment
	• regulated waste identification signage
	• ropes
	• scales
	• scrapers
	• shovels
	• storage containers:
	  • crates
	  • bins
	  • drums
	  • freight containers
	  • garbage bags
	  • garbage bins, including mobile bins
	  • hoppers
	• tapes
	• tarpaulins
	• trolleys.

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Waste identification signage may include:	• classification of dangerous goods • emergency information panels • fire extinguisher indicator signs • hazardous classes • HAZCHEM codes • packaging group numbers.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • oil absorbent materials • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Integrity of containment checking may include checks for:	• contamination • drum expansion • gases • leaching • leaks • seals • spillage • unstable form.
Waste non-conformances may include:	• contamination • hazardous or dangerous waste • inadequately contained waste mixing • incompatible waste • inferior quality and unacceptable waste streams.
Contamination may include:	• exposure to sunlight • infestation

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	• mixing with other waste types • rot or mould • waterlogging.
Details of waste stored may include:	• amount or volume of waste • date stored • date to be dispatched • environmental protection authority documentation • material to be recycled • monitoring or maintenance requirements • safety measures undertaken • waste type.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3018A Dispatch processed waste

Modification History

Revised unit

Unit updated and equivalent to PRMWM18B Dispatch processed waste

Unit Descriptor

This unit of competency specifies the outcomes required to dispatch all types of waste to a waste treatment plant or waste disposal facility. It requires the ability to organise activity and apply safe work practices.

Application of the Unit

This unit of competency supports individuals with responsibilities for conducting waste dispatch activity. It includes contributing to the implementation of developed operational procedures, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Organise for waste dispatch.	1.1	***Waste dispatch requirements*** are identified according to ***waste type***, ***organisational requirements*** and ***legislation and codes***.
		1.2	Waste dispatch is scheduled and confirmed with waste contractor to ensure maximisation of load.
		1.3	Waste dispatch details are communicated and confirmed with waste disposal facility and regulatory bodies.
		1.4	Labour and ***equipment*** required for dispatch activity are identified and organised according to organisational requirements, manufacturer specifications, and legislation and codes.
		1.5	***Emergency and personal protective equipment*** is selected and fitted to comply with job requirements, manufacturer specifications, organisational requirements and legislation and codes.
		1.6	***Potential hazards and risks*** to work and ***emergency response action or procedures*** are identified and handled according to organisational requirements, occupational health and safety (OHS) regulations and other legislation.
2	Coordinate loading of waste.	2.1	Loading site is organised to ensure the safe and efficient loading of waste.
		2.2	Waste to be loaded is identified and specific loading requirements are addressed.
		2.3	Waste contractor is provided with signalling and instructions to ensure safe and efficient loading.
		2.4	Loading site is monitored to ensure compliance with loading instructions, containment of waste within designated loading area, and availability of space for loading.
		2.5	***Loading assistance*** is provided and ***storage facility*** determined according to organisational requirements.

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		2.6	Dispatched regulated (or prescribed) waste is measured and recorded according to organisational requirements and legislation and codes.
		2.7	***Regulated waste identification signage requirements*** are adhered to according to organisational requirements and legislation and codes.
		2.8	***Integrity of containment is checked*** to ensure that load is adequately covered according to organisational requirements and legislation and codes.
3	Clean up area and conduct housekeeping.	3.1	***Area and equipment are cleaned***, and area is cleared and checked for ***contamination*** to ensure safe and effective future operation according to organisational requirements.
		3.2	***Details of dispatch*** are documented promptly and according to organisational requirements and relevant legislation.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify hazards and risks
  - identify waste types and waste non-conformances
  - identify and segregate waste, including segregating valuable resources in composite materials
- interpersonal skills to work in a team environment
- oral communication skills to:
  - ask questions
  - listen actively
  - provide information
- problem-solving skills to:
  - maintain plant and equipment
  - select plant and equipment
- waste dispatching technical skills to:

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    - operate and undertake basic cleaning of plant and equipment
    - apply waste dispatch techniques
- technology skills to use computers
- reading skills to interpret:
    - job sheets
    - graduated devices
    - work requirements and material safety data sheets (MSDS)
- self-management skills to:
    - apply signalling techniques
    - conduct work practices safely and efficiently
    - handle waste non-conformances
    - organise work methodically
    - use emergency and PPE
- written communication skills for:
    - labelling
    - report writing

Required knowledge

- identification of:
    - waste sorting techniques
    - waste contaminants
    - waste non-conformances
    - waste types, streams and characteristics
    - waste storage methods
- procedures for containing segregated waste types, including containment and isolation of hazardous waste
- OHS requirements relating to:
    - dangerous goods and hazardous substances
    - OHS hierarchy of control
- plant, equipment and materials to facilitate:
    - operation of waste processing plant and equipment
    - basic cleaning and maintenance of plant and equipment
    - plant shut-down, lock-out and isolation procedures
    - recycling
- potential hazards and risks relating to:
    - dispatch of waste
    - containment and segregation techniques
    - emergency response procedures
    - loading requirements
- resource recovery options relating to:

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  - valuable resources within materials
  - potential resources to be dispatched
  - timeframe to recover resources
  - legislation
- service requirements for waste dispatch, including:
  - organisational requirements
  - client requirements
  - dispatch methods
  - organisational requirements
  - signage requirements
  - regulated waste compatibilities
  - types of loading equipment
  - signalling techniques
  - reporting requirements
  - waste management options
  - waste management hierarchy
  - waste site management plan
  - duty of care
  - industry standards

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • load and dispatch waste • identify potential hazards and risks to operation • liaise with waste disposal facility and relevant regulatory bodies • observe OHS requirements.
Context of and specific	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or

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resources for assessment	Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Dispatching processed waste must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the dispatch of waste. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPWMT3017A Store waste • CPPWMT3019A Prepare waste for re-use.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste dispatch	• access to storage facility and loading site

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requirements may include:	• emergency and PPE • environmental conditions • legislative requirements for loading and transport • loading equipment • security • signage • transportation requirements • waste compatibilities.
Waste type may include:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Equipment may include:	• baling materials • calculators • chains and dogs • communications equipment • compactors • cranes

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	• earthmoving equipment
	• forklifts
	• generators
	• hoses
	• lifting equipment
	• load binder winches
	• loadshifting equipment
	• loaders
	• PPE
	• plastic sheeting
	• pumps
	• recording equipment
	• regulated waste identification signage
	• ropes
	• sampling equipment
	• scales
	• scrapers
	• shovels
	• storage containers:
	  • crates
	  • bins
	  • drums
	  • freight containers
	  • garbage bags
	  • garbage bins, including mobile bins
	  • hoppers
	• tapes
	• tarpaulins
	• trolleys
	• vacuums
	• weighbridge.

Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment	• breathing apparatus • emergency procedure guides

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could also include:	• face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Potential hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Emergency response action or procedures may include:	• cleaning up • containing emergency • isolating or shutting down equipment or plant • evacuation • first aid • making site safe • notifying authorities • using PPE.
Loading assistance may include:	• cart lifter • forklift • high pressure vacuum loading.
Storage facility may include:	• bunded area • bunker

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	• container • pit • stockpile • tank • truck • under awning • warehouse.
Storage facility may be located at:	• materials recovery facility • treatment site • waste generator site.
Regulated waste identification signage requirements may include:	• classification of dangerous goods • emergency information panels • fire extinguisher indicator signs • hazardous classes • HAZCHEM codes • packaging group numbers.
Integrity of containment checking may include checks for:	• contamination • drum expansion • gases • leaching • leaks • seals • spillage • unstable form.
Cleaning of area and equipment may include:	• cleaning products and fluids • high pressure water or air-hosing • shovelling • sweeping out • using decontamination products • vacuuming.
Contamination may include:	• exposure to sunlight • infestation • mixing with other waste types • rot or mould • waterlogging.
Details of dispatch may include:	• amount or volume of waste • date dispatched • details of transport • environmental protection authority documentation • material to be recycled • monitoring or maintenance requirements

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	• safety measures undertaken • special loading assistance provided • storage space freed • waste type.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3019A Prepare waste for re-use

Modification History

Waste management

Unit Descriptor

This unit of competency specifies the outcomes required to prepare waste products able to be re-used. It requires the ability to identify re-usable waste products and to organise for this to occur, while applying safe work practices.

Application of the Unit

This unit of competency supports individuals with responsibilities for conducting waste management activity. It includes contributing to the implementation of developed operational procedures, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Identify waste for re-use.	1.1	***Waste products able to be re-used or recycled*** are determined according to ***client or organisational requirements*** and ***legislation and codes***.
		1.2	Waste products are identified and checked to ensure compliance with ***client's product quality requirements***.
		1.3	To ensure that product is disposed of promptly, ***client*** is notified of product availability.
2	Prepare product for re-use.	2.1	Product is set aside in a safe, secure and accessible location according to organisational requirements to await client inspection.
		2.2	***Storage*** is organised to ensure the maintenance of product quality and prevent ***contamination***.
		2.3	***Integrity of containment is checked*** on a regular basis.
		2.4	***Waste is prepared for re-use*** according to organisational requirements.
		2.5	Client is charged at agreed rate once product fee is determined.
3	Dispose of rejected product and conduct housekeeping.	3.1	Products not claimed within designated holding period are disposed of according to organisational requirements and legislation and codes.
		3.2	Product use activity is documented according to organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify hazards and risks

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    - identify waste types and waste non-conformances
    - identify and segregate waste, including:
        - segregating valuable resources in composite materials
        - storage operations
        - stacking waste and reusable products
- interpersonal skills to work in a team environment
- literacy skills to:
    - label waste
    - report on waste segregation outcomes
    - read and interpret:
        - job sheets
        - work requirements and material safety data sheets (MSDS)
- oral communication skills to:
    - ask questions
    - listen actively
    - provide information
- self-management skills to:
    - apply signalling techniques
    - conduct work practices safely and efficiently
    - handle waste non-conformances
    - organise work methodically
    - use emergency and personal protective equipment (PPE)

Required knowledge

- identification of:
    - waste sorting techniques
    - waste contaminants
    - causes of product contamination
    - waste non-conformances
    - waste types, streams and characteristics
    - waste storage methods
- procedures for containing segregated waste types, including containment and isolation of hazardous waste
- occupational health and safety (OHS) requirements relating to:
    - dangerous goods and hazardous substances
    - OHS hierarchy of control
- potential hazards and risks relating to:
    - waste storage
    - containment and segregation techniques
    - emergency response procedures

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- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be re-used
  - timeframe to recover resources
  - industry standards and legislation
- service requirements for re-using waste, including:
  - client requirements
  - duty of care
  - organisational requirements
  - storage methods
  - signage requirements
  - regulated waste compatibilities
  - signalling techniques
  - reporting requirements
  - waste management options
  - waste management hierarchy
  - waste site management plan

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify waste capable of re-use • organise and conduct required disposal of rejected product • observe OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications

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	• forms and procedures manuals.
Method of assessment	Preparing waste for re-use must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the preparation of waste for re-use. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPWMT3018A Dispatch processed waste.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste products able to be re-used or recycled may include**:**	• products that may be reconditioned and adapted to a new use or function • re-useable useful substances found in waste • useful materials from garbage or waste • waste products that can be reprocessed.

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Client or organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Client's product quality requirements may include:	• cleanliness • completeness • unbroken • not contaminated • operational • sound condition.

Client may include:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies
	  • residents and ratepayers.

Storage may include:	• bunded areas • bunkers • containers • pits • stockpiles • tanks

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	• trucks • under awning • warehouses.
Contamination may include:	• exposure to sunlight • infestation • mixing with other waste types • rot or mould • waterlogging.
Integrity of containment checking may include checks for:	• contamination • drum expansion • gases • leaching • leaks • seals • spillage • unstable form.
Preparation of waste for re-use may occur at:	• composting facility • landfill site • materials recovery facility • transfer station • treatment site • waste generator site.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3020A Place and compact waste

Modification History

Revised unit

Unit updated and equivalent to PRMWM20B Place and compact waste

Unit Descriptor

This unit of competency specifies the outcomes required to place and compact waste to form a batter at a landfill site. It includes the operation of mobile plant. It requires the ability to organise the activity and apply safe work practices.

Application of the Unit

This unit of competency supports individuals with responsibilities for placing and compacting waste. It includes contributing to the implementation of developed operational procedures, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Organise for placement and compaction activities.	1.1	***Job sheet*** and schedule are reviewed to identify job requirements.
		1.2	Types of ***plant*** and ***associated equipment*** are selected, according to job requirement, to maximise efficiency and effectiveness of ***waste placement*** and ***compaction***.
		1.3	Other tools and materials required to meet work requirements are identified and obtained.
		1.4	***Emergency and personal protective equipment*** (PPE) is selected and fitted according to job requirements, ***manufacturer specifications***, ***organisational requirements*** and ***legislation and codes***.
		1.5	Operator requirements are checked to ensure compliance with organisational requirements, and legislation and licences.
		1.6	***Landfill cell is assessed*** to determine waste placement requirements and cell capacity.
		1.7	***Potential hazards and risks*** of job requirements are identified and managed according to organisational requirements, and occupational health and safety (OHS) regulations and other legislation and codes.
		1.8	Safety barriers and signage at work sites are erected to ensure ***safe operating procedures*** according to organisational requirements and legislation and codes.
2	Perform routine checks on plant.	2.1	Visual check of plant to pinpoint damage, leaks, obstruction, component wear or potential hazards is conducted.
		2.2	Plant systems are tested according to manufacturer specifications and organisational requirements.
		2.3	***Service checks*** are conducted to ensure water, oil, fuel, air pressure and greasing are maintained at designated levels according to manufacturer specifications and organisational requirements.

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		2.4	Emergency and personal protective equipment is checked to ensure correct operation.
		2.5	Associated equipment is checked and tested to ensure it is operating effectively according to manufacturer specifications.
3	Start and operate plant.	3.1	Plant is started and operated according to manufacturer specifications and organisational requirements.
		3.2	Plant is operated and driven in a safe and efficient manner according to organisational requirements, road and traffic regulations, and legislation and codes.
		3.3	Surrounding environment is continuously observed to identify and avoid or minimise potential hazards.
		3.4	Plant operation and gauges are monitored to determine operational functioning.
		3.5	Clear communication is maintained with relevant personnel.
4	Conduct waste placement and compaction operation.	4.1	***Waste type*** to be placed is selected according to stage of batter development, personnel and public safety, organisational requirements and legislation and codes.
		4.2	Waste is placed and compacted safely and efficiently in designated area using approved placement and compaction methods.
		4.3	Moving and compaction techniques are used to aid the formation of waste battering angle and tight compaction of waste.
		4.4	Visual checks are maintained to identify potential hazards during placement and compaction.
		4.5	Moving and compaction techniques are used to minimise excessive dust or contamination to surrounding environment.
		4.6	Smaller waste is placed on top of larger waste objects on the batter to ensure even placement and to avoid large waste objects protruding from the batter.

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		4.7	Placed waste is traversed to ensure a smooth, tight, compacted surface.
5	Shut down and secure plant, and conduct housekeeping.	5.1	Shut-down procedures are conducted according to manufacturer specifications and organisational requirements.
		5.2	Plant is parked or stored in a safe location to avoid damage to plant, obstruction of surrounding site activity, or unauthorised use.
		5.3	Housekeeping is carried out to ensure ***cleanliness of plant and associated equipment***.
		5.4	Service checks are conducted to ensure water, oil, fuel, air pressure and greasing are maintained at designated levels according to manufacturer specifications.
		5.5	Plant or equipment faults or defects are reported to relevant personnel.
		5.6	***Record*** of placement and compaction activities is completed promptly and according to organisational requirements and legislation and codes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify hazards and risks
  - identify waste types and waste non-conformances
  - identify and segregate waste, including:
    - moving, placing and compacting waste in a landfill cell to create a batter
    - segregating valuable resources in composite materials
    - storage operations
- interpersonal skills to work in a team environment
- literacy skills to:
  - document and report on waste compaction outcomes

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    - write labels
    - read and interpret:
        - job sheets
        - graduated devices
        - work requirements and material safety data sheets (MSDS)
- oral communication skills to:
    - ask questions
    - listen actively
    - provide information
- technical skills to facilitate:
    - basic cleaning and maintenance of plant and equipment
    - plant and equipment operation used for compaction
    - selection of plant and equipment
    - plant shut-down, lock-out and isolation procedures
- self-management skills to:
    - apply signalling techniques
    - conduct work practices safely and efficiently
    - handle waste non-conformances
    - organise work methodically
    - use emergency and PPE
    - work in confined spaces

Required knowledge

- identification of:
    - waste contaminants
    - waste non-conformances
    - waste types, streams and characteristics
    - waste batter requirements
    - waste placement and compaction techniques
- potential hazards and risks relating to:
    - waste placement and compaction
    - emergency response procedures
- procedures for containing segregated waste types, including containment and isolation of hazardous waste
- OHS requirements relating to:
    - dangerous goods and hazardous substances
    - OHS hierarchy of control
- plant, equipment and materials to facilitate:
    - operation of waste compaction plant and equipment
    - cleaning and maintenance of plant and equipment

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  - plant shut-down, lock-out and isolation procedures
  - standard maintenance requirements
- waste management provision, including:
  - client requirements
  - duty of care
  - organisational requirements
  - signage requirements
  - regulated waste compatibilities
  - reporting requirements
  - waste management options
  - waste management hierarchy
  - waste site management plan

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment that enables the placement and compaction of waste.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • determine waste placement and compaction requirements • conduct visual check of plant • conduct service checks • identify potential hazards and risks to waste placement and compaction • observe OHS requirements.
Context of and specific	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or

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resources for assessment	Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Placing and compacting waste must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the placement and compaction of waste. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN3001B Participate in environmentally sustainable work practices • CPPCMN3003A Contribute to workplace safety arrangements • CPPWMT3021A Cover waste.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of

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the item, and local industry and regional contexts) may also be included.

Job sheet may include:	• materials for covering activities
	• details of special burials, including:
	  • classification of waste
	  • characteristics of waste
	  • waste type
	• emergency and PPE requirements
	• equipment requirements
	• landfill development sequence
	• personnel requirements
	• plant operation requirements
	• potential hazards and risks
	• reporting requirements
	• site requirements
	• vehicle and associated equipment requirements
	• waste types to be processed
	• work schedules.

Plant may include:	• autoclaves • balers • boilers • bunded areas • centrifuges • chippers • computer hardware and software • crushers • hammer mills • incinerators • microwaves • pipes • safety structures and controls • separators • shredders • sorters • storage tanks • treatment tanks • tub grinders.
Associated equipment may include:	• barriers and warning signs • communications equipment • compactors • conveyors • dozers

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	• earthmoving equipment
	• forklifts
	• generators
	• hoses
	• lifting equipment
	• loadshifting equipment
	• PPE
	• pumps
	• recording equipment
	• sampling equipment
	• scales
	• skip
	• sorting tables
	• storage containers
	• tools
	• trailers
	• trolleys
	• trucks:
	  • articulated
	  • rigid
	• rollers
	• vacuums
	• weighbridge
	• waste containers.

Waste placement may include:	• bulldozing • dumping • pushing.
Compaction may include:	• regular traversing of cell • use of roller.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats

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	• hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Manufacturer specifications are found in:	• databases • equipment specifications • MSDS • operator manuals • printed instruction leaflets • warranty documents.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Landfill cell assessment may include:	• accessibility due to weather or ground conditions • cover material requirements for batter and stage of landfill development.
Potential hazards and risks are those identified by the organisation that	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public

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may lead to:	• injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Safe operating procedures may include:	• awareness of contamination sources • awareness of fire hazards • confined spaces procedures • compliance with handling, transport and storage requirements of dangerous goods and hazardous substances • emergency procedures, including emergency shut-down procedures • first aid • following MSDS • recognising hazards • observing right of way in incline and decline • observing speed limits • operating equipment, plant and machinery according to manufacturer specifications • safe handling of waste • wearing seatbelts • working safely around other personnel • working safely around tools, plant and equipment.
Safe operating procedures must result in:	• containment of waste • operational equipment • clean and undamaged emergency and PPE.
Service checks may include:	• air conditioner • air pressure • fuel • horn

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	• lights • lubrication • oil • tyre pressure • water.
Waste type may include:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.
Cleanliness of plant and associated equipment may include:	• cleaning products and fluids • high pressure water or air-hosing • shovelling • sweeping out • using decontamination products • vacuuming.
Record may include:	• checks completed • defects identified • faults serviced • housekeeping undertaken • materials used • parts replaced • repairs and adjustments made.

Unit Sector(s)

This unit of competency supports individuals with responsibilities for placing and compacting waste. It includes contributing to the implementation of developed operational procedures, as well as recognising the need for expert advice.

Custom Content Section

Not applicable.

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CPPWMT3021A Cover waste

Modification History

Revised unit

Unit updated and equivalent to PRMWM21B Cover waste

Unit Descriptor

This unit of competency specifies the outcomes required to cover a waste batter at a landfill site. It includes the operation of mobile plant and requires the ability to organise activity and apply safe work practices.

Application of the Unit

This unit of competency supports individuals with responsibilities for covering waste. It includes contributing to the implementation of developed operational procedures, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Organise for covering activities.	1.1	***Job sheet*** is reviewed to identify job requirements.
		1.2	***Plant*** and associated ***equipment*** are selected for job in order to maximise efficiency and effectiveness of waste covering.
		1.3	Other tools and materials required to meet work requirements are identified and obtained.
		1.4	Suitable cover material is organised to ensure adequate stockpile is available on site for waste covering activities.
		1.5	***Emergency and personal protective equipment*** (PPE) is selected and fitted according to job requirements, ***organisational requirements*** and ***legislation and codes***.
		1.6	Processes and operator licence are checked to ensure operator is qualified to conduct operations, according to organisational requirements and legislation.
		1.7	***Landfill cell is assessed*** to determine waste cover requirements.
		1.8	***Potential hazards and risks*** of job requirements are identified and managed according to organisational requirements, and occupational health and safety (OHS) regulations and other legislation and codes.
		1.9	Safety barriers and signage are erected at work sites, according to organisational requirements and legislation, to ensure safety of surrounding personnel and the public.
2	Perform routine checks on plant.	2.1	Visual check of plant is conducted to pinpoint damage, leaks, obstructions, component wear or potential hazards.
		2.2	Plant systems are tested according to manufacturer specifications and organisational requirements.
		2.3	***Service checks*** are conducted to ensure water, oil, fuel, air pressure and greasing are maintained at designated levels according to manufacturer specifications.

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		2.4	Emergency and personal protective equipment is checked to ensure correct operation.
		2.5	Associated equipment is checked to ensure its operational capacity complies with manufacturer specifications.
3	Start and operate plant.	3.1	Plant is started and operated according to manufacturer specifications and organisational requirements.
		3.2	Plant is operated or driven in a safe and efficient manner according to organisational requirements, road and traffic regulations and legislation.
		3.3	Surrounding environment is continuously observed to identify and avoid or minimise potential hazards.
		3.4	Plant operations and gauges are routinely monitored to determine operational functioning.
		3.5	Clear communications are maintained with relevant personnel.
4	Conduct waste cover operation.	4.1	***Waste*** is covered safely and efficiently in designated area using approved ***waste covering method*** on completion of placement and compacting operations at end of each day.
		4.2	Even and smooth cover is placed over waste batter according to ***cover type***, organisational requirements and legislation and codes.
		4.3	Waste covering method is checked to ensure cover erosion is minimised.
		4.4	Waste cover is checked to ensure it conforms to required depth and thickness, according to organisational requirements and legislation and codes.
		4.5	Synthetic cover (when required) is handled and placed according to manufacturer specifications, organisational requirements and legislation.
		4.6	Cover is traversed repeatedly to ensure a smooth, tight, compacted surface.

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5	Shut down and secure plant.	5.1	Shut-down procedures are completed according to manufacturer specifications and organisational requirements.
		5.2	Plant is parked or stored in a safe location to avoid damage to plant, obstruction of surrounding site activity, or unauthorised use.
		5.3	Housekeeping and ***cleaning*** are carried out to ensure cleanliness of plant and associated equipment.
		5.4	Service checks are conducted to ensure water, oil, fuel, air pressure and greasing are maintained at designated levels according to manufacturer specifications.
		5.5	Plant or equipment faults or defects are reported to relevant personnel.
		5.6	***Record*** of covering activities is completed promptly and according to organisational requirements and legislation and codes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify hazards and risks
  - identify waste types and waste non-conformances
- analytical skills to identify and segregate waste, including:
  - moving, placing and compacting waste in a landfill cell to create a batter
  - segregating valuable resources in composite materials
  - storage operations
- interpersonal skills to work in a team environment
- literacy skills to:
  - document and report on waste compaction outcomes
  - read and interpret:
    - job sheets
    - graduated devices

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    - work requirements and material safety data sheets (MSDS)
- oral communication skills to:
    - ask questions
    - listen actively
    - provide information
- technical skills to facilitate:
    - selection of plant and equipment
    - basic plant cleaning
- self-management skills to:
    - conduct work practices safely and efficiently
    - handle waste non-conformances
    - organise work methodically
    - use emergency and PPE
    - work in confined spaces

Required knowledge

- environmental management relating to:
    - techniques to minimise erosion
    - waste types, streams and characteristics
    - waste covering requirements and considerations
    - industry standards and legislation
- identification of:
    - waste contaminants
    - waste non-conformances
    - types of waste cover materials, their uses and benefits
- procedures for containing segregated waste types, including containment and isolation of hazardous waste
- OHS requirements relating to:
    - dangerous goods and hazardous substances
    - OHS hierarchy of control
- plant, equipment and materials to facilitate:
    - operation of waste compaction plant and equipment
    - cleaning and maintenance of plant and equipment
    - plant shut-down, lock-out and isolation procedures
- potential hazards and risks relating to:
    - waste cover types
    - emergency response procedures
- service requirements for covering waste, including:
    - client requirements
    - duty of care

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- organisational requirements
- reporting requirements
- waste management options
- waste management hierarchy
- waste site management plan

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • determine waste cover requirements • organise stockpile of waste cover material • identify potential hazards and risks to waste covering • observe OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Covering waste must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the covering of waste. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently

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	identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN3001B Participate in environmentally sustainable work practices • CPPCMN3003A Contribute to workplace safety arrangements • CPPWMT3020A Place and compact waste.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Job sheet* may include:**	• materials for covering activities
	• details of special burials, including:
	  • classification of waste
	  • characteristics of waste
	  • waste type
	• emergency and PPE requirements
	• equipment requirements
	• landfill development sequence
	• personnel requirements
	• plant operation requirements
	• potential hazards and risks
	• reporting requirements
	• site requirements

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	• vehicle and associated equipment requirements • waste types to be processed • work schedules.
***Plant* may include:**	• autoclave • balers • boilers • bunded areas • centrifuge • chippers • computer hardware and software • crushers • hammer mills • incinerators • microwave • pipes • safety structures and controls • separators • shredders • sorters • storage tanks • treatment tanks • tub grinders.
***Equipment* may include:**	• barriers and warning signs • communications equipment • compactors • conveyors • dozers • earthmoving equipment • forklifts • generators • hoses • lifting equipment • loadshifting equipment • PPE • pumps • recording equipment • sampling equipment • scales • skips • sorting tables • storage containers • tools

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	• trailers
	• trolleys
	• trucks:
	  • articulated
	  • rigid
	• rollers
	• vacuums
	• weighbridge
	• waste containers.

***Emergency and personal protective equipment* must include:**	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
***Emergency and personal protective equipment* could also include:**	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
***Personal protective equipment* must be:**	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
***Organisational requirements* may include information found in:**	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

***Legislation and codes* may include:**	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry

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	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

***Landfill cell assessment* may include:**	• accessibility due to weather or ground conditions • cover material requirements for batter and stage of landfill development.
***Potential hazards and risks* are those identified by the organisation that may lead to:**	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
***Service checks* may include:**	• air conditioner • air pressure • fuel • horn • lights • lubrication • oil • tyre pressure • water.

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***Waste* may include:**	• chemical waste • construction and demolition • green waste • hazardous waste • municipal waste • prescribed waste • putrescibles • regulated waste • solid inert.
***Waste covering method* may vary as** during wet weather conditions covering may not be possible. It may **include:**	• bulldozing • dumping • pushing • regular traversing of cell • using roller.
***Cover type* may include:**	• daily • intermediate • final.
***Cleaning* may include:**	• shovelling • sweeping • using cleaning products • using decontamination products • vacuuming • water-hosing.
***Record* may include:**	• checks completed • defects identified • faults serviced • housekeeping undertaken • materials used • parts replaced • repairs and adjustments made.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3023A Maintain waste disposal sites

Modification History

Revised unit

Unit updated and equivalent to PRMWM23B Maintain disposal site

Slight change of title to clarify industry context

Unit Descriptor

This unit of competency specifies the outcomes required to maintain a waste disposal site. This includes maintaining access roads, landfill cells and surrounding areas. It requires the ability to organise activity and apply safe work practices.

Application of the Unit

This unit of competency supports individuals with responsibilities for conducting waste management activity. It includes contributing to the implementation of developed operational procedures, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Organise for maintenance.	1.1	Maintenance work to be undertaken on ***waste site*** is identified from physical observation of site environment, maintenance schedule and job requirements.
		1.2	***Plant*** and ***equipment***, tools and ***landscape materials*** required for work are identified, obtained and checked to ensure safe and efficient operation.
		1.3	***Emergency and personal protective equipment*** (PPE) is selected and fitted according to job requirements, manufacturer specifications, ***organisational requirements*** and ***legislation and codes***.
		1.4	***Potential hazards and risks*** are identified and managed according to organisational requirements, and occupational health and safety (OHS) regulations and other legislation and codes.
2	Maintain access roads.	2.1	Condition of roads is maintained to ensure public and personnel safety and to maximise the efficiency of site operations.
		2.2	***Repairs to normal wear and damage to road*** are planned and carried out to minimise disruption to site operations.
		2.3	Effective drainage is maintained to maximise the removal of excess water.
		2.4	Water is spread to maintain a uniform wet surface to suppress dust.
3	Maintain landfill cells.	3.1	Ditches, bunds and slopes are created according to organisational requirements and legislation and codes to prevent overland flow from entering exposed working face of cell.
		3.2	Minimum coverage on landfill cell and batter covers is maintained according to organisational requirements and

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			legislation and codes.
		3.3	Eroded cover is replaced and ***preventative action is taken to avoid further erosion***.
		3.4	Cover is kept smooth and rounded to prevent pitting of surfaces and flooding.
		3.5	Vermin infestations are detected and ***pest management response*** is undertaken according to organisational requirements, legislation and codes and safe operating procedures.
		3.6	Vegetation on landfill site is trimmed, mowed, cleared or replaced as appropriate and according to organisational requirements.
		3.7	Required organisational security procedures are followed to prevent unauthorised scavenging.
4	Maintain surroundings.	4.1	***Drains*** are cleared regularly to prevent build-up of silt or blockages.
		4.2	Fences, gates and barriers are cleared regularly to remove litter and debris and to maintain a safe and clean environment.
		4.3	Fences, gates and barriers are repaired as required to ensure integrity of form and prevent unauthorised entry to waste site or site areas.
		4.4	Signs of litter and debris are cleared and cleaned to ensure full and clear visibility of all signage.
5	Record maintenance activities.	5.1	Maintenance activities are recorded promptly and according to organisational requirements, manufacturer specifications and legislation and codes.
		5.2	Required organisational arrangements are made for faulty equipment to be repaired.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify hazards and risks
  - identify waste types and waste non-conformances
  - to identify and segregate waste, including:
    - identifying opportunities for resource recovery
    - maintaining landfill cell covers
- basic gardening, including:
  - clearing
  - lawn mowing
  - pruning
- interpersonal skills to:
  - work in a team environment
  - lead teams
- literacy skills to:
  - label waste
  - write reports
  - read and interpret:
    - job sheets
    - graduated devices
    - work requirements and material safety data sheets (MSDS)
- oral communication skills to:
  - ask questions
  - listen actively
  - provide information
  - give directions
- problem-solving skills to select plant and equipment
- technical skills to:
  - operate and maintain disposal site plant and equipment
  - undertake basic cleaning of plant and equipment
- technology skills to use computers
- self-management skills to:
  - apply signalling techniques
  - conduct work practices safely and efficiently
  - handle waste non-conformances
  - organise work methodically

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- use emergency and PPE

Required knowledge

- environmental management relating to:
  - techniques to minimise erosion
  - waste types, streams and characteristics
  - waste covering requirements and considerations
  - industry standards and legislation
- functions of plant, equipment and materials to facilitate:
  - operation of plant and equipment
  - cleaning and maintenance of plant and equipment
  - plant shut-down, lock-out and isolation procedures
- identification of:
  - waste contaminants
  - waste non-conformances
  - types of waste cover materials, their uses and benefits
  - waste storage requirements
  - drainage clearing techniques
  - sample tests
  - landfill cover requirements and considerations
  - basic road maintenance requirements
- identification of segregated waste types, including containment and isolation of hazardous waste
- OHS requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
- potential hazards and risks relating to:
  - disposal sites
  - emergency response procedures
- service requirements for disposing of waste, including:
  - client requirements
  - duty of care
  - organisational requirements
  - reporting requirements
  - waste management options
  - waste management hierarchy

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment displaying the maintenance requirements of a waste disposal site.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • select emergency and PPE • identify potential hazards and risks to maintenance activities • respond effectively to pest management • observe OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Maintaining a disposal site must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the maintenance of a disposal site. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to

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assessment	modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN3001B Participate in environmentally sustainable work practices • CPPCMN3003A Contribute to workplace safety arrangements • CPPWMT3021A Cover waste.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste site may include:	• landfill • materials recovery facility • processing plant • transfer station • treatment plant • waste generator site.
Plant may include:	• autoclaves • balers • boilers • bunded areas • centrifuge • chippers • computer hardware and software • crushers • hammer mills • incinerators • microwaves • pipes • safety structures and controls • separators

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	• shredders • sorters • storage tanks • treatment tanks • tub grinders.
Equipment may include:	• barriers and warning signs • communications equipment • compactors • conveyors • dozers • generators • graders • hoses • lawnmowers • lifting equipment • loaders • loadshifting equipment • PPE • pumps • recording equipment • sampling equipment • scales • signage • skips • sorting tables • storage containers • tools • trailers • trolleys • trucks • vacuums • waste containers • weighbridge • whipper snippers.
Landscape materials may include:	• cell cover materials • fertilisers • pesticides • plants • plant protection covers • road repairing materials.
Emergency and personal	• communications equipment

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protective equipment must include:	• eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • policy and procedures documents • quality assurance documents • site development plans • tender and contract documents • training materials • verbal or written instructions • work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS

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	• trade practices • road laws.
Potential hazards and risks are those identified by the organisation that may lead to**:**	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Potential hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.

Repairs to normal wear and damage to road may include:	• compacting
	• repairing potholes
	• resurfacing:
	  • dirt
	  • gravel.

Preventative action to avoid further erosion may include:	• drainage systems to prevent water erosion • ground covers • planting grasses • planting shrubs • tight compaction of cover • using wind breaks • watering (in line with water restrictions) to prevent wind erosion.
Pest management response may include:	• biological controls • cultural controls • environmental controls • management controls.
Drains may include:	• grease traps • groundwater cut-off drains • leachate collection system drains • silt traps.

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Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3025A Monitor contained waste

Modification History

Revised unit

Unit updated and equivalent to PRMWM25B Monitor contained waste

Unit Descriptor

This unit of competency specifies the outcomes required to monitor waste containment and storage. Waste types will generally be regulated (prescribed) solid and liquid wastes. The unit requires the ability to monitor activity according to schedule and apply safe work practices.

Application of the Unit

This unit of competency supports individuals with responsibilities for conducting waste management activity. It includes contributing to the implementation of developed operational procedures, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Organise for monitoring of contained waste.	1.1	***Contained waste monitoring requirements*** are identified according to ***waste type***, length of storage, ***organisational requirements***, ***manufacturer specifications*** and ***legislation and codes***.
		1.2	***Monitoring equipment*** is selected, according to organisational and contained waste monitoring requirements.
		1.3	***Potential hazards and risks*** of job requirements are identified according to organisational requirements, and occupational health and safety (OHS) regulations and other legislation and codes.
		1.4	***Emergency and personal protective equipment*** (PPE) is selected and fitted according to job and organisational requirements, and manufacturer specifications.
2	Check waste containment.	2.1	***Integrity of waste containment*** is checked to ensure no leakage of waste.
		2.2	Stocktake of waste is conducted to confirm recorded stock levels.
		2.3	***Testing*** of waste containment is organised according to manufacturer specifications, organisational requirements and legislation.
3	Check storage facility and report monitoring activities.	3.1	***Storage facility*** is checked to ensure no ***contamination*** in the area according to organisational requirements and legislation and codes.
		3.2	Storage facility is secured according to organisational requirements and legislation and codes to prevent unauthorised access.
		3.3	Testing of waste storage facility is organised according to organisational requirements.
		3.4	***Report*** of contained waste monitoring is completed

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promptly and according to organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify hazards and risks
  - identify waste types and waste non-conformances
  - segregate valuable resources in composite materials
- literacy skills to:
  - label waste
  - report on monitoring of contained waste
  - read and interpret:
    - job sheets
    - graduated devices
    - work requirements and material safety data sheets (MSDS)
- material handling skills to contain waste, including:
  - moving, placing and compacting waste in a landfill cell to create a batter
  - conducting storage operations
- oral communication skills to:
  - ask questions
  - listen actively
  - provide information
- self-management skills to:
  - conduct work practices safely and efficiently
  - handle waste non-conformances
  - organise work methodically
  - monitor waste processes
  - use emergency and PPE
  - work in confined spaces

Required knowledge

- procedures for containing segregated waste types, including containment and isolation of hazardous waste
- environmental management plan, including:
  - legislation and regulations

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    - industry standards
- identification of:
    - waste contaminants
    - waste non-conformances
    - waste types, streams and characteristics
    - waste batter requirements
    - waste containment methods
    - long-term storage requirements
- OHS requirements relating to:
    - dangerous goods and hazardous substances
    - OHS hierarchy of control
- potential hazards and risks relating to:
    - waste placement and compaction
    - indicators of leakage and contamination
    - containment and segregation techniques
    - emergency response procedures
- resource recovery options relating to:
    - valuable resources within materials
    - potential resources to be re-used
    - timeframe to recover resources
    - drainage clearing techniques
    - techniques to minimise erosion
    - industry standards
- service requirements for monitoring contained waste, including:
    - client requirements
    - duty of care
    - organisational requirements
    - signage requirements
    - regulated waste compatibilities
    - monitoring methods and tests
    - reporting requirements
    - waste management options
    - security requirements for waste storage facility
    - waste management hierarchy
    - waste site management plan

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • determine contained waste monitoring requirements • determine monitoring equipment requirements • identify potential hazards and risks to waste containment • organise stockpile of waste cover material • observe OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Monitoring contained waste must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the monitoring of contained waste. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to

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assessment	modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN3001B Participate in environmentally sustainable work practices • CPPCMN3003A Contribute to workplace safety arrangements • CPPWMT3020A Place and compact waste.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Contained waste monitoring requirements may include:	• checks for integrity of containment • compliance with legislative requirements • sampling • security of storage facility and testing.
Waste types may include:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.
Organisation may include:	• all forms of business enterprises • local government and councils.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

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Manufacturer specifications are found in:	• equipment specifications • instruction leaflets • operator manuals.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Monitoring equipment may include:	• sampling equipment • testing equipment.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Emergency and personal protective equipment	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit

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must include:	• fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Integrity of waste containment should include checks for:	• contamination • drum expansion • gases • leaching • leaks • seals • spillage • unstable form.
Testing may include visual checks on:	• contamination • gases • humidity • leaks • litter • pressure • temperature.

Storage facility may include:	• may include:
	  • bunded area
	  • bunkers
	  • containers
	  • pits
	  • stockpiles
	  • tanks
	  • trucks
	  • under awning
	  • warehouse

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	• may be located at:
	  • materials recovery facility
	  • treatment site
	  • waste generator site.

Contamination may include:	• exposure to sunlight • infestation • mixing with other waste types • rot or mould • waterlogging.
Report may include:	• checks completed • defects identified • faults serviced • housekeeping undertaken • materials used • parts replaced • repairs and adjustments made.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3038A Process waste

Modification History

Revised unit

Unit updated and equivalent to PRMWM38B Process waste

Unit Descriptor

This unit of competency specifies the outcomes required to process or treat waste. It requires the ability to analyse practices in order to organise and implement activity.

Application of the Unit

This unit of competency supports individuals with responsibilities for developing waste management strategies. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Organise for processing.	1.1	***Job sheet*** is reviewed to identify ***waste recovery requirements*** and ***waste processing site***.
		1.2	***Plant***, ***equipment***, ***material*** and ***personnel requirements*** for safe, efficient waste processing are identified and organised.
		1.3	***Emergency and personal protective equipment*** (PPE) is selected and fitted according to work requirements, ***manufacturer specifications***, ***organisational requirements*** and ***legislation and codes***.
		1.4	***Potential hazards and risks*** of job requirements are identified and managed according to organisational requirements, and occupational health and safety (OHS) regulations and other legislation and codes.
2	Conduct waste processing operation.	2.1	***Waste types*** are identified for processing and absence of ***non-conforming waste streams*** is confirmed.
		2.2	Processing method is checked according to manufacturer specifications and organisational requirements to ensure that it is appropriate for waste type.
		2.3	Processing plant, equipment and materials are operated according to manufacturer specifications, organisational requirements, and OHS regulations and other legislation and codes.
		2.4	Adjustment is made to processing technique or operation to ensure efficient and effective processing operation.
3	Monitor processing.	3.1	Visual observation of processing is maintained to ensure safe operating procedures are adhered to for optimal processing.
		3.2	Checks and tests are conducted on waste during processing to determine stage of completion and processing requirements.

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		3.3	Flow of waste inputs and processed outputs are monitored to ensure smooth, constant flow and efficient and effective operation.
4	Conduct quality control inspection.	4.1	Processed waste is inspected to ensure compliance with processing requirements.
		4.2	Report on ***details of quality control inspection*** is completed promptly and according to job and organisational requirements.
5	Clean up area and conduct housekeeping.	5.1	***Cleaning*** is conducted on processed site according to organisational requirements to ensure safe and effective future operation.
		5.2	***Record of waste processing activity*** is completed according to organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to work in a team environment
- literacy skills to:
  - report on waste processing activity
  - document and keep records
  - read and interpret:
    - job sheets
    - gauges and indicators
    - work requirements and material safety data sheets (MSDS)
- numeracy skills to measure doses of chemicals and additives
- oral communication skills to:
  - ask questions
  - follow instructions
  - provide and share clear information
  - listen actively

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- technical skills to:
  - operate plant and equipment
  - clean plant and equipment
  - select plant and equipment
  - apply waste processing techniques
  - segregate valuable resources in waste
  - maintain plant components
- technology skills to use computers
- problem-solving skills to:
  - identify hazards and risks
  - identify waste types, including regulated waste and waste non-conformances
  - segregate waste types, including potentially hazardous wastes
- self-management skills to:
  - apply signalling techniques
  - conduct work practices safely and efficiently
  - organise work methodically
  - handle chemicals and additives
  - handle waste non-conformances
  - use emergency and PPE
  - use hand and power tools

Required knowledge

- environmental management relating to:
  - techniques to minimise erosion
  - waste types, streams and characteristics
  - waste covering requirements and considerations
  - resource recovery options
  - industry standards and legislation
- identification of:
  - waste processing techniques
  - waste contaminants
  - waste non-conformances
  - waste disposal and recovery routes
  - waste processing plant types
  - basic biology and chemistry as they apply to waste characteristics
  - standard maintenance requirements
- OHS requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
- plant, equipment and materials to facilitate:

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  - operation of waste processing plant and equipment
  - cleaning and maintenance of plant and equipment
  - plant shut-down, lock-out and isolation procedures
  - recycling
  - standard maintenance requirements
- potential hazards and risks relating to:
  - waste processing
  - operating plant and equipment
  - emergency response procedures
- service requirements for processing waste, including:
  - client requirements
  - duty of care
  - organisational requirements
  - reporting requirements
  - waste management options
  - waste management hierarchy
  - waste management processing techniques
  - waste site management plan

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify and organise plant, equipment, materials and personnel requirements • identify potential hazards and risks to operation and select emergency and PPE • monitor flow of inputs and outputs to maximise processing operation • conduct quality control

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	• observe OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Processing waste must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in waste processing. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPWMT2034A Maintain equipment and consumables storage area • CPPWMT3005A Identify and segregate waste • CPPWMT3018A Dispatch processed waste • CPPWMT4037A Conduct minor maintenance and repairs on waste processing plant and equipment.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Job sheet typically includes:	• emergency and PPE requirements • equipment requirements • personnel requirements • plant operation requirements • potential hazards and risks • reporting requirements • site requirements • waste types to be processed • work schedules.
Waste recovery requirements may include:	• access to storage facility and recovery site • emergency and PPE • legislative requirements for recovery • recovery equipment • security • signage • waste compatibilities.
Waste processing site may include:	• composting facility • landfill site • materials recovery facility • transfer station • treatment site • waste generator site.

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Plant may include:	• autoclaves
	• balers
	• bobcats
	• boilers
	• bunded areas
	• centrifuge
	• chippers
	• combustion
	• compactors
	• composters
	• computer hardware and software
	• conveyors
	• crushers
	• dozers and associated earthmoving equipment
	• forklifts
	• hammer mills
	• incinerators
	• loaders:
	  • front-end
	  • rear-end
	  • tailgate
	• materials recovery facility
	• microwaves
	• pipes
	• processing plants, including size-reduction processing plant
	• safety structures and controls
	• separators
	• shredders
	• sorters
	• storage tanks
	• tankers
	• transfer station
	• treatment plants, including:
	  • biological treatment plant
	  • chemical treatment plant
	  • liquid waste treatment plant
	  • microwave treatment plant
	  • physical treatment plant
	• treatment tanks
	• trucks:
	  • articulated

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	• open-bodied • rigid • tub grinders.

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Equipment may include:	• barriers and warning signs • communications equipment • compactors • conveyors • generators • hoses • lifting equipment • loadshifting equipment • PPE • pumps • recording equipment • sampling equipment • scales • skips • sorting tables • storage containers • tools • trailers • trolleys • vacuums • weighbridge • waste containers.
Materials may include:	• cleaning chemicals • cleaning rags • consumables • cover materials • fuels • lubricants • office supplies • oils • road maintenance materials • treatment and processing chemicals • water.
Personnel requirements may include:	• briefing • licences required • occupational support • skills and knowledge required • training.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit

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	• fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Manufacturer specifications are found in:	• equipment specifications • operator manuals.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices

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	• road laws.
Potential hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Waste types may include:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.
Non-conforming waste streams may include:	• contamination • hazardous or dangerous waste • inferior quality and unacceptable waste streams.
Details of quality control inspection may include:	• date and time • location • non-conformances • quality grading • sign-off by inspector.
Cleaning may include:	• shovelling • sweeping • using cleaning products • using decontamination products • vacuuming • water-hosing.
Record of waste processing activity may	• accident reports • checks completed

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include:	• defects identified • emergency reports • incident reports • maintenance requirements • non-conformances • processing operation • recycling activity • types and amount of waste processed • waste recovered.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3041A Identify operational requirements of waste management industry

Modification History

New unit

No equivalent unit

Unit Descriptor

This unit of competency specifies the outcomes required to understand and apply the legal and procedural requirements of the waste management industry in a work context. It requires the ability to access industry information, and applicable legislative and occupational health and safety (OHS) guidelines.

Application of the Unit

This unit of competency supports individuals who are embarking on work in the waste management industry. It entails developing an understanding of developed strategies, systems and plans.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify and apply industry information.	1.1	Range of issues relevant to employment in the waste management industry is assessed, ***including applicable legislation and national standards, industry procedures*** and ***OHS requirements***.
		1.2	Key waste management organisations able to provide information and assist individuals and enterprise are identified, and their information and services evaluated and applied.
		1.3	***Rights and responsibilities of employees*** and ***rights and responsibilities of employers*** are identified and reviewed.
		1.4	Applicable legislative, procedural and OHS requirements are identified and applied.
2	Identify future career opportunities.	2.1	Key industry sectors and occupations are identified.
		2.2	Possible career directions in the waste management industry are discussed with manager, supervisor or team leader.
		2.3	Personal values and attitudes are taken into account regarding work and business when planning future work and career directions.
		2.4	***Opportunities for development*** are identified, in consultation with appropriate persons.
3	Identify environmental issues.	3.1	***Waste minimisation hierarchy*** and reasons for the ordering of waste minimisation strategies are identified.
		3.2	Opportunities for the minimisation of waste are identified.
		3.3	Importance of waste management and impact of waste on the environment are identified.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to work in a team environment in a range of waste management activities
- oral communication skills to:
  - follow instructions
  - ask questions
  - raise awareness of environmental issues
  - request advice or further information
- reading skills to interpret work requirements and material safety data sheets (MSDS)
- self-management skills to:
  - organise work methodically
  - source, organise and apply information
  - use information technology for specific tasks

Required knowledge

- environmental management relating to:
  - techniques to minimise erosion
  - waste types, streams and characteristics
  - waste covering requirements and considerations
  - resource recovery options
  - industry standards
- identification of:
  - types of waste management situations and responses
  - waste non-conformances
  - relevant legislation
- OHS requirements relating to:
  - OHS hierarchy of control
  - potential hazards and risks in a waste management environment
  - emergency response procedures
  - relevant legislation
- waste management provision, including:
  - legislation, regulations and codes of practice applicable to specific waste management functions
  - organisational pricing schedules

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- organisational requirements and structure, including workplace communication channels and procedures
- potential resources to be recovered
- terms and conditions of employment
- waste management options
- waste management hierarchy
- duty of care

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in discussion in a training environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • interpret organisational information to understand and explain roles and responsibilities • research, interpret and comply with a range of legislative and procedural requirements • apply interpersonal and communication techniques together with organisational and operational standards to build effective working relationships • explain OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Identifying waste management industry vocational requirements must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the identification of

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	the waste management industry's vocational requirements. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN3001B Participate in environmentally sustainable work practices • CPPWMT3044A Identify wastes and hazards.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Applicable legislation and national standards may include:	• Australian standards
	• award and enterprise agreements
	• codes of practice
	• commonwealth, state and territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental
	  • equal employment opportunity

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	• industrial relations • OHS • licensing arrangements.

Industry procedures may include:	• acceptable waste types
	• carbon trading emissions policy
	• compacting waste
	• dealing with contaminated waste
	• developing an environmental management strategy
	• developing waste management plans
	• dispatching processed waste
	• educating the public on waste and lean management techniques
	• identifying waste types:
	  • liquid (non-hazardous), e.g. chemical and aqueous
	  • solid (non-hazardous), e.g. construction and demolition
	  • hazardous – regulated, prescribed, quarantined, medical and clinical
	  • recoverable resources, e.g. recyclable and green waste
	• maintaining waste processing plant and equipment
	• manual sorting of waste
	• monitoring and maintaining waste disposal site
	• moving waste
	• operating waste processing plant
	• preparing waste for re-use
	• rehabilitating landfill site
	• resource recovery
	• responding to waste emergency
	• segregating waste
	• selling recoverable waste to the public in a tip shop environment
	• storage of waste
	• waste audit
	• waste minimisation
	• waste receival
	• waste recycle
	• unacceptable levels of contamination.

OHS requirements may include:	• identification of hazardous waste:
	  • clinical-related
	  • prescribed
	  • quarantined
	  • regulated
	• organisational OHS guidelines such as the use of personal protective equipment (PPE), including:

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	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing • breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Rights and responsibilities of employees may include:	• confidentiality and privacy rights • protection from discrimination and sexual harassment • safety and care with respect to OHS requirements • taking direction from supervisors • terms and conditions of own employment.

Rights and responsibilities of employers may include:	• responsibility for providing a safe environment free from:
	  • discrimination
	  • sexual harassment (see state and commonwealth anti-discrimination legislation)
	• right to dismiss employees if they:
	  • are negligent
	  • are careless
	  • cause an accident
	  • commit a criminal offence
	  • commit acts of disloyalty, such as revealing confidential information (see Commonwealth Fair Work Act 2009).

Opportunities for development may include:	• access and equity policy, principles and practice • career planning and development • coaching, mentoring and supervision • formal and informal learning programs • internal and external training provision • personal study • quality assurance assessment and recommendations • recognition of current competency assessment • recognition of prior learning assessment

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	• records and information systems and processes • work experience and exchange opportunities • workplace skills assessment.

Waste minimisation hierarchy may include:	• by level of weighting importance:
	  • dispose
	  • recycle
	  • re-use.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3042A Follow environmental policies and procedures when transporting waste

Modification History

Revised unit

Unit updated and equivalent to PRMWM42B Follow relevant environmental policies and procedures when transporting waste

Unit Descriptor

This unit of competency specifies the outcomes required to ensure that the necessary precautions are taken when transporting waste. It focuses on protecting the environment while conducting waste management operational functions. It requires the ability to organise activity and apply safe work practices.

Application of the Unit

This unit of competency supports individuals with responsibilities for conducting waste management activity. It includes contributing to the implementation of developed operational procedures, as well as recognising the need for expert advice.

Licensing/Regulatory Information

Persons undertaking this unit must hold a current, nationally recognised drivers' licence.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Minimise effects of pollution while driving, operating and maintaining equipment and vehicles.	1.1	Precautions are taken to ensure spilt fuel, lubricants and chemicals do not pollute the environment.
		1.2	***Equipment*** and vehicles are operated and driven efficiently to minimise ***pollution*** of the air environment through excessive exhaust emissions.
		1.3	Unnecessary running of engine and equipment operation is avoided to minimise pollution of the air environment.
		1.4	Vehicle loads are contained securely and according to ***organisational requirements***, ***manufacturer specifications*** and ***legislation and codes*** to ensure the surrounding environment is not contaminated or littered.
		1.5	***Routine checks*** are conducted to ensure emission control equipment on vehicle is operating correctly.
		1.6	Suitable precautions are taken during the ***cleaning of vehicles*** not to pollute the environment.
		1.7	***Waste*** is deposited in designated waste disposal bins according to ***environmental policy***.
2	Transport environmentally hazardous materials safely.	2.1	Routes for vehicles carrying hazardous loads are planned to minimise the risk to the environment in the event of accident or spillage.
		2.2	Waste is disposed of according to organisational and legislative requirements.
		2.3	Material safety data sheets (MSDS) instructions are followed according to government regulations and organisational requirements.
3	Identify environmental issues.	3.1	***Waste minimisation hierarchy*** and reasons for the order of waste minimisation strategies are identified by ***relevant personnel***.

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3.2 Opportunities for communication on minimisation of waste to relevant personnel are identified.

3.3 Relevant personnel are advised of waste management approach and impact of waste on the environment.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- driving ability to facilitate safe and efficient driving
- interpersonal skills to work in a team environment
- literacy skills to:
  - report on waste movements and loading activity
  - read and interpret:
    - graduated devices
    - procedure guidelines
    - specifications
    - work requirements and MSDS
- numeracy skills to:
  - measure weights and volumes
  - measure waste
- oral communication skills to:
  - ask questions
  - follow instructions
  - provide clear information
  - listen actively
- problem-solving skills to:
  - identify hazards and risks
  - segregate valuable resources in waste
- self-management skills to:
  - apply signalling techniques
  - conduct work practices safely and efficiently
  - identify routes
  - organise work methodically
  - safely load and unload waste
  - use emergency and personal protective equipment (PPE)

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- work in confined spaces

Required knowledge

- driving:
  - licence requirements
  - road laws
  - map reading
  - driving techniques for minimising pollution
  - areas to avoid when transporting regulated and environmentally hazardous waste
- environmental policy, including:
  - impact of waste on the environment
  - environmental protection legislative requirements
- identification of:
  - waste contaminants
  - waste non-conformances
  - waste types, streams and characteristics
  - loading and unloading methods
  - equipment load weight requirements
  - types of loading equipment
  - waste loading and unloading and moving hazards
  - requirements for handling and transporting waste
  - waste processing equipment
- occupational health and safety (OHS) requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
  - public health and safety requirements
  - vehicle and equipment checks for pollution
- potential hazards and risks relating to:
  - waste loading and unloading techniques
  - emergency response procedures
- service requirements for transporting waste, including:
  - client requirements
  - duty of care
  - organisational requirements
  - reporting requirements
  - waste management options
  - public requirements
  - waste management hierarchy
  - waste site management plan

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in discussion relaying environmental policies and procedures when transporting waste.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify types of pollution and how pollution can be minimised • operate vehicle in a manner that minimises pollution • apply understanding of waste minimisation hierarchy • apply understanding of organisational environmental policies.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include forms and procedures manuals.
Method of assessment	The process of transporting waste must comply with environmental policies and procedures, as well as industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the following of environmental policies and procedures when transporting waste. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to

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assessment	modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPCMN3001B Participate in environmentally sustainable work practices • CPPWMT3015A Move waste using loadshifting equipment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include:	• barriers and warning signs • communications equipment • compactors • conveyors • generators • hoses • lifting equipment • loadshifting equipment • PPE • pumps • recording equipment • scales • skips • sorting tables • storage containers • tools • trailers • trolleys • vacuums • weighbridge • waste containers.
Pollution may include:	• gas

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	• noise • oils • waste • water.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • verbal or written instructions • work procedures.
Manufacturer specifications are found in:	• equipment specifications • instruction leaflets • operator manuals.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Routine checks may include checks conducted as part of**:**	• operational vehicle use (prior to and following use) • standard maintenance checks.
Cleaning of vehicles may include:	• removing and disposing of wastes from the vehicle before washing • using environmentally friendly cleaning products • washing in designated washing bays.
Waste may include the following categories:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.

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Environmental policy addresses environmental issues and may include**:**	• air and water pollution • biodiversity protection and protection of natural resources • carbon emission • ecosystem management • wildlife and endangered species.

Waste minimisation hierarchy may include:	• by level of weighting importance:
	  • avoid
	  • dispose
	  • reduce
	  • recycle
	  • re-use.

Relevant personnel may include:	• client • householder • management • waste generator personnel.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3044A Identify wastes and hazards

Modification History

Revised unit

Unit updated and equivalent to PRMWM44B Identify wastes and hazards

Unit Descriptor

This unit of competency specifies the outcomes required to identify a range of wastes and potential hazards and risks that may be present in the work environment.

Application of the Unit

This unit of competency supports individuals with responsibilities for identifying wastes and potential hazards and risks in a team environment. It includes following direction, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Identify waste.	1.1	***Waste characteristics*** are identified.
		1.2	Types of wastes are differentiated by ***waste stream*** or ***waste categories***.
		1.3	***Hazardous and dangerous waste*** and ***non-conforming waste*** are detailed.
		1.4	***Contaminants*** present in waste are noted.
		1.5	Further information on waste is obtained by questioning appropriate personnel to ensure correct identification.
2	Identify hazards and risks.	2.1	***Other potential hazards and risks*** present in work environment are listed.
		2.2	Supervisor and team members are informed of job requirements, hazards and risks.
		2.3	Safe work practices that prevent risk behaviour are outlined to supervisor.
		2.4	Emergency response procedures are practised with team members.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify hazards and risks
  - identify waste types and waste non-conformances
  - segregate valuable resources in composite materials
  - segregate waste types, including potentially hazardous waste
- interpersonal skills to work in a team environment
- literacy skills to:
  - list potential hazards and risks
  - document and keep records

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    - read and interpret:
        - emergency requirements
        - hazard advice
        - job sheets
        - work requirements and material safety data sheets (MSDS)
- oral communication skills to:
    - follow instructions
    - provide information
    - ask questions
- self-management skills to:
    - apply signalling techniques
    - conduct work practices safely and efficiently
    - plan and undertake routine tasks
    - prioritise duties
    - use emergency and personal protective equipment (PPE)

Required knowledge

- identification of:
    - waste contaminants
    - waste monitoring procedures
    - waste non-conformances
    - waste non-conformance handling procedures
    - waste types
    - waste management options
    - waste storage requirements
    - waste disposal and recovery routes
- procedures for containing segregated waste types, including containment and isolation of hazardous waste
- emergency response procedures relating to:
    - confined space procedures
    - duty of care
    - identification of work areas, including location of:
        - alarms
        - emergency equipment
        - communications equipment
    - coding systems
    - environmental agencies
    - environmental regulations
    - reporting requirements
    - signalling techniques

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  - waste management hierarchy
  - waste containment methods and isolation of emergencies
- occupational health and safety (OHS) requirements relating to:
  - chemical storage and decanting
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
  - basic first aid appropriate to likely hazards and risks in work environment
- potential hazards and risks relating to:
  - dangerous goods
  - potential incidents

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify a range of waste streams, hazardous wastes and waste contaminants • identify a range of potential hazards and risks present in the workplace • observe OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	The process of identifying waste and hazards must meet industry expectations. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the identification of

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	waste and hazards. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPWMT3005A Identify and segregate waste • CPPWMT3014A Manually sort waste.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste characteristics may include:	• density • level of contamination • quality • shape • size • volume • weight.
Waste stream may include:	• construction and demolition • dangerous goods

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	• green waste • hazardous substances • municipal waste.
Waste categories may include:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.
Hazardous and dangerous waste may include:	• all waste depending on the condition, environment and personal exposure • biological products • blood products • chemicals • electrical wiring • glass • hospital waste • leaking containers • medical waste • needles and syringes • oil and petrol.
Non-conforming waste may include:	• contamination • hazardous or dangerous waste • inferior quality and unacceptable waste streams.
Contaminants may include:	• sunlight • infestation • mixing waste types • rot or mould • waterlogging.
Other potential hazards and risks are those that may lead to**:**	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • compaction equipment • contamination • dust • fire • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs

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	• projectiles • spark-producing equipment • unguarded conveyor belts • weather.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3046A Conduct resource recovery

Modification History

New unit

No equivalent unit

Unit Descriptor

This unit of competency specifies the outcomes required for operators undertaking resource recovery activities. It requires the ability to implement resource recovery as part of an organisation's waste management strategies in a safe and efficient manner.

Application of the Unit

This unit of competency supports individuals with responsibilities for conducting resource recovery activity. It includes contributing to the implementation of developed operational procedures and an organisation's waste management strategies. Individuals undertaking activities detailed in this unit will be guided by a team leader or a supervisor and will seek expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Organise for resource recovery.	1.1	***Waste management plans***, work plans, job sheets or work specifications are reviewed to identify resource recovery requirements.
		1.2	***Potential hazards and risks*** are identified and reported according to ***organisational requirements***, and occupational health and safety (OHS) regulations and other ***legislation and codes***.
		1.3	***Equipment*** and labour required for waste recovery are identified and organised.
		1.4	Team activity and communication processes are established.
2	Undertake resource recovery activities.	2.1	Recovery site is organised to ensure safe and efficient resource recovery.
		2.2	Recovery site is monitored to ensure compliance with recovery instructions, containment of waste within designated recovery area, and adequate access and availability of space for recovery.
		2.3	***Resources for recovery*** are identified and segregated into ***waste streams***.
		2.4	***Hazardous waste*** is identified and contained according to organisational requirements, and OHS regulations and other legislation and codes.
		2.5	***Non-conforming waste*** is segregated and contained prior to disposal.
3	Conduct quality control inspection.	3.1	***Segregated waste*** is inspected to ensure compliance with resource recovery requirements.
		3.2	***Quality control inspection details*** are documented and communicated according to job and organisational requirements.

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4	Shut down and clean up area.	4.1	Equipment is shut down and secured according to organisational requirements.
		4.2	***Work area*** and equipment are cleaned to ensure safe and effective future operation according to organisational requirements.
		4.3	***Emergency and personal protective equipment*** (PPE) is checked for damage prior to storage

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify hazards and risks
  - identify waste types and waste non-conformances
  - segregate waste types, including potentially hazardous waste
  - segregate valuable resources in composite materials
- interpersonal skills to work in a team environment
- literacy skills to:
  - document and report on resource recovery outcomes
  - record quality control inspection details
  - read and interpret:
    - job sheets
    - work requirements and material safety data sheets (MSDS)
- oral communication skills to:
  - follow instructions
  - ask questions
  - provide information
- technical skills to facilitate:
  - selection of plant and equipment
  - operation of plant and equipment
  - basic cleaning and maintenance of plant and equipment
- self-management skills to:
  - conduct work practices safely and efficiently
  - plan and undertake routine tasks

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- prioritise duties
- use emergency and PPE
- work in confined areas

Required knowledge

- procedures for containing segregated waste types, including containment and isolation of hazardous waste
- resource recovery procedures relating to:
  - valuable resources within materials
  - potential resources to be recovered
  - timeframe to recover resources
  - waste types, streams and characteristics
  - industry standards and legislation
  - environmental regulations
- environmental issues relating to:
  - biodiversity
  - climate change
  - composting
  - conservation
  - eco-products
  - life cycle of products: renew, re-use and recycle
  - environmental regulations
  - renewable energy
- potential hazards and risks relating to:
  - waste containment and segregation techniques
  - emergency response procedures
- OHS requirements relating to OHS hierarchy of control
- service requirements for resource recovery, including:
  - client requirements
  - duty of care
  - organisational requirements
  - reporting requirements
  - waste management options
  - waste management hierarchy
  - waste containment and disposal techniques

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency is ideally assessed in the workplace while participants are undertaking resource recovery activities. Underpinning knowledge can be determined using oral and written questioning.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify waste recovery requirements through observation and by following job sheets and work plans • organise work areas • conduct waste recovery • apply OHS and duty of care requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • results of sampling • forms and procedures manuals.
Method of assessment	Conducting resource recovery must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in resource recovery. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision

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	of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN3001B Participate in environmentally sustainable work practices • CPPWMT3005A Identify and segregate waste • CPPWMT3014A Manually sort waste • CPPWMT3017A Store waste • CPPWMT3019A Prepare waste for re-use • CPPWMT3044A Identify wastes and hazards • CPPWMT4002A Carry out waste audits • CPPWMT4006A Organise waste recovery.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste management plans may include:	• strategies to minimise waste generation and maximise resource recovery.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • compaction equipment • contamination • debris • dust • fire • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs

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	• projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Equipment may include:	• barriers and warning signs • compactors • conveyors • excavators • generators • grabbers • guillotines • hoses • loadshifting equipment • magnets • oil caddies • pumps • siphons • sorting tables • tanks

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	• trolleys • vacuums • waste containers.
Resources for recovery may include:	• gases, including methane • metals • plastics • paper, cardboard and associated products • reusable liquids, including cooking oils.
Waste stream may include:	• construction and demolition • dangerous goods • green waste • hazardous substances • municipal waste.
Hazardous waste may include:	• all waste depending on the condition, environment and personal exposure • biological products • blood products • broken metal • chemicals • electrical wiring • gases and fumes • glass • hospital waste • leaking containers • needles and syringes • oil and petrol.
Non-conforming waste may include:	• contamination • hazardous or dangerous wastes • inferior quality and unacceptable waste streams.
Segregated waste may include:	• chemical waste • construction and demolition • dangerous goods • green waste • hazardous waste • municipal waste • prescribed waste • putrescibles • quarantine • recyclable liquid • regulated waste • solid inert.

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Quality control inspection details may include:	• date • location • non-conformances • quality grading • sign-off by inspector • time.
Work area may include:	• landfill • materials recovery facility • processing plant • transfer station • treatment plant • waste generator site.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3051A Dispose of waste water to sewer

Modification History

Revised unit

Unit updated and equivalent to PRMWM51B Dispose of waste water to sewer

Unit Descriptor

This unit of competency specifies the outcomes required to conduct batch disposal of waste water to sewer. Waste water may be the outcome of treatment at a waste processing facility, treatment plant or industry source. It requires the ability to apply safe work practices.

Application of the Unit

This unit of competency supports individuals with responsibilities for conducting waste management activity. It includes contributing to the implementation of developed operational procedures, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Organise for waste water disposal.	1.1	***Waste*** transport and disposal approvals are obtained.
		1.2	***Job sheet*** is accessed and reviewed to clearly identify all waste disposal requirements.
		1.3	Inlets, outlets and hatches to ***waste water*** storage facility are locked and sealed to prevent ***contamination*** of waste water and ensure safe operating procedures.
		1.4	Waste water to be disposed to sewer is checked to ensure it meets sewer acceptance criteria.
		1.5	Samples are taken for testing and analysis according to disposal requirements and regulations.
		1.6	Compliance with current trade waste certificate or permit conditions is confirmed.
		1.7	***Emergency and personal protective equipment*** (PPE) is selected and fitted according to work requirements, manufacturer specifications, ***organisational requirements*** and ***legislation and codes***.
		1.8	***Potential hazards and risks*** of job requirements are identified and managed according to organisational requirements, and occupational health and safety (OHS) regulations and other legislation and codes.
2	Undertake waste water disposal activities.	2.1	Outlet is unlocked and flowmeter attached to record volume discharged.
		2.2	Waste water outlet is opened to allow disposal of waste water to sewer.
		2.3	***Relevant authority*** is contacted to confirm that discharge is received.
		2.4	Trade waste diversion is checked during operation to ensure satisfactory operating condition according to organisational requirements and legislation and codes.
		2.5	Sewer discharge of waste water is monitored to ensure smooth flow, and to regulate or divert flow to alleviate

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			system backlogs according to organisational and environmental requirements.
		2.6	Off valve and lock-up systems are shut at completion of disposal activities, according to organisational requirements to ensure no unauthorised leakage of waste water to sewer.
		2.7	Relevant authority is notified to lock, tag and secure outlet.
3	Carry out housekeeping.	3.1	Work area is cleared to ensure safe and clean work environment.
		3.2	Drainage system is kept free of waste contamination when not in use to prevent contamination of waste water to sewer.
		3.3	Drainage system is checked regularly to ensure it is free of blockages, obstructions and leaks according to organisational, regulatory and manufacturer requirements.
		3.4	Waste water disposal activities are ***reported*** promptly and according to organisational requirements and legislation and codes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify hazards and risks
  - identify waste types and waste non-conformances
- material handling skills for disposal of waste water, including:
  - using gauges, indicators and flowmeters
  - keeping drainage system free of waste contamination and blockage
- oral communication skills to:
  - follow instructions
  - ask questions

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    - provide information
- literacy skills to:
    - document waste water disposal activities
    - read and interpret:
        - job sheets
        - work requirements and material safety data sheets (MSDS)
- self-management skills to:
    - prioritise duties
    - conduct work practices safely and efficiently
    - use emergency and PPE
    - work in confined spaces

Required knowledge

- disposal methods relating to:
    - waste types, streams and characteristics
    - industry standards and legislation
    - environmental regulations
- environmental issues relating to:
    - waste water disposal
    - conservation
- OHS requirements relating to OHS hierarchy of control
- potential hazards and risks relating to:
    - waste water disposal
    - drainage system blockage
    - emergency response procedures
- service requirements, including:
    - client requirements
    - duty of care
    - organisational requirements
    - reporting requirements
    - waste management options
    - waste management hierarchy
    - drainage system capacity
    - quantity of water disposed
    - liquid waste classification as waste water
    - trade waste certificate or permit conditions

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment, enabling the disposal of waste water to sewer.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • comply with regulators and organisational requirements for the disposal of waste water to sewer • organise equipment and personnel requirements • monitor operation of drainage system during disposal to sewer • maintain disposal system to prevent blockages, contamination and leakages • monitor discharge to alleviate system backlogs • observe OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	The process of disposing waste water to sewer must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the disposal of waste water to sewer. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to

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	other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPCMN3003A Contribute to workplace safety arrangements • CPPWMT3044A Identify wastes and hazards.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste may include:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.
Job sheet typically includes:	• disposal requirements • emergency and PPE requirements • equipment requirements • personnel requirements • plant operation requirements • plant and material requirements • potential hazards and risks • quantity of waste water for disposal • regulatory requirements • reporting requirements • site requirements • waste types to be processed • work schedules.
Waste water typically refers to liquid waste	• business • industry and trade

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from:	• manufacturing process approved for sewer disposal other than domestic sewerage.
Contamination may include:	• exposure to sunlight • infestation • mixing with other waste types • rot or mould • waterlogging.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination

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	• environmental protection • equal employment opportunity • freedom of information • industrial • OHS • trade practices • road laws.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Relevant authority may include:	• environmental protection authority • local council • trade waste inspectors • water authorities.
Report may include recording:	• checks completed • defects identified • disposal details • faults serviced • housekeeping undertaken • materials used • parts replaced • repairs and adjustments made.

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Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3054A Maintain credit control

Modification History

Revised unit

Unit updated and equivalent to PRMWM54A Maintain credit control

Unit Descriptor

This unit of competency specifies the outcomes required to conduct credit control. This includes maintaining cash flow and financial liquidity. It requires the ability to monitor organisational performance.

Application of the Unit

This unit of competency supports individuals with responsibilities for conducting clerical processes and maintaining financial records. It includes contributing to the implementation of developed operational procedures, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Identify overdue accounts.	1.1	Current state of accounts payable is monitored regularly.
		1.2	***Clients*** with overdue accounts are identified.
		1.3	Overdue or outstanding accounts are reported to appropriate person in line with ***organisational procedures***.
2	Notify debtor and negotiate payment	2.1	Debtor is notified of overdue account and associated interest charges or fines according to organisational procedures.
		2.2	***Communication***, discussions and negotiations are conducted with debtors firmly and courteously.
		2.3	Arrangements for payment are made in line with organisational requirements, procedures and ***legislation and codes***.
		2.4	Outcomes are recorded according to organisational requirements.
		2.5	Compliance with arrangements is monitored and further action is taken if necessary according to organisational procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- technology skills to use:
  - computers
  - software, such as:
    - word processing
    - spreadsheets
    - proprietary accounting software

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- numeracy skills for:
  - cash handling
  - financial processing
  - analysing financial information
- oral communication skills to:
  - resolve conflict
  - provide customer service
  - ask questions
  - provide information
  - listen actively
  - negotiate
  - seek feedback
- reading skills to interpret:
  - organisational procedures
  - client requests
- problem-solving skills to facilitate payment arrangements and credit control
- self-management skills to:
  - conduct work practices safely and efficiently
  - organise work methodically
  - monitor waste business transactions
- written communication skills for:
  - record keeping
  - documentation

Required knowledge

- financial policy and procedures:
  - organisational accounting and ledger systems
  - record-keeping requirements for accounts receivable
  - invoicing processes
  - double-entry bookkeeping operation of computer and manual systems
  - industry regulations, standards and codes of conduct
  - sources of credit status information
  - liquidity management
  - debt collection
- personnel computer features, including:
  - accounting software
  - security arrangements
- service requirements for maintaining credit control, including:
  - client requirements
  - duty of care

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- organisational requirements
- occupational health and safety (OHS) requirements
- reporting requirements
- waste management business options

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or by demonstrating maintenance of credit control.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify overdue accounts and negotiate arrangements for payment with debtor • monitor debtor compliance.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	The process of maintaining credit control must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the maintenance of credit control. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace

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	tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • BSBFIA301A Maintain financial records.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies
	  • residents and ratepayers.

Organisational procedures may be found in:	• access and equity policy, principles and practice • business performance plans • client and organisational confidentiality requirements • client service standards • code of conduct policies • code of ethics policies • duty of care materials • duty statements • induction documentation • insurance policy agreements • legal and organisational policies and procedures • operations manuals • organisational:

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	• goals • objectives • plans • processes • systems • personnel practices guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials • verbal or written instructions.
Communication may be:	• electronic • in writing • telephone.
Legislation and codes may include:	• Australian standards • commonwealth, state and territory legislation, including: • anti-discrimination • environmental protection • equal employment opportunity • freedom of information • industrial • OHS • taxation • trade practices • industry codes.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3059A Plan and conduct waste assessments

Modification History

Revised unit

Unit updated and equivalent to PRMWM59A Carry out waste assessment

Unit Descriptor

This unit of competency specifies the outcomes required to plan for and conduct a waste assessment of a generator's waste stream, including recycling streams. It requires the ability to visually assess the composition and quantity of the waste stream under assessment, review waste management documentation, and identify opportunities to improve resource management. It also requires the ability to apply safe and efficient work practices.

Application of the Unit

This unit of competency supports individuals with responsibility for conducting waste assessment processes. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Determine assessment objectives and scope	1.1	***Client*** is advised of ***benefits*** and ***limitations*** of assessment process.
		1.2	Boundaries of project are clearly defined in terms of ***waste streams*** assessed, time period, processes and sites.
		1.3	Client is consulted to ensure agreement on project outcomes and objectives.
		1.4	Project scope encompasses applicable ***occupational health and safety (OHS) requirements***, ***legislation and codes*** and corporate responsibilities.
		1.5	Necessary ***resources*** and ***resource management processes*** are identified.
		1.6	Responsibilities of client and assessor are identified and communicated.
2	Prepare for waste assessment.	2.1	***Waste assessment outcomes and objectives*** are reviewed to determine project requirements.
		2.2	Necessary resources, including ***emergency and personnel protective equipment*** (PPE), are accessed.
		2.3	Project risk assessment is conducted in line with corporate requirements and legislation and codes.
		2.4	Risk management strategy is developed and implemented.
		2.5	***Issues impacting on waste generation*** are identified.
		2.6	Waste assessment action plan is developed and communicated to stakeholders.
		2.7	***Personnel training*** is conducted according to organisational requirements.

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3	Assess waste.	3.1	Assessment is conducted according to waste assessment objectives, OHS requirements, and organisational and legislative requirements.
		3.2	Waste or recycling containers are visually assessed to determine composition and quantity of waste components in line with assessment scope and objectives.
		3.3	Visual findings are recorded by waste type, quantity observed, department or process.
		3.4	***Site review*** is conducted to obtain further data on rationale for waste generation, impacts associated with waste generated, and barriers for implementation of improved resource recovery systems.
		3.5	Review of waste documentation is undertaken to enable assessment of annual quantities to be determined by waste stream and type.
		3.6	Interviews are conducted with staff and stakeholders on waste management issues, including waste generation and ***potential hazards and risks***.
4	Report and analyse waste assessment findings.	4.1	Collected data and information are compiled and validated.
		4.2	Consultation with stakeholders is conducted to determine opportunities for resource recovery and necessary resource requirements to implement those opportunities.
		4.3	Data is analysed and opportunities are identified to improve resource management.
		4.4	Opportunities are reviewed in terms of feasibility of implementation.
		4.5	Outcomes of feasibility review are presented together with data in a format consistent with project objectives.
		4.6	Implementation and review strategies are prepared.
		4.7	Report containing data, analysis, recommendations and implementation program is presented to client.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify hazards and risks
  - identify waste types and waste non-conformances
- interpersonal skills to work in a team environment in a range of waste management activities
- oral communication skills to:
  - request advice or further information
  - listen actively
  - consult
  - follow instructions
- reading skills to interpret:
  - documents
  - work requirements and material safety data sheets (MSDS)
- self-management skills to:
  - conduct work practices safely and efficiently
  - apply accuracy and attention to detail
  - organise work methodically
  - source, organise and apply information
  - use photographic equipment
  - use PPE
  - use information technology applicable to task
  - use communications equipment (two-way radio, mobile phone)
- written communication skills for:
  - report writing
  - documentation

Required knowledge

- environmental management relating to:
  - waste types, streams and characteristics
  - resource recovery options
  - industry standards
- identification of:
  - waste non-conformances
  - unanticipated waste

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  - waste non-conformance procedures
  - waste containment
  - waste disposal and recovery routes
- waste assessment processes:
  - site scoping
  - estimating resource needs
  - safe and efficient work practices in hazard and risk identification
  - possible benefits and outcomes from conducting a waste assessment
  - visual assessment procedures
  - available reprocessing options
  - material densities
  - sampling and recording techniques
  - potential hazards and risks
- service requirements for waste assessment activities, including:
  - duty of care
  - OHS requirements
  - organisational pricing schedules
  - organisational requirements and structure, including workplace communication channels and procedures
  - legislation, regulations and codes of practice specific to waste assessment activities waste management options
  - waste management hierarchy

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace of how to plan and conduct waste assessments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify waste and material types • visually estimate waste volumes • apply an understanding of material flows and organisational

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	processes.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • results of sampling • forms and procedures manuals.
Method of assessment	The waste assessment process must meet the objectives of the client and comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in assessment of waste. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPWMT4003A Review, evaluate and document waste assessment findings.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the

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performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Client may include:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies
	  • residents and ratepayers.

Benefits may include:	• compliance with legislative and corporate requirements • reduction in costs • improved product quality • improved workplace safety • reduction in waste.
Limitations **may include:**	• historical data and other relevant information • results are volume-based • timeframe in which waste assessment occurs • type of containment may hinder ability to identify all waste issues • visual assessment does not provide exact data on waste stream.
Waste streams may include:	• construction and demolition • dangerous goods • general waste • green waste • hazardous substances • municipal waste • other resource recovery • prescribed waste stream (i.e. legislative wastes) • recycling streams • reprocessed (on-site) material stream • re-used product stream.
OHS requirements may include**:**	• organisational OHS reporting and audit systems • organisational policy • duty of care • PPE • safe work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:

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	• anti-discrimination • environmental protection • equal employment opportunity • freedom of information • industrial • OHS • trade practices • road laws.
Resources may include:	• camera • clean-up • decontamination equipment • personnel • PPE • recording equipment • reference manuals • safety barriers and warning signs.
Resource management processes may include:	• composting • energy recovery • processes conducted on or off site • product life cycle: re-new, re-use and recycle • waste avoidance • clean-up.
Waste assessment outcomes and objectives may include:	• complying with organisational or legislative requirements • determining components of resource recovery implementation program • determining waste profile, including type and quantity of waste • establishing resource recovery goals and targets • identifying barriers to implementation of opportunities • identifying cost of waste and cost reduction opportunities • identifying improvements in managing waste on site • identifying opportunities to reduce or divert waste from landfill.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment	• breathing apparatus • emergency procedure guides

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could also include:	• face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Issues impacting on waste generation may include:	• maintenance downtime • product changeovers • production flows • quality control procedures • seasonal activity variations • shift times • start-up processes • waste collection routines • waste collection systems.
Personnel training may include:	• computer-based training • contracted training activity • demonstration • formal training • on-the-job training • reading • vendor training.
Site review may include:	• constraints to further segregation of waste • discussions with employees about waste management • review of placement, size and design of waste containers • review of production process and flow of materials through the site • time of access • union requirements • work permits.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination

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	• dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT3063A Apply safe operational practices when vehicles contact overhead wires

Modification History

Revised unit

Unit updated and equivalent to PRMWM63A Apply safe operational practices to vehicle contact with overhead wires

Unit Descriptor

This unit of competency specifies the outcomes required to ensure the health and safety of operators and members of the public in the event of vehicle contact with overhead wires, and to ensure appropriate reporting, investigation and notification of wire contact incidents that may occur. It requires the ability to apply quick, decisive and safe work practices.

Application of the Unit

This unit of competency supports individuals with responsibilities for driving heavy vehicles. It includes contributing to the implementation of developed emergency response and safety procedures, as well as recognising the need for expert advice.

Licensing/Regulatory Information

Persons undertaking this unit must hold a current, nationally recognised drivers' licence.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Stop operation if vehicle contacts overhead wires.	1.1	Operation of lifter or vehicle is stopped immediately if contact with ***overhead wires*** is made, to prevent ***potential danger***.
		1.2	Nature of ***electrical event*** or ***potential threat*** is assessed from inside cab of vehicle.
2	Remain in vehicle if there is no potential threat.	2.1	While operator remains in vehicle, people in close proximity are directed to stay clear until area is electrically safe and situation is resolved, according to ***organisational requirements*** and ***legislation and codes***.
		2.2	Relevant organisational personnel are contacted and informed of exact location and ***nature of incident*** according to organisational requirements and legislation and codes.
3	Evacuate vehicle in the case of potential threat.	3.1	Location of possible fallen wires is determined and all parts of vehicle are treated as live.
		3.2	Side of the vehicle where exit can be made safely is identified.
		3.3	Vehicle is ***exited safely***.
4	Report the incident.	4.1	Operator observes ***organisational*** policy with regard to reporting method or returning to depot.
		4.2	Incident report is completed according to organisational requirements and legislation and codes.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- self-management skills to:
  - apply emergency response and safety procedures in a decisive, calm and efficient manner
  - apply signalling techniques
- oral communication skills to provide clear information on safety issues
- reading skills to interpret gauges and indicators
- driving skills to operate vehicle safely and efficiently
- written communication skills for:
  - incident reports
  - documentation

Required knowledge

- electrical safety identification
- occupational health and safety (OHS) requirements relating to:
  - safe emergency action
  - first aid
  - OHS hierarchy of control
  - industry standards
- overhead wire infrastructure knowledge to understand:
  - dangerous electrical events
  - suitable emergency response procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by discussion, relaying the safe operational practices when vehicles contact overhead wires.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify potential hazards and risks

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	• apply emergency response procedures suitable to nature of hazardous event • evacuate the vehicle immediately and according to required procedures upon vehicle contact with overhead wires.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Operational practices when a vehicle comes into contact with overhead wires must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in safe operational practices to vehicle contact with overhead wires. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPCMN3003A Contribute to workplace safety arrangements.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Overhead wires may include wires or structures, such as:	• catenary wires
	• pay TV
	• power company wire that may be:
	  • high voltage wire – wire carrying a voltage above low voltage in accordance with state regulations
	  • low voltage wire – wire carrying a voltage greater than extra low voltage, but not more than 1000V AC RMS or 1500V ripple-free DC; this includes service lines or feeders (i.e. 240V or 415V), street lighting wires (240V) and telecommunications cabling (i.e. 90V)
	  • low wire – wire or similar structure that has been erected or is suspended at a height that would permit contact with vehicle or load during normal collection operations
	  • service lines
	  • streetlight power supply lines
	  • telecommunication wires.

Potential danger may include:	• contact with component of vehicle or load, which may create:
	  • disruption of service
	  • health and safety risk to vehicle or load
	  • health and safety risk to vehicle operators and members of the public.

Electrical event may include:	• event that involves electrical equipment and in which significant property damage is caused directly by electricity or originates from electricity
	• circumstances in which a person is not electrically safe if:
	  • circumstances involve high voltage electrical equipment
	  • person has not received a shock or injury but may still be unsafe
	• electrical contact that does not comply with state or territory legislation.

Potential threat may include:	• event involving imminent risk of explosion • death • fire • serious bodily injury.
Organisational	• briefing papers

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requirements may include information found in:	• job sheets • letters • memos • operations manuals • quality assurance documents • verbal or written instructions • work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Nature of incident may include the vehicle, or part of the vehicle, or an object in contact with the vehicle:	• contacting overhead wires and remaining in contact with overhead wires • bringing down overhead wires • becoming entangled in overhead wires • temporarily contacting overhead wires and causing no apparent damage.
Exiting safely **from a vehicle** must include:	• ground and vehicle are not touched at same time when exiting • jumping clear of vehicle and landing on feet in a stationary position, with feet held closely together • with feet held tightly together, a series of small hops (bunny hops) is conducted to be at least 10 metres clear of vehicle and other potentially energised items.

Organisation may include:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies
	  • residents and ratepayers.

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Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT4001A Plan waste audits

Modification History

Revised unit

Unit updated and equivalent to PRMWM01B Plan waste audit

Unit Descriptor

This unit of competency specifies the outcomes required to plan and organise the audit of a client's waste characteristics. It requires the ability to interpret and follow assignment instructions and liaise effectively with clients.

Application of the Unit

This unit of competency supports individuals with supervisory responsibilities for implementing and monitoring the organisation's waste audit policies, procedures and programs in a work area. It includes contributing to the development and implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Determine audit objectives.	1.1	***Client*** is consulted to determine ***waste audit purpose and requirements***.
		1.2	Waste audit objectives are reviewed to ensure that they are realistic and achievable.
		1.3	Waste audit objectives are documented and confirmed with client.
2	Scope waste audit site.	2.1	***Information relating to site and client operations*** is obtained from relevant personnel to determine ***audit methodology***.
		2.2	Waste generation ***site*** is assessed to determine ***waste characteristics***, and disposal and recovery routes.
		2.3	***Potential hazards and risks*** of waste generation site are reported to designated personnel.
3	Conduct audit planning.	3.1	Audit is planned in order to obtain valid and representative data of waste activity in a manner that causes minimal disruption to the client.
		3.2	***Client requirements***, ***personnel requirements***, sampling requirements and ***equipment requirements*** necessary to audit methodology are determined.
		3.3	Date, time and duration of audit are incorporated into audit plan.
		3.4	Details relating to access to site and specific site requirements are incorporated into audit plan.
		3.5	***Emergency and personal protective equipment*** to ensure effective, safe and efficient audit operations are identified and obtained.
		3.6	Full support and written authorisation to proceed with waste audit are obtained from client according to organisational requirements, legislation and safety procedures.

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		3.7	***Guidelines on use of waste management survey*** and client confidentiality arrangements are identified, confirmed and followed according to client and organisational requirements and legislation and codes.
4	Record audit plan.	4.1	Details of audit plan are recorded.
		4.2	***Waste site purpose*** and other documentation is completed and processed according to assignment instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify hazards and risks
  - identify waste types and waste non-conformances
- interpersonal skills to consult with clients
- reading skills to interpret:
  - maps
  - plans
  - documents
  - work requirements and material safety data sheets (MSDS)
- self-management skills to:
  - conduct work practices safely and efficiently
  - apply accuracy and attention to detail
  - apply decision making
  - organise work methodically
  - source, organise and apply information
  - use recording equipment
  - use photographic equipment
  - use personal protective equipment (PPE)
  - use applicable information technology
  - use communications equipment (two-way radio, mobile phone)
- oral communication skills to:

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    - request advice or further information
    - listen actively
    - consult
    - follow instructions
- written communication skills to:
    - write reports
    - document waste audit objectives
    - develop surveys

Required knowledge

- environmental management relating to:
    - waste types, streams and characteristics
    - resource recovery options
- occupational health and safety (OHS) requirements relating to:
    - OHS hierarchy of control
    - potential hazards and risks in a waste management environment
- identification of:
    - waste non-conformances
    - unanticipated waste
    - waste non-conformance procedures
    - waste containment
    - waste disposal and recovery routes
- waste audit planning, including:
    - analysing waste practices
    - outlining possible benefits and outcomes from conducting a waste audit
    - incorporating standard audit requirements and procedures
    - incorporating nature and significance of waste minimisation hierarchy
    - incorporating types of client waste management surveys and their uses
    - using most effective auditing methods to meet client needs
    - conducting site scoping
    - estimating resource needs
    - identifying hazards and risks safely and efficiently
- waste audit processes, including:
    - visual assessment procedures
    - available reprocessing options
    - material densities
    - sampling and recording techniques
    - nature and significance of waste minimisation hierarchy
    - potential hazards and risks
- service requirements for waste audits, including:

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- duty of care
- legislation, regulations and codes of practice applicable to specific waste management functions
- organisational pricing schedules
- organisational requirements and structure, including workplace communication channels and procedures
- waste management hierarchy
- waste management options

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by discussion, relaying how to plan a waste audit.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • determine a variety of audit objectives • consult effectively with client to obtain information and support for audit strategy • thoroughly scope waste audit site • observe OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	The process of planning waste audits must meet the objectives of the client and comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in audit of waste plans. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property

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	Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPWMT4002A Carry out waste audits • CPPWMT4003A Review, evaluate and document waste assessment findings.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Client includes:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies
	  • residents and ratepayers.

Waste audit purpose and requirements may include:	• address environmental concerns • develop waste management plan • identify recyclable waste • identify waste management policy • identify waste streams

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	• minimise waste • obtain valid and representative data • recover resources • reduce costs • review process • review implementation of waste management plan.
Information relating to site and client operations must include:	• access to site and specific site requirements • location of waste containers • maps of plant or site • processing methods • production dates and schedules • production inputs and outputs • site size • storage and disposal methods • waste handling • waste hazards • waste outputs • waste recovery routes • waste streams.
Audit methodology includes:	• audit scope • client waste management survey • determining sort categories • eliminating other variables • isolating waste streams • method of recording information • sample required.
Site may include:	• business premises • landfill site • local government area • plant or factory • waste processing plant.
Waste characteristics may include:	• density • level of contamination • quality • shape • size • volume • weight.
Potential hazards and risks are those identified by the organisation that	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public

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may lead to:	• injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Client requirements are found in:	• briefing papers • letters from client • quality assurance documents • tender or contract documents • verbal or written instructions.
Personnel requirements may include:	• licences required • skills of personnel • training or briefing • services of experts where advanced sampling or testing is required.
Equipment requirements include:	• absorbent material • bunding equipment • camera • collection containers • lifting gear • measurement equipment • PPE • reference manuals • safety barriers and warning signs • sample bench • scales.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers

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	• first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Guidelines on use of waste management survey may include:	• develop survey questions according to waste audit objectives • ensure survey questions are able to be completed within time allowed by client • obtain client authorisation for survey according to organisational requirements • write clear survey instructions and questions for target group.
Waste management survey **methodology** could include:	• checklist • focus group • questionnaire • survey.
Waste site purpose **includes:**	• contamination • dangerous and hazardous wastes • disposal methods • production of waste • recycling • re-use • waste generation • waste streams • waste types.

Unit Sector(s)

Waste management

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Custom Content Section

Not applicable.

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CPPWMT4002A Carry out waste audits

Modification History

Revised unit

Unit updated and equivalent to PRMWM02B Carry out waste audit

Unit Descriptor

This unit of competency specifies the outcomes required to audit a client's waste characteristics. It requires the ability to follow assignment instructions, liaise with clients, and effectively identify and assess their waste practices and issues that impact on their organisational operations.

Application of the Unit

This unit of competency supports individuals with responsibilities for implementing and monitoring the organisation's waste audit policies, procedures and programs in a work area. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Prepare for waste audit.	1.1	***Audit plan*** is reviewed to determine job requirements.
		1.2	***Equipment required*** to conduct audit is obtained.
		1.3	***Details relating to access to site and site requirements*** are identified and followed according to job requirements.
		1.4	Audit ***site*** is assessed for hazards and personnel specified in audit plan are advised of audit requirements.
		1.5	Audit site is set up to ensure safe and accurate data collection according to audit plan, site requirements and relevant legislation.
		1.6	***Emergency and personal protective equipment*** (PPE) is pre-checked for operability.
		1.7	***PPE*** is used according to job requirements, ***manufacturer specifications***, ***organisational requirements***, occupational health and safety (OHS) regulations and other legislation and codes.
		1.8	***Potential job requirement hazards and risks*** are identified and managed according to organisational requirements, and OHS and other legislation and codes.
2	Conduct waste audit.	2.1	Waste audit is conducted according to audit plan, OHS regulations and other legislation and codes.
		2.2	Waste stream is isolated to allow accurate audit according to waste audit plan requirements.
		2.3	Waste is identified, sorted, measured and recorded to ensure validity of data collection.
		2.4	Unanticipated waste is identified and included in data collection.
		2.5	At completion of audit, waste is removed, equipment packed and site restored to previous condition according

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			to audit plan and organisational requirements.
		2.6	***Audit material*** is collected and used to complete audit report.
3	Record waste audit findings.	3.1	Audit data is compiled and provided to ***relevant personnel***.
		3.2	Waste ***audit activity details*** are recorded according to audit plan and organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify hazards and risks safely and efficiently
  - identify waste types and waste non-conformances
  - interpret audit plan
  - source, organise and apply information
  - use recording equipment
  - use photographic equipment
  - use PPE
- interpersonal skills to work in a team environment in a range of waste management activities
- oral communication skills to:
  - request advice or further information
  - listen, liaise and consult
  - follow instructions
- reading skills to interpret:
  - maps
  - plans
  - documents
  - work requirements and material safety data sheets (MSDS)
- self-management skills to:
  - conduct work practices safely and efficiently
  - apply accuracy and attention to detail

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    - apply decision making
    - comply with OHS standards
    - organise work methodically
    - use applicable information technology
- written communication skills to:
    - write reports
    - develop documentation
    - develop surveys

Required knowledge

- environmental management relating to:
    - waste types, streams and characteristics
    - resource recovery options
- OHS requirements relating to:
    - OHS hierarchy of control
    - potential hazards and risks in a waste management environment
- identification of:
    - waste non-conformances
    - unanticipated waste
    - waste non-conformance procedures
    - waste containment
    - waste disposal and recovery routes
- waste audit processes, including:
    - interpreting waste audit plans
    - understanding benefits and outcomes from conducting a waste audit
    - visual assessment procedures
    - available reprocessing options
    - material densities
    - sampling and recording techniques
    - nature and significance of waste minimisation hierarchy
    - potential hazards and risks
- service requirements for waste audits, including:
    - duty of care in provision of service
    - legislation, regulations and codes of practice applicable to specific waste management functions
    - organisational pricing schedules
    - organisational requirements and structure, including workplace communication channels and procedures
    - waste management hierarchy
    - waste management options

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment of carrying out a waste audit.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify, sort, measure and record waste • identify unanticipated waste • conduct an accurate and valid waste audit • observe OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • client audit requirements for workplace portfolio case studies, if required • work plans and approved specifications • results of sampling • forms and procedures manuals • surveys and reports.
Method of assessment	The process of carrying out a waste audit must meet the objectives of the client and comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in audit of waste. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application

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	• reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPWMT4001A Plan waste audits • CPPWMT4003A Review, evaluate and document waste assessment findings.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Audit plan may include:	• collection of photographic evidence • measurement and recording requirements • OHS requirements • personnel and equipment requirements, including PPE • sample requirements • site contacts • site requirements.
Equipment required may include:	• absorbent material • bunding equipment • camera • collection containers • lifting gear • measurement equipment • PPE • reference manuals • safety barriers and warning signs

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	• sample bench • scales.
Details relating to access to site and site requirements include:	• access and egress points • OHS requirements and noise control • PPE • security clearances • time of access • union requirements • work permits.
Site may include:	• business premises • landfill site • local government area • plant • factory • waste processing plant.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Manufacturer specifications are found in:	• equipment specifications • operator manuals.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos

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	• operations manuals • policy and procedures documents • quality assurance documents • site development plans • tender and contract documents • training materials • verbal or written instructions • work procedures.
Potential job requirement hazards and risks include:	• contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • inadequately contained waste • injuries resulting from manual handling and repetitive work • other vehicles and equipment • projectiles • spark-producing equipment • weather.
Audit material may include:	• samples • waste management survey responses • work documents.
Relevant personnel may include:	• client • householder • management • waste generator's personnel.
Audit activity details should include:	• accidents and injuries • date • equipment used • location • results and findings • time • waste disposal.

Unit Sector(s)

Waste management

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Custom Content Section

Not applicable.

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CPPWMT4003A Review, evaluate and document waste assessment findings

Modification History

Revised unit

Unit updated and equivalent to PRMWM03B Review, evaluate and document waste assessment findings

Unit Descriptor

This unit of competency specifies the outcomes required to review, evaluate and document client and organisational waste practices and issues that impact on their operation. It requires the ability to follow assignment instructions, liaise with clients and effectively review and evaluate practices.

Application of the Unit

This unit of competency supports individuals with responsibilities for implementing and monitoring the organisation's waste audit policies, procedures and programs in a work area. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Review waste assessment data.	1.1	Contact is made with ***client*** and work objectives are established and communicated.
		1.2	***Details relating to access to site and site requirements*** are established.
		1.3	***Waste assessment data*** is reviewed to identify major waste characteristics and features, ***hazards and risks***, and unanticipated waste findings.
		1.4	Hazards, risks and occupational health and safety (OHS) issues are reported to appropriate personnel.
2	Conduct site analysis.	2.1	***Site*** analysis is conducted according to assessment plan, including a review of site management of waste and waste processes, to determine possible causes of waste findings.
		2.2	Site analysis findings are documented according to assessment plan and organisational requirements.
3	Evaluate and document findings.	3.1	Waste assessment data and site assessment information are reviewed and evaluated to make valid conclusions relating to client's management of waste.
		3.2	Possible causes for unusual or extraordinary waste assessment results are identified.
		3.3	Waste assessment findings are documented according to assessment plan and organisational requirements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify hazards and risks
  - identify waste types and waste non-conformances
- oral communication skills to:
  - request advice or further information
  - listen actively
  - consult
- written communication skills for:
  - report writing
  - documentation
- reading skills to interpret:
  - maps
  - plans
  - data and documentation
- numeracy skills, including:
  - measurements
  - calculations (weights, volumes and quantities)
  - estimation
- interpersonal skills to liaise with clients
- self-management skills to:
  - conduct work practices safely and efficiently
  - apply accuracy and attention to detail
  - organise work methodically
  - source, organise and apply information
  - use recording equipment
  - use photographic equipment
  - use applicable information technology
  - use communications equipment (two-way radio, mobile phone)

Required knowledge

- environmental management relating to:
  - waste types, streams and characteristics
  - resource recovery options
- identification of:
  - waste non-conformances

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    - unanticipated waste
    - waste non-conformance procedures
    - waste containment
    - waste disposal and recovery routes
- waste assessment processes:
    - visual assessment procedures
    - available reprocessing options
    - material densities
    - sampling and recording techniques
    - potential hazards and risks
- waste assessment review:
    - scoping site
    - analysing waste practices and resource needs
    - analysing previous assessment plans and assessment processes
    - outlining possible benefits and outcomes from conducting a waste assessment
    - incorporating standard audit requirements and procedures
    - incorporating nature and significance of waste minimisation hierarchy
    - incorporating types of client waste management surveys and their uses
- service requirements for waste assessment activities, including:
    - duty of care
    - legislation, regulations and codes of practice applicable to specific waste management functions
    - organisational pricing schedules
    - organisational requirements and structure, including workplace communication channels and procedures
    - waste management hierarchy
    - waste management options
- OHS requirements relating to:
    - dangerous goods and hazardous substances
    - OHS hierarchy of control

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by discussion, relaying the review, evaluation and documentation of waste assessment

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	findings.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • review waste assessment findings • identify and evaluate reasons and causes of waste assessment results • incorporate OHS requirements into waste assessment • provide client with documented evaluation of assessment findings.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • client audit requirements for workplace portfolio case studies, if required • work plans and approved specifications • results of sampling • forms and procedures manuals.
Method of assessment	Reviewing and evaluating waste assessment findings must meet the objectives of the client and comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the review and evaluation of waste assessment. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

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	Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPWMT4001A Plan waste audits • CPPWMT4002A Carry out waste audits.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Client* may** include:	• business enterprises • government agencies • local government • private and public companies • residents and ratepayers.
Details relating to access to site and site requirements include:	• access and egress points • OHS requirements and noise control • personal protective equipment (PPE) • security clearance • time of access • union requirements • work permits.
Waste assessment data includes:	• agreed objectives • assessment procedures • assessment team • collected data • current management methods • environmental impacts • facility location and size • graphs and tables • outcomes • photographs • raw materials • recycling objectives • scope (sample, methodology, processes)

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	• sources • summary of waste stream characteristics and ranking.
Hazards and risks include:	• contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • inadequately contained waste • injuries resulting from manual handling and repetitive work • other vehicles and equipment • projectiles • spark-producing equipment • weather.
Site may include:	• business premises • landfill site • local government area • plant • factory • waste processing plant.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT4006A Organise waste recovery

Modification History

Revised unit

Unit updated and equivalent to PRMWM06B Organise waste recovery

Unit Descriptor

This unit of competency specifies the outcomes required to recover waste and coordinate a waste recovery team at a waste generator. It requires the ability to apply safe work practices while working with potentially hazardous waste products.

Application of the Unit

This unit of competency supports individuals with responsibilities for recovering waste working in a team environment, possibly as team leader. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Prepare for waste recovery.	1.1	***Waste recovery requirements*** are identified according to ***waste type***, ***organisational requirements*** and ***legislation and codes***.
		1.2	***Potential hazards and risks*** are identified and handled according to job requirements, organisational requirements, and occupational health and safety (OHS) regulations and other legislation and codes.
		1.3	Identified hazards and risks are reported to ***appropriate persons***.
		1.4	Waste recovery is scheduled and confirmed with waste contractor to ensure maximisation of recovery process.
		1.5	***Equipment*** and labour required for waste recovery are identified and organised according to waste recovery requirements, organisational requirements and legislation.
		1.6	Equipment and supplies are allocated to appropriate personnel and ***supervisory processes***, and checks and measures are implemented to ensure work is completed within ***time available***.
		1.7	***Emergency and personal protective equipment*** (PPE) is pre-checked for damage.
		1.8	Emergency and personal protective equipment is selected and fitted according to job requirements, ***manufacturer specifications***, organisational requirements and legislation.
2	Coordinate recovery of waste.	2.1	Recovery site is organised to ensure safe and efficient waste recovery.
		2.2	Transporter is informed of waste to be recovered and specific recovery requirements.
		2.3	Clear instructions are provided to recovery site.
		2.4	Signalling and instructions are provided.

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3	Clean up area.	3.1	***Area and equipment are cleaned*** to ensure safe and effective future operation according to organisational requirements.
		3.2	PPE is cleaned and checked for damage prior to storage according to manufacturer specifications.
		3.3	***Waste recovery details*** are documented according to organisational requirements and legislation.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify hazards and risks
  - identify waste types and waste non-conformances
  - segregate waste types, including potentially hazardous waste
  - segregate valuable resources in composite materials
- interpersonal skills to:
  - work in a team environment
  - lead teams
  - provide guidance
- literacy skills to:
  - label
  - keep records
  - report on resource recovery outcomes
  - read and interpret:
    - job sheets
    - graduated devices
    - work requirements and material safety data sheets (MSDS)
- numeracy skills to measure:
  - weights
  - volume
- technical skills to facilitate:

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  - plant and equipment operation, including computer operation and problem solving
  - basic cleaning and maintenance of plant and equipment
  - selection of plant and equipment
- self-management skills to:
  - apply signalling techniques
  - conduct work practices safely and efficiently
  - handle waste non-conformances
  - organise work methodically
  - use emergency and PPE
  - use of information technology to complete tasks
- oral communication skills to:
  - ask questions
  - listen actively
  - provide information
  - give directions
- planning and initiative skills to supervise teams, including:
  - providing guidance
  - demonstrating functions associated with disposal site
  - planning and problem solving in tasks

Required knowledge

- identification of:
  - waste contaminants
  - waste non-conformances
  - waste non-conformance procedures
  - unanticipated waste
  - hazardous waste
  - types of waste cover materials, their uses and benefits
  - drainage systems
  - sample tests
- procedures for containing segregated waste types, including containment and isolation of hazardous waste
- potential hazards and risks relating to:
  - disposal sites
  - emergency response procedures
  - waste containment and segregation techniques
- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be recovered
  - timeframe to recover resources

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    - waste types, streams and characteristics
    - recycling options
    - industry standards
    - environmental issues
    - environmental regulations and legislation
- equipment and materials expertise to facilitate:
    - selection
    - operation
    - basic cleaning and maintenance
- service requirements for waste recovery, including:
    - signalling techniques
    - client requirements
    - duty of care
    - organisational requirements
    - reporting requirements
    - waste management options
    - waste management hierarchy
    - waste containment and disposal techniques
- OHS requirements relating to OHS hierarchy of control
- environmental management relating to:
    - techniques to minimise erosion
    - waste types, streams and characteristics
    - waste covering requirements and considerations
    - industry standards and legislation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment of organising waste recovery.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • interpret waste recovery requirements

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	• organise equipment and personnel requirements • identify potential hazards and risks to waste recovery • coordinate recovery, incorporating OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	The process of waste recovery must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the recovery of waste. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN2003A Provide effective client service • CPPCMN3003A Contribute to workplace safety arrangements • CPPWMT3015A Move waste using loadshifting equipment • CPPWMT3044A Identify wastes and hazards.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste recovery requirements may include:	• access to storage facility and recovery site • emergency and PPE • legislative requirements for recovery • recovery equipment • security • signage • technical analysis • waste compatibilities.
Waste types may include:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices

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	• road laws.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Appropriate persons may include:	• supervisor • team member.
Equipment may include:	• barriers and warning signs • compactors • conveyors • generators • hoses • loadshifting equipment • pumps • sorting tables • vacuums • waste containers.
Supervisory processes may include:	• delegating • implementing • monitoring • overseeing • planning • reviewing • targeting practices to meet deadlines.
Time available may	• client instructions

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include considering:	• contingencies • past experiences • skills and experience of operatives • location of project • methods to be employed • resources and equipment to be used.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Manufacturer specifications are found in:	• equipment specifications • operator manuals.
Cleaning area and equipment may include:	• cleaning products • seeping out • shovelling • vacuuming • water-hosing.
Waste recovery details typically include:	• amount and volume of waste • date recovered • environmental protection authority documentation • monitoring or maintenance requirements • safety measures undertaken • special assistance provided • waste type.

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Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT4007A Implement waste management plans

Modification History

Revised unit

Unit updated and equivalent to PRMWM07B Implement waste management plan

Unit Descriptor

This unit of competency specifies the outcomes required to implement a waste management plan. It requires the ability to follow assignment instructions, liaise with clients, and effectively identify and assess their waste practices and issues that affect their organisation's operations.

Application of the Unit

This unit of competency supports individuals with responsibilities for implementing an organisation's waste management plans, procedures and programs in a work area. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice. It also may include the ability to lead a team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Organise for implementation of waste management plan.	1.1	***Waste management plan*** is reviewed to determine implementation requirements.
		1.2	***Potential hazards and risks*** are identified and communicated to designated ***appropriate person***.
		1.3	***Equipment***, including ***emergency and personal protective equipment*** (PPE), is selected for implementation of strategy according to ***organisational requirements*** and occupational health and safety (OHS) procedures.
		1.4	Personnel are informed how to ***maintain PPE***.
2	Undertake plan implementation activities.	2.1	New or changed waste management procedures and processes are explained to relevant personnel.
		2.2	New or changed waste management procedures are implemented according to waste management plan, organisational requirements and ***legislation and codes***.
		2.3	Education and training are provided to personnel to ensure full understanding of and commitment to waste management plan.
3	Monitor and review outcomes of waste management plan.	3.1	***Review of waste management plan*** is conducted to determine safety, feasibility, compliance, efficiency and effectiveness.
		3.2	Necessary adjustments to waste management plan are made to maximise achievement of objectives.
		3.3	Details of implementation and review of waste management plan are documented and reviewed according to organisational requirements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to:
  - work in a team environment
  - lead teams
- technical skills to facilitate:
  - plant and equipment operation, including computer operation and problem solving
  - basic cleaning and maintenance of plant and equipment
  - selection of plant and equipment
- reading skills to interpret:
  - plans
  - documents
- problem-solving skills to identify hazards and risks
- self-management skills to:
  - apply signalling techniques
  - conduct work practices safely and efficiently
  - organise work methodically
  - keep records
  - use information technology to complete tasks
  - use emergency and PPE
- oral communication skills to:
  - ask questions
  - listen actively
  - consult
  - give instructions
  - provide information
- planning and initiative skills to supervise teams, including:
  - providing guidance
  - demonstrating functions associated with waste management
  - implementing change
  - undertaking quality control inspections
- critical thinking skills to implement waste management plan, identifying:
  - resource needs
  - hazards and risks
- written communication skills for:
  - report writing
  - documentation

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Required knowledge

- environmental issues relating to:
  - life cycle of products: re-new, re-use and recycle
  - environmental regulations
  - renewable energy
- identification of:
  - waste types, streams and characteristics
  - waste non-conformances
  - unanticipated waste
  - hazardous waste
  - waste non-conformance procedures
  - waste containment
  - waste disposal and recovery routes
- OHS requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be recovered
- waste assessment review, including:
  - analysing waste practices
  - analysing previous assessment plans and assessment processes
  - incorporating standard audit requirements and procedures
  - incorporating nature and significance of waste minimisation hierarchy
  - incorporating types of client waste management surveys and their uses
- waste management provision, including:
  - duty of care
  - legislation, regulations and codes of practice applicable to specific waste management functions
  - organisational pricing schedules
  - organisational requirements and structure, including workplace communication channels and procedures
  - waste management options
  - waste management hierarchy

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in discussion, relaying the implementation of waste management plans.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • interpret waste management plan requirements • implement new processes and procedures • organise education and training • monitor outcomes of a waste management plan, incorporating OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Waste management plans must be implemented in line with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in implementing a waste management plan. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

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	Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPWMT4027A Select and obtain waste management plant, equipment and materials • CPPWMT4030A Determine waste management services • CPPWMT4032A Inform and educate clients on waste management issues • CPPWMT5033A Educate public on waste management issues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste management plan may include:	• implementation strategies, including:
	  • material safety data sheets (MSDS)
	  • measurement and recording
	  • OHS procedures
	  • PPE
	  • legislation and codes
	  • site contract requirements
	  • work procedures
	• objectives pertaining to:
	  • changes to processes and procedures
	  • environmental issues
	  • education and training
	  • past and future reviews and audits
	  • recycling requirements
	  • reduction of waste
	• review strategies, including:
	  • internal and external audits
	  • monitoring statistics
	  • monitoring personnel performance following training
	  • undertaking quality control checks

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	• reviewing effectiveness of new procedures and processes • formalising review strategies via re-planning • sampling • counting waste • targets, such as: • carbon emissions reduction • lean management • recycling rates • waste minimisation.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Appropriate persons may include:	• supervisor • team member.
Equipment includes:	• absorbent material • bunding equipment • camera • collection containers • lifting gear • measurement equipment • PPE • reference manuals • safety barriers and warning signs • sample bench

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	• scales.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Organisational requirements may include:	• briefing papers • job sheets • memos • letters • quality assurance documents • tender and contract documents • verbal and written instructions and directions.

Maintain PPE **must include:**	• clean, fit, wear and store equipment according to:
	  • equipment specifications
	  • organisational requirements
	  • manufacturer specifications
	  • OHS regulations.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices

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	• road laws.
Review of waste management plan may include:	• internal and external audits • monitoring statistics • monitoring personnel performance following training • quality control check • review of effectiveness of new procedures and processes • sampling • counting waste.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT4022A Monitor waste disposal sites

Modification History

Revised unit

Unit updated and equivalent to PRMWM22B Monitor disposal site

Slight change of title to clarify industry context

Unit Descriptor

This unit of competency specifies the outcomes required to monitor a waste disposal site. This includes monitoring access roads, landfill cells and surrounding areas. It requires the ability to organise activity and apply safe work practices.

Application of the Unit

This unit of competency supports individuals with responsibilities for conducting waste management activity, often as a team leader or in a supervisory capacity. It includes contributing to the implementation of developed operational procedures, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Organise for monitoring.	1.1	***Monitoring requirements*** to be undertaken on ***waste site*** are identified from ***organisational requirements*** and ***legislation and codes***.
		1.2	***Special testing requirements*** are determined and incorporated into job requirements.
		1.3	Required tools, ***equipment*** and ***materials*** are obtained and checked to ensure safe and efficient operation.
		1.4	Monitoring requirements and work tasks are communicated to relevant personnel.
		1.5	Equipment and materials are allocated to appropriate personnel.
		1.6	***Supervisory processes*** and checks and measures are implemented to ensure work is completed within ***time available***.
		1.7	***Potential hazards and risks*** are identified and managed according to organisational requirements, and occupational health and safety (OHS) regulations and other legislation and codes.
		1.8	***Emergency and personal protective equipment*** (PPE) is selected and fitted according to job requirements, manufacturer specifications, organisational requirements and legislation and codes.
2	Monitor batters, landfill cells and drainage systems.	2.1	Covered batters, cells and ***drains*** are checked to ensure integrity of form and shape, and absence of erosion, flooding, ***leachate*** or vermin.
		2.2	Drainage systems and grease traps are monitored to detect ***contamination*** and blockages and to determine drainage flow and characteristics.
		2.3	Sample of drainage liquid is taken to determine contamination level and characteristics according to

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			organisational requirements and legislation and codes.
3	Monitor waste and surrounding environment.	3.1	Olfactory tests are organised to determine level of odour at waste site and surrounding environment, and to ensure compliance with organisational requirements and legislation and codes.
		3.2	Tests to monitor noise levels are organised at waste site, according to organisational requirements and legislation and codes.
		3.3	Tests to monitor gases at waste site are organised according to organisational requirements and legislation and codes.
		3.4	Condition of fences, roads, signs and other infrastructure is monitored to determine maintenance requirements according to organisational requirements.
		3.5	***Documentation*** is completed according to organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify hazards and risks
  - identify waste types and waste non-conformances
  - segregate valuable resources
- oral communication skills to:
  - ask questions
  - listen actively
  - provide information
  - give directions
- literacy skills to:
  - label
  - report on waste segregation outcomes
  - read and interpret:

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    - job sheets
    - graduated devices
    - work requirements and material safety data sheets (MSDS)
- interpersonal skills to:
    - work in a team environment
    - lead teams
    - provide guidance
- self-management skills to:
    - apply signalling techniques
    - conduct work practices safely and efficiently
    - handle waste non-conformances
    - organise work methodically
    - use emergency and PPE
- material handling skills to:
    - identify opportunities for resource recovery
    - cover and compact waste and roads
- technical skills to facilitate:
    - plant and equipment operation, including computer operation and problem solving
    - basic cleaning and maintenance of plant and equipment
    - selection of plant and equipment
- planning and initiative skills to supervise teams, including:
    - providing guidance
    - demonstrating functions associated with disposal site
    - planning and problem solving in tasks

Required knowledge

- environmental management relating to:
    - techniques to minimise erosion
    - waste types, streams and characteristics
    - waste covering requirements and considerations
    - industry standards and legislation
- identification of:
    - waste contaminants
    - waste non-conformances
    - types of waste cover materials, their uses and benefits
    - drainage systems
    - sample tests
- procedures for containing segregated waste types, including containment and isolation of hazardous waste
- potential hazards and risks relating to:

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  - disposal sites
  - emergency response procedures
- waste management provision, including:
  - client requirements
  - duty of care
  - organisational requirements
  - reporting requirements
  - waste management options
  - waste management hierarchy
  - waste site management plan
- OHS requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
  - emergency response procedures
- principles of supervision, including:
  - leading by example
  - providing or organising training
  - establishing work plans
  - monitoring work activity and team outputs
  - establishing effective communication channels
- plant, equipment and materials to facilitate:
  - operation of plant and equipment
  - cleaning and maintenance of plant and equipment
  - plant shut-down, lock-out and isolation procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstration in the workplace, or in a simulated environment, of the monitoring of a waste disposal site.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify monitoring requirements, including special tests

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	• recognise potential hazards and risks to monitoring activities • monitor landfill cells, drainage systems and landfill environment • observe OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Monitoring a disposal site must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the monitoring of a disposal site. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN3001B Participate in environmentally sustainable work practices • CPPCMN4007A Manage workplace safety arrangements • CPPWMT3023A Maintain waste disposal sites.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Monitoring requirements may include checks on:	• air emissions
	• drainage systems
	• ground water
	• landfill cells
	• landfill environment:
	  • gases
	  • noise
	  • odour
	• special requirements.

Waste site may include:	• landfill • materials recovery facility • processing plant • transfer station • treatment plant • waste generator site.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • policy and procedures documents • quality assurance documents • site development plans • tender and contract documents • training materials • verbal or written instructions • work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection

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	• equal employment opportunity • freedom of information • industrial • OHS • trade practices • road laws.
Special testing requirements may include:	• organising specialists • scheduling • sampling.

Equipment may include:	• barriers and warning signs
	• communications equipment
	• compactors
	• computer and associated hardware and software
	• conveyors
	• dozers
	• earthmoving equipment
	• forklifts
	• generators
	• hoses
	• lawnmowers
	• lifting equipment
	• loadshifting equipment
	• pumps
	• safety barriers and signage
	• sampling equipment
	• scales
	• scrapers
	• skips
	• sorting tables
	• storage container
	• testing equipment
	• tractor
	• trucks:
	  • articulated
	  • rigid
	• vacuums
	• waste containers
	• weighbridge.

Materials may include:	• cell cover materials • cleaning fluids • cleaning rags

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	• fertiliser
	• fuel
	• fuses
	• globes
	• gravel for wet weather tipping areas
	• lawn seed
	• lubricants
	• oil
	• pesticides
	• plant protection covers
	• plants
	• road repairing materials, including:
	  • compacted materials
	  • dirt
	  • gravel
	  • sand
	• water.

Supervisory processes may include:	• delegating • implementing • monitoring • overseeing • planning • reviewing • targeting practices to meet deadlines.
Time available may include considering:	• client instructions • contingencies • past experiences • skills and experience of operatives • location of project • methods to be employed • resources and equipment to be used.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Potential hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire

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	• gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Drains may include:	• grease traps • groundwater cut-off drains • leachate collection system drains • silt traps.
Leachate may include:	• dissolved and suspended material • liquid that drains or leaches from a landfill.
Contamination may include:	• exposure to sunlight • infestation • mixing with other waste types • rot or mould • waterlogging.
Documentation may include recording:	• checks completed • defects identified

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	• faults serviced • housekeeping undertaken • materials used • parts replaced • repairs and adjustments made.

Unit Sector(s)

This unit of competency supports individuals with responsibilities for conducting waste management activity, often as a team leader or in a supervisory capacity. It includes contributing to the implementation of developed operational procedures, as well as recognising the need for expert advice.

Custom Content Section

Not applicable.

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CPPWMT4027A Select and obtain waste management plant, equipment and materials

Modification History

Revised unit

Unit updated and equivalent to PRMWM27B Select and obtain waste management plant, equipment and materials

Unit Descriptor

This unit of competency specifies the outcomes required to select and obtain all types of waste management plant, equipment and materials and to conduct associated procurement procedures. It requires the ability to analyse practices and develop strategies by working effectively with clients.

Application of the Unit

This unit of competency supports individuals with supervisory responsibilities for developing waste management strategies. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify services to be provided.	1.1	***Client requirement*** is determined and services to be provided are detailed in the ***waste management plan*** or business plan and organisational marketing strategy.
		1.2	Classification of types of waste management services to be offered are prepared and reviewed against ***plant***, equipment and ***material*** needs.
		1.3	Equipment and supplies are allocated to appropriate personnel and ***supervisory processes***, and checks and measures are implemented to ensure work is completed within ***time available***.
2	Determine performance characteristics of plant, equipment and materials.	2.1	Performance of plant, equipment and materials is specified against type of services provided.
		2.2	Performance ***characteristics*** are checked to ensure compliance against ***legislation and codes***.
		2.3	Fitness for purpose of plant, equipment and materials is determined based on product specifications.
		2.4	Maintenance, repair costs, downtime and life expectancy are established.
		2.5	Health and safety performance requirements of ***emergency and personal protective equipment*** (PPE) are identified from manufacturer specifications.
3	Ensure access to plant, equipment and materials.	3.1	Owned, hired and leased plant and equipment are maintained in line with budgetary constraints and usage patterns.
		3.2	Business relationships with suppliers are maintained according to legislative and organisational requirements.
		3.3	Sources of supply are maintained to optimise stock levels.

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		3.4	Rights to proprietary plant and equipment are negotiated with suppliers.
4	Maintain up-to-date information on industry plant, equipment and materials.	4.1	Business network is maintained in order to access regular and useful information.
		4.2	Knowledge of regulatory and standard authorities is maintained and arrangements are made for receipt of publications.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify hazards and risks
  - identify waste types and waste non-conformances
- basic numeracy skills to compare waste management service rates
- interpersonal skills to:
  - work in a team environment
  - lead teams
- technical skills to facilitate:
  - plant and equipment operation, including computer operation and problem solving
  - basic cleaning and maintenance of plant and equipment
  - selection of plant, equipment and materials
- reading skills to interpret:
  - job sheets
  - work requirements and material safety data sheets (MSDS)
- self-management skills to:
  - conduct work practices safely and efficiently
  - organise work methodically
  - use emergency and PPE
  - use information technology to complete tasks
- oral communication skills to:
  - ask questions

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    - listen actively
    - consult
    - provide directions
    - negotiate purchase and finance arrangements
- planning and initiative skills to supervise teams, including:
    - providing guidance
    - demonstrating functions associated with equipment processes
    - planning and problem solving in tasks
- written communication skills for:
    - record keeping
    - documentation

Required knowledge

- occupational health and safety (OHS) requirements relating to:
    - dangerous goods and hazardous substances
    - OHS hierarchy of control
    - potential hazards and risks to waste management plant, equipment and materials
    - emergency response procedures
- plant, equipment and materials to facilitate:
    - operation of plant and equipment
    - cleaning and maintenance of plant and equipment
    - plant shut-down, lock-out and isolation procedures
- principles of supervision, including:
    - leading by example
    - providing or organising training
    - establishing work plans
    - monitoring work activity and team outputs
    - establishing effective communication channels
- regulations and standards affecting:
    - establishing plant
    - equipment and materials used in the waste management industry
    - plant equipment
    - providing or organising training
- waste management provision, including:
    - client requirements
    - duty of care
    - organisational requirements
    - reporting requirements
    - business methods and operations
    - waste management options

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- waste management hierarchy
- waste site management plan
- industry standards

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing the practical demonstration in the workplace, or relaying in discussion, appropriate processes to select and obtain waste management plant, equipment and materials.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify services to be provided from business plan • identify plant, equipment and materials required for waste management service • assess performance characteristics of plant, equipment and materials • secure availability of plant, equipment and materials.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Selecting and obtaining waste management plant, equipment and materials must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the selection and procurement of plant, equipment and materials. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work

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	conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN4004B Facilitate effective client relationships • CPPWMT4030A Determine waste management services • CPPWMT4032A Inform and educate clients on waste management issues • CPPWMT5033A Educate public on waste management issues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Client includes:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies
	  • residents and ratepayers.

Client requirements may include expectations expressed in:	• briefing papers • contract documents • letters • memos • quality assurance documents

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	• tender documents • verbal or written instructions.

Waste management plan may include:	• implementation strategies, including:
	  • MSDS
	  • measurement and recording
	  • OHS procedures
	  • PPE
	  • legislation and codes
	  • site contract requirements
	  • work procedures
	• objectives pertaining to:
	  • changes to processes and procedures
	  • environmental issues
	  • education and training
	  • past and future reviews and audits
	  • recycling requirements
	  • reduction of waste
	• review strategies, including:
	  • internal and external audits
	  • monitoring statistics
	  • monitoring personnel performance following training
	  • formalising review strategies via re-planning
	• targets, such as:
	  • carbon emissions reduction
	  • lean management
	  • recycling rates
	  • waste minimisation.

Plant may include:	• autoclaves • balers • bobcat • boilers • bunded areas • centrifuges • chippers • compactors • computer hardware and software • conveyors • crushers • dozers and associated earthmoving equipment • forklifts

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	• hammer mills
	• incinerator
	• microwave
	• pipes
	• processing plant
	• loaders:
	  • front-end
	  • rear-end
	  • tailgate
	• tankers
	• treatment plant, including tanks
	• safety structures and controls
	• separators
	• shredders
	• sorters
	• storage tanks
	• trucks:
	  • articulated
	  • open-bodied
	  • rigid
	• tub grinders.

Plant for waste processing may include:	• barriers and warning signs • communications equipment • compactors • conveyors • generators • hoses • lifting equipment • loadshifting equipment • PPE • pumps • recording equipment • sampling equipment • scales • skips • sorting tables • storage containers • tools • trailers • trolleys • vacuums

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	• weighbridge • waste containers.
Material may include:	• cleaning chemicals • cleaning rags • consumables • cover materials • fuels • lubricants • office requisites • oils • road maintenance materials • treatment and processing chemicals • water.
Supervisory processes may include:	• delegating • implementing • monitoring • overseeing • planning • reviewing • targeting practices to meet deadlines.
Time available may include considering:	• client instructions • contingencies • past experiences • skills and experience of operatives • location of project • methods to be employed • resources and equipment to be used.
Characteristics may include:	• compliance with legislation and environmental policy • downtime and life expectancy • fitness for purpose • maintenance • performance • repair costs • safety.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection

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	• equal employment opportunity • freedom of information • industrial • OHS • trade practices • road laws.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT4030A Determine waste management services

Modification History

Revised unit

Unit updated and equivalent to PRMWM30B Determine waste management services

Unit Descriptor

This unit of competency specifies the outcomes required to determine waste management services suitable for a client's waste management requirements. It requires the ability to analyse practices and develop strategies by working effectively with clients.

Application of the Unit

This unit of competency supports individuals with supervisory responsibilities for developing waste management strategies. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Clarify client requirements.	1.1	Information relating to ***client*** contact with organisation is reviewed.
		1.2	Client needs and waste management requirements are established through questioning and discussion.
		1.3	Site ***assessment*** is organised to determine and clarify ***client requirements***.
2	Undertake site inspection.	2.1	***Waste characteristics***, ***waste types*** and volume of waste are established.
		2.2	Waste assessment is conducted to clarify client requirements.
		2.3	Details relating to access for the provision of waste management services are confirmed.
		2.4	Client's existing waste management habits and processes are determined from questioning and observation.
		2.5	***Potential hazards and risks*** to waste management service provision are identified.
3	Determine service and information requirements.	3.1	Waste management service is designed to meet client needs and to be cost-effective.
		3.2	Service is offered according to ***organisational requirements*** and environmental, occupational health and safety (OHS) regulations and other ***legislation and codes***.
		3.3	Client is provided with accurate and understandable ***information relating to waste management strategy*** in order to make an informed decision.
		3.4	Additional advice is sought where required in relation to compliance with environmental, and OHS regulations and other legislation and codes.
		3.5	Staffing or contracting requirements in relation to waste

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			management service are determined.
4	Record assessment as required.	4.1	Information on client requirements and service proposed is recorded, according to organisational requirements.
		4.2	Information on service provision, legal requirements and organisational requirements is provided to the client.
		4.3	Client is provided with a copy of ***assessment documentation***.
		4.4	Organisational records are updated according to organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - determine appropriate waste management service
  - observe review operations
- basic numeracy skills to:
  - compare service costs
  - review claims
- reading skills to interpret:
  - maps
  - plans
  - documents
  - work requirements and material safety data sheets (MSDS)
- self-management skills to:
  - conduct work practices safely and efficiently
  - apply accuracy and attention to detail
  - apply decision making
  - identify hazards and risks
  - organise work methodically
  - source, organise and apply information
  - use applicable information technology

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- oral communication skills to:
  - request advice or further information
  - listen actively
  - consult
  - negotiate
- written communication skills to:
  - write reports
  - process documentation

Required knowledge

- environmental issues relating to:
  - life cycle of products: re-new, re-use and recycle
  - environmental regulations
  - renewable energy
- OHS requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
  - potential hazards and risks to waste management services
  - emergency response procedures
- plant, equipment and materials to facilitate:
  - operation of plant and equipment
  - cleaning and maintenance of plant and equipment
  - plant shut-down, lock-out and isolation procedures
- identification of waste types, including:
  - waste types, streams, non-conformances and characteristics
  - unanticipated waste
- principles of supervision, including:
  - leading by example
  - providing or organising training
  - establishing work plans
  - monitoring work activity and team outputs
  - establishing effective communication channels
- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be recovered
- regulations and standards affecting:
  - establishing plant
  - equipment and materials used in the waste management industry
  - plant equipment
  - providing or organising training

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- range of waste management services, including:
  - business methods and operations organisational requirements, including confidentiality requirements
  - client requirements, including confidentiality requirements
  - proprietary issues
  - reporting requirements
  - waste management options
  - waste management hierarchy
  - waste site management plan
  - industry standards

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in discussion, relaying how waste management services are determined.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • clarify a client's waste management service requirements • perform a thorough site assessment, obtaining correct information on type, volume and characteristics of waste • assess client's waste management habits • identify hazards, risks and associated OHS concerns to waste management service provision.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Waste management services must be determined in line with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess

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	competency in the determination of waste management service. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN4004B Facilitate effective client relationships • CPPWMT4027A Select and obtain waste management plant, equipment and materials • CPPWMT4032A Inform and educate clients on waste management issues • CPPWMT5033A Educate public on waste management issues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Client may include:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies

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	• residents and ratepayers.
Assessment may include the following methods:	• discussion with client • review of past service records • visual inspection.
Client requirements may include expectations expressed in:	• briefing papers • contract documents • letters • memos • quality assurance documents • tender documents • verbal or written instructions.
Waste characteristics may include:	• density • level of contamination • quality • shape • size • volume • weight.
Waste types may include:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts

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	• weather.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

Legislation and codes may include:	• commonwealth, state and territory legislation, including:
	  • environmental protection
	  • OHS
	• industry codes.

Information relating to waste management strategy may include:	• access to site • environmental issues • location of waste containers • maps of plant or site • OHS procedures • processing methods • production dates and schedules • production inputs and outputs • recycling options • site size • specific site requirements • storage and disposal methods • waste handling • waste hazards • waste outputs • waste recovery routes • waste streams.
Assessment documentation may include:	• organisational activity records • detailed proposals • written reports.

Unit Sector(s)

Waste management

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Custom Content Section

Not applicable.

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CPPWMT4032A Inform and educate clients on waste management issues

Modification History

Revised unit

Unit updated and equivalent to PRMWM32B Inform and educate clients on waste management issues

Unit Descriptor

This unit of competency specifies the outcomes required to inform and educate clients on waste management issues. It requires the ability to analyse practices and develop strategies by working effectively with clients.

Application of the Unit

This unit applies to those responsible for waste management information dissemination. It includes contributing to the development and implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Determine requirements for provision of information and advice to client.	1.1	***Need for provision of information*** is determined from log of common ***client*** inquiries, review of client compliance levels, new waste management trends and issues, and changes in services provided.
		1.2	***Information*** requirements, including ***target groups*** for advice, are determined through discussion with clients and relevant interest groups.
		1.3	Organisational requirements and requirements of ***legislation and codes*** of practice are identified.
2	Provide information and advice to client.	2.1	Information is checked to ensure it provides client with practical options for the effective management and minimisation of waste.
		2.2	Information is provided in a clear and concise manner.
		2.3	Client is provided with opportunity to confirm understanding and seek clarification.
		2.4	Client is provided with reliable documentation and suitable publications for ongoing reference.
3	Assist client to obtain access to additional information as required.	3.1	***Sources of additional information*** are provided to ensure client can follow up when required.
		3.2	Details on organisations providing waste management services are provided to assist in future service provision as required.
		3.3	Information on community, government, industry services and their ***responsibilities and capacities*** is checked to ensure it meets client needs.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - determine appropriate waste management service
  - observe review operations
- interpersonal skills to:
  - assess client needs
  - coordinate activities
  - provide information in a team environment on a range of waste management issues
- reading skills to interpret:
  - maps
  - plans
  - documents
  - work requirements and material safety data sheets (MSDS)
- problem-solving skills to source, organise and apply information
- self-management skills to:
  - apply accuracy and attention to detail
  - organise work methodically
  - conduct project management
  - use applicable information technology
- oral communication skills to:
  - ask questions
  - facilitate
  - listen actively
  - present information
  - consult
  - negotiate
- written communication skills for:
  - report writing
  - documentation
  - presentation

Required knowledge

- environmental issues relating to:
  - life cycle of products: re-new, re-use and recycle
  - environmental regulations
  - renewable energy

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- occupational health and safety (OHS) requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
  - potential hazards and risks to waste management
  - emergency response procedures
- identification of waste types, including:
  - waste types, streams, non-conformances and characteristics
  - unanticipated waste
- presentation standards, including:
  - designing sessions in a manner that focuses on key messages
  - establishing rapport with audience
  - informing audience in a clear manner
  - summarising key points
- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be recovered
- range of waste management services, including:
  - client requirements
  - organisational requirements
  - industry standards
  - legal implications
  - problem-solving strategies
  - sources of waste management information
  - waste management options
  - waste management hierarchy
  - waste minimisation strategies
  - waste types, streams and characteristics

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in discussion, relaying how to inform and educate clients on waste management issues.
Critical aspects for assessment and evidence	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in

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required to demonstrate competency in this unit	this unit. In particular the person should demonstrate the ability to: • determine requirements for provision of information and advice to client • communicate clearly • provide client with information and advice on waste management and OHS issues.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Clients must be informed and educated on waste management issues in line with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the provision of information and education. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPCMN4004B Facilitate effective client relationships • CPPWMT4030A Determine waste management services

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	• CPPWMT5033A Educate public on waste management issues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Need for provision of information may arise from:	• client's waste management needs and requirements • carbon emission discussions • compliance requirements • discussions with client on waste characteristics, waste types and their treatment • environmental considerations • OHS considerations • potential hazards and risks • recycling considerations • waste disposal cost considerations.

Client may include:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies
	  • residents and ratepayers.

Information may include:	• all aspects of waste management, including:
	  • waste management service available
	  • waste minimisation
	• carbon emissions
	• cost of waste management services
	• impact on the environment of waste
	• recycling
	• legislation and codes.

Target groups may be identified by:	• age group • culture • ethnicity • industry • occupation • geographic location

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	• religion.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Sources of additional information may include:	• organisational publications • government information • industry publications.
Responsibilities and capacities may include:	• availability of trained, experienced or licensed persons • costs • maintenance of site.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT4035A Undertake waste process audits

Modification History

Revised unit

Unit updated and equivalent to PRMWM35B Undertake process audit

Unit Descriptor

This unit of competency specifies the outcomes required to audit a client's processing, waste management and waste minimisation practices. It requires the ability to follow assignment instructions, liaise with clients, and effectively identify and assess their waste practices and issues that impact on their organisation's operations.

Application of the Unit

This unit of competency supports individuals with supervisory responsibilities for implementing and monitoring a client's waste audit processes. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Organise for audit.	1.1	***Process audit requirements*** are determined from consultation with client, organisational process audit methodology, and review of findings of waste assessment where available.
		1.2	Written approval for process audit is obtained from client according to ***organisational requirements***.
		1.3	***Equipment*** required for audit is obtained.
		1.4	***Details relating to access to site and site requirements*** are identified and followed.
		1.5	Locations of plant and equipment to be audited are identified from process audit requirements and clarified with client.
		1.6	Audit is organised with client to coincide with specific processes and operations.
		1.7	***Emergency and personal protective equipment*** (PPE) is selected and fitted according to job requirements, manufacturer specifications, organisational requirements, and occupational health and safety (OHS) regulations and other ***legislation and codes***.
		1.8	***Potential hazards and risks*** of job requirements are identified and managed according to organisational requirements, and OHS regulations and other legislation and codes.
2	Conduct audit.	2.1	Process audit is conducted in manner that complies with audit requirements, organisational requirements, OHS regulations and other legislation and codes.
		2.2	Processes with actual and potential sources of waste identified are documented.
		2.3	Inputs, outputs and material balances of processing are identified and listed.

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		2.4	Work processes are observed and assessed for efficiency and effectiveness in waste management and minimisation.
		2.5	***Waste streams*** produced are quantified, characterised and sourced to determine how and why they are generated.
		2.6	Where applicable, processes for the pre-treatment, storage, handling and disposal of waste are identified and recorded.
		2.7	***Relevant personnel*** are interviewed to determine operational and process characteristics.
3	Document audit findings.	3.1	Collected audit data is compiled and provided in a format useful to relevant personnel.
		3.2	***Details of audit activity*** are documented promptly and according to organisation and audit requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- basic numeracy skills to:
  - estimate quantities
  - measure and calculate:
    - volumes
    - weights
    - material balances
    - time
- interpersonal skills to:
  - assess client needs
  - coordinate activities
  - provide information in a team environment on a range of waste management issues
- reading skills to interpret:
  - maps

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    - plans
    - documents
    - work requirements and material safety data sheets (MSDS)
- problem-solving skills to source, organise and apply information
- self-management skills to:
    - conduct work practices safely and efficiently
    - apply accuracy and attention to detail
    - organise work methodically
    - use communications equipment (two-way radio, mobile phone)
    - use applicable information technology
    - use PPE
- oral communication skills to:
    - ask questions
    - listen actively
    - consult
    - negotiate
    - provide information
    - follow instructions
- written communication skills for:
    - audit processing
    - report writing
    - documentation
- process audit technical skills to:
    - use recording equipment
    - use photographic equipment
    - use PPE

Required knowledge

- environmental issues relating to:
    - life cycle of products: re-new, re-use and recycle
    - environmental regulations
    - renewable energy
- identification of waste types, including:
    - streams, non-conformances and characteristics
    - unanticipated waste
- OHS requirements relating to:
    - dangerous goods and hazardous substances
    - OHS hierarchy of control
- potential hazards and risks relating to:
    - plant and equipment

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    - emergency response procedures
- resource recovery options relating to:
    - valuable resources within materials
    - potential resources to be recovered
- range of waste management services, including:
    - client requirements
    - organisational requirements
    - industry standards
    - legal implications
    - problem-solving strategies
    - sources of waste management information
    - waste management options
    - waste management hierarchy
    - waste minimisation strategies
- waste audit processes, including:
    - common reasons for undertaking a waste audit
    - waste analytical methods for waste types, streams and characteristics
    - industry practice for conducting process audits
    - standard audit requirements and procedures
    - nature and significance of waste minimisation hierarchy
    - waste disposal and recovery routes
    - sampling and recording techniques
    - types of client waste management surveys and their uses
    - site scoping
    - safe and efficient hazard and risk identification

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in discussion, relaying process audit requirements.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to:

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	• identify inputs, outputs, by-products of processes and compliance with OHS requirements • observe work processes for efficiency and effectiveness in waste management, waste minimisation and waste avoidance • identify, quantify and source waste to determine how and why it was generated.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • client audit requirements for workplace portfolio case studies, if required • work plans and approved specifications • results of sampling • forms and procedures manuals.
Method of assessment	Process audits must comply with the objectives of the client and as well as industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the process audit of waste. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPWMT4001A Plan waste audits • CPPWMT4002A Carry out waste audits

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	• CPPWMT4003A Review, evaluate and document waste assessment findings.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Process audit requirements may include:	• organisational requirements • compliance with legislation or regulations • identifying recyclable types • measurement and recordings • personnel and equipment • processes undertaken • public health and safety • site requirements • specific functions requiring observation and audit.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • policy and procedures documents • quality assurance documents • site development plans • tender and contract documents • training materials • verbal or written instructions • work procedures.
Equipment **required** may include:	• camera • computer • collection containers • lifting gear • measurement equipment • PPE • process charts and diagrams • recording and counting equipment • reference manuals

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	• safety barriers and warning signs • sample bench • scales • site maps • software.
Details relating to access to site and site requirements include:	• access and egress points • noise control • OHS requirements and noise control • PPE • security clearance • time of access • union requirements • work permits.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information

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	• industrial • OHS • trade practices • road laws.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Waste streams may include:	• chemical waste • construction and demolition • dangerous goods • green waste • hazardous substances • municipal waste • prescribed waste • putrescibles • quarantine • recyclable liquids • regulated waste • solid inert.
Relevant personnel may include:	• client • householder • management • waste generator’s personnel.
Details of audit activity	• accidents • date

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may include:	• equipment used • findings • injuries • location • results • time • waste disposal.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT4037A Conduct minor maintenance and repairs on waste processing plant and equipment

Modification History

Revised unit

Unit updated and equivalent to PRMWM37B Conduct minor maintenance and repairs on waste processing plant/equipment

Slight change of title

Unit Descriptor

This unit of competency specifies the outcomes required to conduct minor maintenance and repairs on waste processing plant and equipment. It requires the ability to analyse practices and undertake practical activity while working effectively with clients.

Application of the Unit

This unit of competency supports individuals with supervisory responsibilities for conducting maintenance on waste processing plant and equipment, and includes recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Organise for maintenance.	1.1	Plant ***maintenance schedule*** is reviewed to determine maintenance requirements.
		1.2	***Maintenance*** is scheduled to minimise disruption to organisational operations.
		1.3	Tools and materials required for maintenance are identified and obtained.
		1.4	Lock-out or isolation procedures are followed prior to conducting plant maintenance according to manufacturer specifications, ***organisational requirements*** and ***legislation and codes***.
		1.5	***Supervisory processes*** and checks and measures are implemented to ensure work is completed within ***time available***.
2	Carry out housekeeping, minor maintenance and repairs.	2.1	***Housekeeping*** is conducted to ensure cleanliness of plant.
		2.2	Routine maintenance is conducted safely and efficiently according to manufacturer specifications and organisational requirements.
		2.3	Tools for maintenance and repairs are selected and used according to manufacturer specifications.
		2.4	Visual and operational ***checks*** are performed on waste processing ***plant***, ***emergency and personal protective equipment*** (PPE) and ***materials*** to determine level of operational functioning.
		2.5	Lubrication is applied to moving parts according to manufacturer specifications.
		2.6	***Minor components and accessories*** are adjusted and replaced according to manufacturer specifications and organisational requirements.

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		2.7	Worn parts are identified, changed or reported to relevant personnel according to organisational requirements.
		2.8	Major faults and defects are identified and scheduled for repair according to organisational requirements.
3	Record plant maintenance and repairs.	3.1	Record of housekeeping, maintenance and repairs is maintained according to manufacturer specifications and organisational requirements.
		3.2	Major faults and defects are reported and ***documentation*** is maintained according to manufacturer specifications and organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to:
  - work in a team environment
  - lead teams and provide guidance
  - demonstrate functions associated with equipment processes
- technical skills to facilitate:
  - plant and equipment operation
  - basic cleaning and maintenance of plant and equipment
  - selection of plant and equipment
  - housekeeping
- self-management skills to:
  - conduct work practices safely and efficiently
  - identify hazards and risks
  - organise work methodically
  - use emergency and PPE
  - execute routine tasks
  - make decisions regarding maintenance and repairs
  - use information technology to complete tasks
- reading skills to interpret:
  - job sheets

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    - work requirements and material safety data sheets (MSDS)
- oral communication skills to:
    - ask questions
    - listen actively
    - consult
    - provide information
- planning and problem-solving skills to:
    - carry out minor repairs and maintenance
    - organise routine maintenance tasks
- written communication skills for:
    - record keeping
    - documentation

Required knowledge

- occupational health and safety (OHS) requirements relating to OHS hierarchy of control
- plant, equipment and materials to facilitate:
    - operation of plant and equipment
    - cleaning and maintenance of plant, equipment and materials
    - plant shut-down, lock-out and isolation procedures
- potential hazards and risks relating to:
    - plant and equipment
    - emergency response procedures
- principles of supervision, including:
    - leading by example
    - providing or organising training
    - establishing work plans
    - monitoring work activity and team outputs
    - establishing effective communication channels
- regulations and standards affecting:
    - establishing plant
    - plant, equipment and materials used in the waste management industry
- waste management provision, including:
    - client requirements
    - organisational requirements
    - reporting requirements
    - industry standards
    - duty of care in relation to plant, equipment and materials used in the waste management industry
    - waste processing plant types
    - standard operation of waste processing plant

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment conducting minor maintenance and repairs on waste processing plant and equipment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • organise and conduct maintenance and repairs of waste processing plant and equipment • assess performance characteristics of plant, equipment and materials • secure availability of plant, equipment and materials.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals • reports.
Method of assessment	Minor maintenance and repairs on waste processing plant and equipment must be undertaken in line with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of maintenance and repair requirements to assess competency in minor maintenance and repairs. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application

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	• reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPCMN3003A Contribute to workplace safety arrangements • CPPWMT3016A Operate waste processing plant • CPPWMT4027A Select and obtain waste management plant, equipment and materials.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Maintenance schedule may include:	• instructions • nature and scope of task • OHS requirements • resource allocations and requirements • tools and materials to be used • equipment types.

Maintenance will typically include:	• adjusting
	• cleaning
	• lubricating or greasing, including pre-start checks, such as:
	  • compliance with MSDS
	  • OHS compliance
	  • operational checks
	  • start-up
	  • visual
	• repairs

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	• replacing parts • servicing faults.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • verbal or written instructions • work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Supervisory processes may include:	• delegating • implementing • monitoring • overseeing • planning • reviewing • targeting practices to meet deadlines.
Time available may include considering:	• client instructions • contingencies • past experiences • skills and experience of operatives • location of plant and equipment • methods to be employed • resources and equipment to be used.
Housekeeping may include:	• high-pressure water or air-hosing • shovelling • sweeping out • using decontamination products • vacuuming.

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Checks may include:	• compliance with legislation, OHS and environmental policy • downtime and life expectancy • fitness for purpose • maintenance and repair costs • performance and safety.

Plant may include:	• autoclaves
	• balers
	• bobcats
	• boilers
	• bunded areas
	• centrifuges
	• chippers
	• combustion
	• compactors
	• composters
	• conveyors
	• crushers
	• dozers and associated earthmoving equipment
	• forklifts
	• hammer mills
	• incinerators
	• loaders:
	  • front-end
	  • rear-end
	  • tailgate
	• materials recovery facility
	• microwaves
	• pipes
	• processing plants, including size-reduction processing plant
	• safety structures and controls
	• separators
	• shredders
	• sorters
	• storage tanks
	• tankers
	• transfer station
	• treatment tanks
	• trucks:
	  • articulated
	  • open-bodied
	  • rigid

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	• tub grinders
	• treatment plants, including:
	  • biological treatment plant
	  • chemical treatment plant
	  • liquid waste treatment plant
	  • microwave treatment plant
	  • physical treatment plant.

Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Equipment may include:	• barriers and warning signs • communications equipment • compactors • conveyors • generators • hoses • lifting equipment • loadshifting equipment • PPE • pumps • recording equipment • sampling equipment • scales • skips • sorting tables

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	• storage containers • tools • trailers • trolleys • vacuums • waste containers.
Materials may include:	• cleaning chemicals • cleaning rags • consumables • cover materials • fuels • lubricants • oils • water.
Minor components and accessories may include:	• fuses • globes • lights • tyres.
Documentation may include recording:	• checks completed • defects identified • faults serviced • housekeeping undertaken • materials used • parts replaced • repairs and adjustments made.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT4050A Deliver training in hazard identification and waste emergency responses

Modification History

New unit

No equivalent unit

Unit Descriptor

This unit of competency specifies the outcomes required to conduct staff training in hazard identification and waste emergency responses. It requires the ability to train small groups and impart knowledge of occupational health and safety (OHS) requirements and practices through demonstration of work skills.

This unit is based on TAADEL301C Provide training through instruction and demonstration of work skills.

Application of the Unit

This unit of competency supports experienced workers or supervisors who are demonstrating work skills in the workplace. The focus of this instruction is usually on specific learner and organisational requirements, including workplace induction, learning how to operate new waste equipment, developing new skills at work, improving efficiency and effectiveness, and following safety processes and procedures.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Organise instruction and demonstration.	1.1	Information about ***learner characteristics*** and their learning needs is gathered.
		1.2	***Safe and comfortable learning environment*** to conduct training is established using ***interpersonal skills*** and according to ***personnel training plans***.
		1.3	Learners are notified of the training ***details***.
		1.4	***Instruction and demonstration objectives*** are sourced and checked, and assistance is sought if required.
		1.5	***Learning resources*** and ***learning materials*** on ***waste characteristics***, ***waste streams*** or ***waste categories***, ***contamination***, potential ***emergencies*** and ***emergency response plan*** are obtained and checked for relevance.
		1.6	***Emergency response systems*** are reviewed, and equipment and ***emergency and personal protective equipment*** (PPE) required for the demonstration are organised.
2	Instruct on waste hazard identification and emergency responses.	2.1	***Learning program*** or ***delivery plan*** is followed using emergency response plan to ensure all learning objectives are delivered pertaining to ***potential hazards and risks***, ***service specialists***, ***OHS requirements*** and ***legislation and codes***.
		2.2	Information on existing site safety plan, emergency systems and equipment, and emergency and PPE is incorporated into the training.
		2.3	***Hazardous and dangerous waste*** and ***non-conforming waste*** are identified.

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		2.4	***Emergency escape details***, ***containment and isolation*** of emergency situation and ***clean-up*** are discussed.
		2.5	***Techniques*** are used to structure, pace and enhance learning.
		2.6	***Communication skills*** are used to provide information, instruct learners and demonstrate relevant work skills.
		2.7	Opportunities for practice are provided during instruction and through activities.
		2.8	Feedback on learner performance is provided and discussed to support learning.
3	Review and document training processes.	3.1	***Measures*** are used to ensure learners are acquiring and can use emergency response and hazard identification skills and knowledge.
		3.2	***Review and reflection*** on personal delivery are undertaken.
		3.3	***Learner records*** are maintained, stored and secured according to ***organisational requirements***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- identification of waste types, including:
  - streams, non-conformances and characteristics
  - unanticipated waste
- interpersonal skills to:
  - engage, motivate and connect with learners
  - act without bias
  - maintain relationships
  - provide guidance
  - establish trust
  - use body language
  - maintain humour

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    - respect others
    - manage a group
    - recognise and interact sensitively to individual and cultural differences and diversity
    - respond to individual's particular learning needs
- observation skills to:
    - monitor learner acquisition of new skills and knowledge
    - assess learner communication and interaction with others
    - identify learner concerns
    - recognise learner readiness to take on new skills or tasks
- reading skills to:
    - interpret learning resources
    - interpret organisational procedures
- self-management skills to:
    - organise work methodically
    - conduct group problem solving
    - source, organise and apply information
    - use applicable information technology
    - operate audiovisual and technical equipment
    - list options, using procedures such as brainstorming
    - develop diagnostic techniques
    - use PPE
- oral communication skills to:
    - ask and answer questions
    - listen actively
    - explain activities
    - provide constructive feedback
    - provide information
- written communication skills for:
    - writing learning material
    - documentation

Required knowledge

- content and requirements of learning program or delivery plan, including:
    - learning resources and learning materials
    - sources and availability of resources
- learning principles, including:
    - learning and experience
    - adult learning
    - learner characteristics and needs
- OHS requirements, including:

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    - roles and responsibilities of key personnel in learning environment
    - policies and procedures, including hazard identification, risk assessment, safe use of equipment and emergency procedures
    - hazard identification and risk controls for the specific learning environment
    - OHS hierarchy of control
- standard emergency response requirements:
    - waste types and implications in emergency situations
    - components, features and layout of emergency response plans
    - organisational policy and procedures in relation to emergency response
    - first aid requirements for likely hazards and risks in work environment
    - methods of containment and isolation of emergencies
    - potential hazards and risks
- training techniques that enhance learning and diversity, including:
    - instructions and explanations
    - asking questions
    - practice
    - group or team activities
    - individual activities
    - demonstration
- waste management provision, including:
    - business methods and operations
    - client requirements
    - duty of care
    - hazard and risk identification
    - organisational requirements
    - environmental agencies
    - industry standards, legislation and codes
    - reporting requirements
    - standard operation of waste processing plant
    - waste non-conformance procedures
    - waste processing plant types
    - waste types, stream and characteristics

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment of conducting training on hazard identification and waste emergency responses.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • apply knowledge of waste emergency response processes and hazard identification • plan learning programs suitable to different learner styles • train staff in emergency response processes and hazard identification • review training conducted and update training records.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals • reports.
Method of assessment	Training in waste emergency response and hazard identification must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in training staff in this field. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision

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	of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN3001B Participate in environmentally sustainable work practices • CPPWMT3011A Respond to waste emergencies • CPPWMT3044A Identify wastes and hazards.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Learner characteristics may include:	• language, literacy and numeracy levels • learning styles • past learning • work experience.
Safe and comfortable learning environment may include:	• safe access • exit requirements • use of equipment, including PPE.
Interpersonal skills may include:	• actively listening • adjusting personal language and manner to learners • communicating clearly and effectively • engaging and motivating learners • maintaining appropriate body language.
Personnel training plans may include:	• alarm systems • containment and isolation procedures • evacuation plans • readiness for various types of potential emergencies • reporting and shut-down procedures • selection and use of PPE • storage systems.
Details may include:	• attendance requirements • location

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	• proposed outcome of training • reason for instruction or demonstration.
Instruction and demonstration objectives may include:	• competencies to be achieved • individual or group objectives • learning outcomes • proposed skill development.

Learning resources may include**:**	• CDs and audio tapes
	• competency standards
	• language, literacy and numeracy support resources
	• manuals
	• organisational learning resources
	• emergency response plans
	• record and log books
	• support material, including:
	  • assessment material
	  • case studies
	  • learner and user guides
	  • professional development materials
	  • trainer or facilitator guides.

Learning materials may include:	• activity sheets
	• assignments
	• case studies
	• handouts for learners
	• materials sourced from the workplace material, such as:
	  • operating procedures
	  • specifications
	• presentations
	• PowerPoint and notes
	• projects
	• research tasks
	• role plays
	• scenarios
	• subject information sheets
	• workbooks
	• worksheets.

Waste characteristics may include:	• density • level of contamination • quality • shape • size • volume

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	• weight.
Waste stream may include:	• construction and demolition • dangerous goods • green waste • hazardous substances • municipal waste.
Waste categories may include:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.
Contamination may include:	• exposure to sunlight • infestation • mixing with other waste types • rot or mould • waterlogging.

Emergency may include:	• external:
	  • airplane crash
	  • bushfire
	  • civil disturbance
	  • explosion
	  • flood
	  • hazardous material
	  • motor vehicle accident
	  • fallen powerlines
	  • storm
	  • toxic emission
	  • terrorism
	• internal:
	  • bomb threat
	  • civil disturbance
	  • contamination
	  • equipment malfunction
	  • fire
	  • gas leak
	  • machinery malfunction
	  • medical emergency
	  • security breach
	  • spill.

Emergency response plan	• chain of command or supervision in an emergency

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may include:	• cleaning up • containing emergency • emergency communication system and central control • emergency evacuation procedures, including emergency escape route • emergency response teams • equipment or plant isolation or shut-down • evacuation • first aid • making site safe • names or regular job titles of person or department to be contacted for further information or explanation of duties under the plan • notifying authorities • preferred means for reporting fires and other emergencies • procedures to account for all employees after emergency evacuation has been completed • procedures to be followed by personnel who remain to perform or shut down critical plant operation before site is evacuated • rescue and medical duties for those employees who are to perform them • security measures • training • vehicle contact with overhead wires • using PPE.

Emergency response systems may include:	• communication systems
	• emergency lighting
	• PPE
	• regulated waste identification, including:
	  • classification of dangerous goods
	  • communications equipment
	  • first aid
	  • hazardous class
	  • HAZCHEM codes
	  • packaging group number.

Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • hearing protection

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	• material safety data sheets (MSDS) • spill kit • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shield or mask • gloves • hard hats.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.

Learning program may include:	• overview of content to be covered in each segment of program
	• assessment methods and tools to be used to collect evidence of competency where assessment is required
	• competencies or other criteria to be achieved
	• delivery methods for each segment of the learning program
	• identification of assessment points to measure learner progress
	• learning resources, learning materials and activities for each segment of learning program
	• number and duration of training sessions and overall timelines
	• OHS issues to be addressed in each segment
	• emergency response plan requirements, such as:
	  • documented in format that is understandable to all personnel and complies with organisational requirements
	  • displayed and housed in personnel work areas to ensure availability for immediate referral
	  • monitored and evaluated, with modifications made where appropriate to reduce impact of an emergency and ensure compliance with organisational requirements, OHS requirements and legislation and codes
	• specific learning outcomes derived from criteria for each segment of learning program.

Delivery plan may include:	• content of sessions as specified in session plans • individual or group learning objectives or outcomes to be addressed • number of learners and their specific support requirements • OHS considerations • other resource considerations • timelines and duration of activities within sessions.
Potential hazards and risks are those identified	• damage to plant, vehicle or property • harm to the environment

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by the organisation that may lead to:	• illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Potential hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Service specialists may include:	• ambulance service • fire brigade • medical service • police department • organisational personnel • environmental protection agencies.
OHS requirements may include:	• organisational OHS reporting and audit systems • organisational policy • duty of care • incident reporting • PPE • safe work procedures • safety briefing • site-specific safety rules.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial

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	• OHS • trade practices • road laws.
Hazardous and dangerous waste may include:	• all waste depending on the condition, environment and personal exposure • biological products • blood products • broken metal • chemicals • electrical wiring • gases and fumes • glass • hospital waste • leaking containers • medical waste • needles and syringes • oil and petrol.
Non-conforming waste may include:	• contamination • hazardous or dangerous waste • inferior quality and unacceptable waste streams.
Emergency escape details may include:	• all-clear procedures • clean-up procedures • procedures for all critical plant operator personnel • procedures to account for all personnel after emergency evacuation is completed.
Containment and isolation may include:	• bunding area • erecting barricades • moving vehicle or equipment away from hazardous area • sealing leaks • transferring waste • turning off electricity and gas • using fire extinguishers • water-hosing.
Clean-up may include:	• removing equipment, plant and vehicle from site • removing and disposing of contaminated soil and liquid • shovelling • seeping out • using cleaning products • using high pressure water or air-hosing • vacuuming.
Techniques may include:	• demonstration

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	• explanation • group or pair work • question and answer • role plays • problem solving • providing opportunities for active learning • providing opportunities to practice skills.
Communication skills may include:	• asking clear and probing questions • providing constructive feedback • providing explanations • providing information coherently and clearly • using legible writing.
Measures may include:	• informal review or discussion • learner surveys • on-the-job observation • questioning.
Review and reflection may include:	• critical questioning of personal performance • discussions with other trainers or facilitators • learner evaluations • on-the-job performance • peer assessment or feedback • peer coaching systems • video recording of session.
Learner records may include:	• training needs analysis • performance reviews.
Organisational requirements may include information found in:	• operations manuals • quality assurance documents • work procedures.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT4052A Organise waste management operations

Modification History

Revised unit

Unit updated and equivalent to PRMWM52A Organise waste management operation

Unit Descriptor

This unit of competency specifies the outcomes required to coordinate waste management operations, including the allocation of work to personnel. It requires the ability to supervise a field team and to apply safe work practices while working with potentially hazardous waste products.

Application of the Unit

This unit of competency supports individuals with responsibilities for organising waste management operations, leading a team or supervising a site. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify work requirements.	1.1	***Work site specifications*** or ***organisational plan*** are reviewed to identify requirements.
		1.2	Client needs and expectations are identified.
		1.3	Site characteristics and special requirements for waste management are identified.
		1.4	***Potential hazard and risk*** analysis is conducted to identify occupational health and safety (OHS) and ***emergency and personal protective equipment*** (PPE) requirements according to ***organisational requirements***, OHS regulations and ***legislation and codes***.
2	Organise equipment and material.	2.1	***Estimation*** of ***plant***, ***equipment*** and ***material*** requirements is conducted in line with past usage and present needs.
		2.2	Availability of required equipment and material is determined.
		2.3	Plant and equipment are checked to ensure they are in good working order, according to ***manufacturer specifications***, legislation and codes, and organisational requirements.
3	Allocate work areas and activities.	3.1	Work is scheduled to be completed within ***time available***.
		3.2	Work is allocated according to ***range of factors***.
		3.3	Personnel's licences are checked according to legislation and organisational requirements to ensure that they are appropriate to work being performed.
		3.4	***Site safety plan*** is developed according to organisational and OHS requirements, identifying site safety features and ***emergency response actions or procedures***.

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		3.5 ***Work requirements are communicated*** to personnel in a manner suitable to the situation to ensure instructions are understood, verified and confirmed.
		3.6 Documentation of organisational waste management plan is completed promptly and according to organisational requirements and legislation and codes.
4	Provide suitable training and assessment opportunities.	4.1 ***Personnel*** skill gaps are identified.
		4.2 On-the-job ***training*** opportunities are provided to fill identified personnel skill gaps and improve work performance.
		4.3 Opportunities for personnel to ask questions and seek clarification on training and work performance matters are provided.
		4.4 Assistance is provided to personnel to ensure compliance with ***work site requirements***.
		4.5 Assessment is conducted according to industry, regulatory and organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - determine appropriate waste management service
  - observe review operations
- interpersonal skills to:
  - provide guidance
  - work in a team environment
- reading skills to interpret:
  - technical plans
  - drawings
  - documents
  - work requirements and material safety data sheets (MSDS)

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- self-management skills to:
  - conduct work practices safely and efficiently
  - apply accuracy and attention to detail
  - identify hazards and risks
  - organise work methodically
  - use applicable information technology
  - use emergency and PPE
  - work in confined spaces
- oral communication skills to:
  - ask questions
  - listen actively
  - undertake consultation
  - follow instructions
  - negotiate waste management operational options
  - provide information
- written communication skills for:
  - report writing
  - documentation
- planning and initiative skills to supervise teams, including:
  - determining and allocating work requirements
  - providing guidance
  - demonstrating functions associated with equipment processes
  - planning and problem solving in tasks

Required knowledge

- environmental management relating to:
  - techniques to minimise erosion
  - waste types, streams and characteristics
  - waste covering requirements and considerations
  - resource recovery options
  - industry standards
- operational features of waste management industry:
  - waste processing techniques
  - waste contaminants
  - waste non-conformances
  - waste disposal and recovery routes
  - waste processing plant types
  - basic biology and chemistry
  - standard maintenance requirements
- OHS requirements relating to:

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    - dangerous goods and hazardous substances
    - OHS hierarchy of control
    - potential hazards and risks to waste management operation
    - emergency response procedures
    - HAZAN and HAZOPS requirements
- plant, equipment and materials to facilitate:
    - operation of tools, plant and equipment
    - plant shut-down, lock-out and isolation procedures
- potential hazards and risks relating to:
    - plant and equipment
    - emergency response procedures
- principles of supervision, including:
    - leading by example
    - providing or organising training
    - establishing work plans
    - monitoring work activity and team outputs
    - establishing effective communication channels
- resource recovery relating to potential resources to be recovered
- regulations and standards affecting:
    - establishing plant
    - equipment and materials used in the waste management industry
    - plant equipment
    - providing or organising training
- range of waste management services, including:
    - organisational requirements, including confidentiality requirements
    - client requirements, including confidentiality requirements
    - reporting requirements
    - business methods and operations
    - industry standards
    - daily operations at a waste site
    - proprietary issues
    - waste management options
    - waste management hierarchy
    - landfill site development plan
    - duty of care

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in discussion, relaying appropriate waste management operations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • lead a team or work operation, including allocating work and activities to personnel and complying with OHS requirements • organise equipment and personnel requirements • coordinate waste management activity • provide suitable training and assessment opportunities.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Waste management operations must be organised in line with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in organising waste management operations. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to

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assessment	modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPCMN4002B Implement and monitor environmentally sustainable work practices • CPPWMT4030A Determine waste management services • CPPWMT4053A Conduct and monitor waste management operations • CPPWMT5004A Develop waste management strategies • CPPWMT5058A Develop emergency response plans.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work site specification may include:	• covering batters • landfill site placement and compaction requirements • maintenance of work site • production estimates and schedules • sampling and testing • support function requirements • waste receival schedule • waste transportation requirements.

Organisational plan may include:	• implementation strategies, including:
	  • MSDS
	  • measurement and recording
	  • OHS procedures
	  • PPE
	  • legislation and codes
	  • site contract requirements
	  • work procedures
	• objectives pertaining to:
	  • changes to processes and procedures

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	• environmental issues • education and training • past and future reviews and audits • recycling requirements • reduction of waste • review strategies, including: • internal and external audits • monitoring statistics • monitoring personnel performance following training • undertaking quality control checks • reviewing effectiveness of new procedures and processes • formalising review strategies via re-planning • sampling • counting waste • targets, such as: • carbon emissions reduction • lean management • recycling rates • waste minimisation.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Emergency and personal protective equipment	• communications equipment • eye protection, such as goggles and protective glasses

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must include:	• eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • policy and procedures documents • quality assurance documents • site development plans • tender and contract documents • training materials • verbal or written instructions • work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices

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	• road laws.

Estimation may include:	• assessment of conditions:
	  • site
	  • weather
	• past experience
	• similar services or operations.

Plant may include:	• autoclave
	• balers
	• boilers
	• bunded areas
	• centrifuge
	• chippers
	• combustion
	• compactors
	• composters
	• computer hardware and software
	• conveyors
	• crushers
	• hammer mills
	• incinerator
	• materials recovery facility
	• microwave
	• pipes
	• processing plants, including size-reduction processing plant
	• safety structures and controls
	• separators
	• shredders
	• sorters
	• storage tanks
	• transfer station
	• treatment plants, including:
	  • biological treatment plant
	  • chemical treatment plant
	  • liquid waste treatment plant
	  • microwave treatment plant
	  • physical treatment plant
	• treatment tanks
	• tub grinders.

Equipment may include:	• barriers and warning signs • compactors • computer and associated hardware and software

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	• conveyors
	• dozers
	• earthmoving equipment
	• forklifts
	• generators
	• hoses
	• lawnmowers
	• lifting equipment
	• loadshifting equipment
	• pumps
	• safety barriers and signage
	• sampling equipment
	• scales
	• scrapers
	• skips
	• sorting tables
	• storage containers
	• tractors
	• trucks:
	  • articulated
	  • rigid
	• vacuums
	• waste containers
	• weighbridge.

Materials may include:	• cell cover materials
	• cleaning fluids
	• cleaning rags
	• fertiliser
	• fuel
	• fuses
	• globes
	• gravel for wet weather tipping areas
	• lawn seed
	• lubricants
	• oil
	• pesticides
	• plant protection covers
	• plants
	• road repairing materials:
	  • compacted materials
	  • dirt

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	• gravel • sand • water.
Manufacturer specifications are found in:	• databases • equipment specifications • MSDS • operator manuals • printed instruction leaflets • warranty documents.
Time available may include considering:	• client instructions • contingencies • past experiences • skills and experience of operatives • location of project • methods to be employed • resources and equipment to be used.

Range of factors may include:	• individuals' competency level, which may be determined from:
	  • demonstration of work skill
	  • discussion
	  • observation
	  • procedural guides to determine skill gaps
	• training records
	• individuals' capacity to complete work requirements.

Site safety plan may include:	• dangerous and prohibited areas • evacuation areas • firefighting equipment • first aid • emergency and PPE • shelter.
Emergency response action or procedures may include:	• cleaning up • containing emergency • isolating or shutting down equipment or plant • evacuation • first aid • identifying emergency • making site safe • notifying authorities • using PPE.
Communication of work requirements may be	• mobile phones • other telecommunication • two-way radios

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conducted via:	• verbal or written instructions • written job sheets.
Personnel may include:	• foreperson • maintenance technician • plant operator • supervisor • waste transporter • weighbridge officer.
Training may include:	• computer-based training • contracted training activity • demonstration • formal training • on-the-job training • reading • role play • vendor training.

Work site requirements include compliance with safe operative procedures which:	• may include:
	  • awareness of contamination sources
	  • awareness of fire hazards
	  • confined spaces procedures
	  • compliance with handling, transport and storage requirements of dangerous goods and hazardous substances
	  • emergency procedures, including emergency shut-down procedures
	  • first aid
	  • following MSDS
	  • recognising hazards
	  • observing right of way in incline and decline
	  • observing speed limits
	  • operating equipment, plant and machinery according to manufacturer specifications
	  • safe handling of waste
	  • wearing seatbelts
	  • working safely around other personnel
	  • working safely around tools, plant and equipment
	• must result in:
	  • containment of waste
	  • clean and undamaged emergency and PPE.

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Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT4053A Conduct and monitor waste management operations

Modification History

Revised unit

Unit updated and equivalent to PRMWM53A Conduct and monitor waste management operation

Unit Descriptor

This unit of competency specifies the outcomes required to conduct and monitor waste management operations. It requires the ability to apply safe work practices while working with potentially hazardous waste products and to supervise a field team.

Application of the Unit

This unit of competency supports individuals with responsibilities for organising waste management operations, leading a team or supervising a site. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Commence work operations.	1.1	Waste management ***work site specification*** or ***organisational plan*** is reviewed to identify work allocation requirements according to ***organisational requirements***.
		1.2	***Potential hazards and risks*** and anticipated occupational health and safety (OHS) procedures are identified and reported to appropriate person.
		1.3	***Client needs and expectations*** are confirmed.
		1.4	***Appropriate personnel*** are informed of work requirements and ***safe operating procedures***.
		1.5	Work operations are conducted according to organisational requirements and ***legislation and codes***.
		1.6	***Supervisory processes*** and checks and measures are implemented to ensure work is completed within ***time available***.
2	Monitor work activity to meet specifications.	2.1	Work activity is monitored systematically to ensure legislation, industry standards, OHS regulations and procedures, and organisational requirements are met.
		2.2	Follow-up on difficult or known problem areas pertaining to ***plant***, ***equipment***, ***material*** and work processes is executed.
		2.3	Work is reallocated as required to ensure client and organisational requirements are met safely and effectively.
3	Monitor daily operations.	3.1	Site operations are monitored to ensure individuals have the ***competency level*** and are equipped with ***emergency and personal protective equipment*** (PPE) according to organisational requirements, industry standards and OHS regulations.

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		3.2	Site operations are monitored to ensure ***site safety plan*** is followed and ***emergency response actions or procedures*** are in place to ensure efficiency and effectiveness of waste management.
		3.3	In instances of wet weather, a wet weather receival area is organised and prepared according to organisational requirements and legislation and codes.
		3.4	***Work requirements are communicated*** to personnel in a manner suitable to the situation to ensure instructions are understood, verified and confirmed.
4	Direct site development.	4.1	Landfill development plan is reviewed to determine site development requirements.
		4.2	Landfill and surrounding site is developed according to development plan, organisational requirements and legislation and codes.
5	Conduct housekeeping.	5.1	Processes are put in place for cleaning and shut-down procedures on completion of operation according to organisational organisations**.**
		5.2	***Record*** of waste management activity is completed according to organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - determine appropriate waste management service
  - observe review operations
  - segregate valuable resources in waste
- interpersonal skills to:
  - provide guidance
  - work in a team environment in a range of waste management activities
- literacy skills to:

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    - report on waste management activity
    - complete documentation
    - read and interpret:
        - technical plans
        - drawings
        - documents
        - work requirements and material safety data sheets (MSDS)
- self-management skills to:
    - conduct work practices safely and efficiently
    - apply accuracy and attention to detail
    - identify hazards and risks
    - organise work methodically
    - use applicable information technology
    - use emergency and PPE
    - work in confined spaces
- oral communication skills to:
    - ask questions
    - listen actively
    - undertake consultation
    - follow instructions
    - negotiate
    - provide information
- planning and initiative skills to supervise teams, including:
    - providing guidance
    - demonstrating functions associated with equipment processes
    - planning and problem solving in tasks
    - determining and allocating work requirements
- problem-solving skills to:
    - follow up on difficult or known problem areas or work processes
    - determine safe and effective solutions to client and organisational requirements and allocate work accordingly

Required knowledge

- environmental management relating to:
    - techniques to minimise erosion
    - waste types, streams and characteristics
    - waste covering requirements and considerations
    - industry standards
- identification of:
    - unanticipated waste

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  - waste processing techniques
  - waste contaminants
  - waste non-conformances
  - waste disposal and recovery routes
  - waste processing plant types
  - basic biology and chemistry relating to recoverable resources
  - standard maintenance requirements
- OHS requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
  - potential hazards and risks to waste management operation
  - emergency response procedures
  - HAZAN and HAZOPS requirements
- plant, equipment and materials to facilitate:
  - operation of tools, plant and equipment
  - cleaning and maintenance of plant and equipment
  - plant shut-down, lock-out and isolation procedures
- principles of supervision, including:
  - leading by example
  - providing or organising training
  - establishing work plans
  - monitoring work activity and team outputs
  - establishing effective communication channels
- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be recovered
- regulations and standards affecting:
  - establishing plant
  - equipment and materials used in the waste management industry
  - providing or organising training
- range of waste management services, including:
  - organisational and client requirements, including confidentiality requirements
  - reporting requirements
  - business methods and operations
  - industry standards
  - daily operations at a waste site
  - proprietary issues
  - waste management options
  - waste management hierarchy

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- landfill site development plan
- duty of care

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration or in discussion, relaying how to conduct and monitor waste management operations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • coordinate activity and monitor a team or work operation, including allocating work and activities to personnel • organise equipment and personnel requirements • ensure safety and efficiency of operations.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Waste management operations must be conducted and monitored in line with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in conducting and monitoring waste management operations. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace

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	tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPCMN4002B Implement and monitor environmentally sustainable work practices • CPPWMT4030A Determine waste management services • CPPWMT4052A Organise waste management operations • CPPWMT4053A Conduct and monitor waste management operations • CPPWMT5004A Develop waste management strategies.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work site specification may include:	• covering batters • landfill site placement and compaction requirements • production estimates and schedules • sampling and testing • support function requirements • waste receival schedule • waste transportation requirements.

Organisational plan may include:	• implementation strategies, including:
	  • MSDS
	  • measurement and recording
	  • OHS procedures
	  • PPE
	  • legislation and codes

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	• site contract requirements • work procedures • objectives pertaining to: • changes to processes and procedures • environmental issues • education and training • past and future reviews and audits • recycling requirements • reduction of waste • review strategies, including: • internal and external audits • monitoring statistics • monitoring personnel performance following training • undertaking quality control checks • reviewing effectiveness of new procedures and processes • formalising review strategies via re-planning • sampling • counting waste • targets, such as: • carbon emissions reduction • lean management • recycling rates • waste minimisation.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • policy and procedures documents • quality assurance documents • site development plans • tender and contract documents • training materials • verbal or written instructions • work procedures.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may	• broken glass

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include:	• broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Client needs and expectations may be expressed in:	• briefing papers • contract documents • letters • memos • quality assurance documents • tender documents • verbal or written instructions • work specifications.
Appropriate personnel may include:	• foreperson • maintenance technician • plant operator • supervisor • waste transporter • weighbridge officer.
Safe operating procedures may include:	• awareness of contamination sources • awareness of fire hazards • confined spaces procedures • compliance with handling, transport and storage requirements of dangerous goods and hazardous substances • emergency procedures, including emergency shut-down procedures • first aid • following MSDS • recognising hazards • observing right of way in incline and decline • observing speed limits • operating equipment, plant and machinery according to manufacturer specifications

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	• safe handling of waste • wearing seatbelts • working safely around other personnel • working safely around tools, plant and equipment.
Safe operating procedures must result in:	• containment of waste • clean and undamaged emergency and PPE.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Supervisory processes may include:	• delegating • implementing • monitoring • overseeing • planning • reviewing • targeting practices to meet deadlines.
Time available may include considering:	• client instructions • contingencies • past experiences • skills and experience of operatives • location of project • methods to be employed • resources and equipment to be used.
Plant may include:	• autoclave • balers • boilers • bunded areas • centrifuge • chippers • combustion

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	• compactors
	• composters
	• computer hardware and software
	• conveyors
	• crushers
	• hammer mills
	• incinerator
	• materials recovery facility
	• microwave
	• pipes
	• processing plants, including size-reduction processing plant
	• safety structures and controls
	• separators
	• shredders
	• sorters
	• storage tanks
	• transfer station
	• treatment plants, including:
	  • biological treatment plant
	  • chemical treatment plant
	  • liquid waste treatment plant
	  • microwave treatment plant
	  • physical treatment plant
	• treatment tanks
	• tub grinders.

Equipment may include:	• barriers and warning signs • compactors • computer and associated hardware and software • conveyors • dozers • earthmoving equipment • forklifts • generators • hoses • lawnmowers • lifting equipment • loadshifting equipment • pumps • safety barriers and signage • sampling equipment • scales

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	• scrapers
	• skips
	• sorting tables
	• storage containers
	• tractors
	• trucks:
	  • articulated
	  • rigid
	• vacuums
	• waste containers
	• weighbridge.

Materials may include:	• cell cover materials
	• cleaning fluids
	• cleaning rags
	• fertiliser
	• fuel
	• fuses
	• globes
	• gravel for wet weather tipping areas
	• lawn seed
	• lubricants
	• oil
	• pesticides
	• plant protection covers
	• plants
	• road repairing materials:
	  • compacted materials
	  • dirt
	  • gravel
	  • sand
	• water.

Competency level may be determined from:	• demonstration of work skill • discussion • observation • procedural guides to determine skill gaps • training records.
Emergency and personal protective equipment must include:	• footwear • communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers

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	• first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Site safety plan may include:	• dangerous and prohibited areas • evacuation areas • firefighting equipment • first aid • emergency and PPE • shelter.
Emergency response action or procedures may include:	• cleaning up • containing emergency • isolating or shutting down equipment or plant • evacuation • first aid • identifying emergency • making site safe • notifying authorities • using PPE.
Communication of work requirements may be by:	• mobile phones • other telecommunication • two-way radios • verbal or written instructions • written job sheets.
Record may include:	• checks completed • defects identified • faults serviced • housekeeping undertaken • materials used • parts replaced

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	• repairs and adjustments made.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT4055A Develop waste management proposals

Modification History

Revised unit

Revised unit not equivalent to PRMWM55A Provide quotation

Unit title and outcomes changed to reflect the heightened professionalism of the waste management industry, which now provides a more comprehensive service than a quotation

Unit Descriptor

This unit of competency specifies the outcomes required to provide a proposal and an estimate on a waste management service to clients. It requires the ability to identify the needs of clients and match these with appropriate waste management services, as well as the ability to organise these services.

Application of the Unit

This unit of competency supports individuals responsible for negotiating with clients to calculate labour and material costs. It includes contributing to the implementation of developed operational procedures, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify client needs.	1.1	***Waste management service*** is assessed according to ***legislation and codes***, ***organisational requirements*** and ***organisational procedures*** to determine client requirements.
		1.2	Occupational health and safety (OHS) standards, statutory requirements, Australian standards, manufacturer specifications and organisational requirements are interpreted and incorporated in the service estimate.
		1.3	Type and quantity of material and equipment are determined and incorporated into the service estimate.
2	Estimate costs.	2.1	***Organisation rate schedules*** and industry-based labour rates are identified, and conditions to establish costings are applied.
		2.2	Where equipment is sourced from a supplier, ***quotations*** are obtained to ensure comparison between suppliers.
		2.3	Availability and delivery dates of equipment, materials and other relevant items are confirmed with supplier, where required.
		2.4	Site is inspected to identify waste management service, consider possible problems and make allowances for ***contingencies*** based on findings.
		2.5	Cost estimate is planned to return a profit on provision of waste management services according to organisational requirements.
3	Document and confirm proposal with client.	3.1	Clear and concise ***proposal*** is prepared and provided according to organisational requirements.
		3.2	Proposal is checked to ensure it reflects client's service

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requirements.

3.3 Proposal is ***presented*** to client.

3.4 Client is consulted and changes and variations are negotiated to meet client and organisational requirements.

3.5 Client file is created and ***documentation*** is updated to include relevant details according to organisational policy and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- technology skills to use:
  - computers
  - software, including:
    - word processing
    - spreadsheets
- numeracy skills to:
  - calculate and estimate costs against service
  - analyse financial information
- OHS requirements relating to:
  - potential hazards and risks
  - OHS hierarchy of control
- personnel computer features:
  - accounting software
  - security arrangements
- reading skills to interpret:
  - plans
  - documents
  - organisational procedures
- problem-solving skills to identify hazards and risks
- self-management skills to:
  - conduct work practices safely and efficiently
  - interpret proposal requirements
  - observe practices and determine needs

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  - organise work methodically
  - work to deadlines
- oral communication skills to:
  - resolve conflict
  - provide customer service
  - consult with clients
  - ask questions
  - provide information
  - listen effectively
  - seek feedback
  - negotiate variations
  - present proposals
- written communication skills for:
  - report writing
  - documentation
  - addressing proposal criteria
- critical thinking skills to provide waste management proposal, identifying:
  - resource needs
  - proposal requirements in relation to:
    - waste types, streams and characteristics
    - hazardous waste
    - unanticipated waste

Required knowledge

- financial policy and procedures, including:
  - invoicing processes
  - organisational accounting and ledger systems
  - organisational pricing schedules and procedures
  - record-keeping requirements for accounts receivable
  - industry regulations, standards and codes of conduct
  - sources of credit status information
- prior solutions offered in waste management proposals
- waste management provision, including:
  - client requirements
  - duty of care
  - OHS requirements
  - organisational requirements
  - industry regulations
  - reporting requirements
  - waste management business options

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- waste management operational knowledge of:
  - waste types, streams and characteristics
  - waste non-conformances
  - unanticipated waste
  - waste non-conformance procedures
  - waste containment
  - waste disposal and recovery routes
  - organisational and client confidentiality requirements
  - procedures and documentation requirements and processes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by demonstration of the development of proposals.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify waste management services • identify tendering criteria and conditions • conduct research and develop tender document • present tender professionally.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Detailed tenders must be prepared in line with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the preparation of a detailed tender. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property

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	Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPWMT5031A Prepare detailed tenders.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste management service may include:	• collecting waste • composting • controlling and managing litter and illegal dumping • environmental assessment • landfill • land rehabilitation • mulching • processing waste • recycling • resource recovery • removing rubbish • sorting waste • transporting waste • waste assessment

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	• waste audit
	• waste disposal:
	  • garden
	  • hard
	  • hazardous – regulated, prescribed, quarantined, medical and clinical
	  • liquid (non-hazardous), e.g. chemical and aqueous
	  • medical
	  • putrescibles
	  • recoverable resources, e.g. recyclable and green waste
	  • solid (non-hazardous)e.g. construction and demolition
	• waste education
	• waste treatment:
	  • garden
	  • hard
	  • hazardous – regulated, prescribed, quarantined, medical and clinical
	  • incineration
	  • liquid (non-hazardous), e.g. chemical and aqueous
	  • medical
	  • putrescibles
	  • recoverable resources, e.g. recyclable and green waste
	  • solid (non-hazardous), e.g. construction and demolition.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos

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	• operations manuals • policy and procedures documents • quality assurance documents • site development plans • tender and contract documents • training materials • verbal or written instructions • work procedures.

Organisational procedures may be found in:	• access and equity policy, principles and practice
	• business performance plans
	• client and organisational confidentiality requirements
	• client service standards
	• code of conduct policies
	• code of ethics policies
	• duty of care materials
	• duty statement
	• induction documentation
	• insurance policy agreements
	• legal and organisational policies and procedures
	• organisational:
	  • goals
	  • objectives
	  • plans
	  • processes
	  • systems
	• personnel practices' guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes.

Organisational rate schedules may include:	• labour rates • standard disposal costs • standard equipment costs • standard material costs • standard service costs • standard unit costs.
Quotations may include:	• proposed estimate for work • proposal for work.
Contingencies may include:	• building progress • cash flow • competencies • disputes • insurance

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	• restricted site access • time penalties • transport • weather and environmental conditions.

Proposal must include:	• addressing client requirements
	• calculating costs
	• clear presentations:
	  • drawings
	  • format and layout
	• competitive price quotation, incorporating:
	  • organisational return on profit requirements
	  • competitor rates
	• legal compliance
	• providing a clear description of service to be conducted, including:
	  • equipment
	  • labour
	  • materials
	• timeline analysis.

Presentation may include:	• hard copy • electronic copy using software, such as PowerPoint • written or verbal.
Documentation may include recording:	• information on service and labour costs • industry trends • range of waste management services • housekeeping undertaken.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT4056A Implement landfill rehabilitation plans

Modification History

Revised unit

Unit updated and equivalent to PRMWM56A Implement landfill rehabilitation plan

Unit Descriptor

This unit of competency specifies the outcomes required to rehabilitate a landfill site, including recontouring, profiling soil, constructing drains and berms, and planting flora. It requires the ability to apply safe work practices in a landfill environment. It also requires the ability to supervise a field team.

Application of the Unit

This unit of competency supports individuals with responsibilities for organising landfill operations, leading a team or supervising a site. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Organise for rehabilitation of landfill site.	1.1	***Environmental management*** and site development plans are reviewed to clearly identify job requirements.
		1.2	***Potential hazards and risks*** of job requirements are identified and managed, according to ***organisational requirements***, and occupational health and safety (OHS) regulations and other ***legislation and codes***.
		1.3	***Supervisory processes*** and checks and measures are implemented to ensure work is completed within ***time available***.
		1.4	***Plant*** and ***equipment*** required for work are identified and accessed according to organisational requirements.
		1.5	Tools and ***material*** required for work are identified and accessed according to organisational requirements.
		1.6	***Emergency and personal protective equipment*** (PPE) is selected and fitted according to job requirements, ***manufacturer specifications***, organisational requirements and legislation and codes.
		1.7	Safety barriers and signage are erected at work site to ensure safety of surrounding personnel and public, according to organisational requirements and legislation and codes.
2	Recontour rehabilitation area.	2.1	Area is recontoured so that it blends into surrounding environment or conforms to closure/rehabilitation plan.
		2.2	Creation of dust is minimised by using approved earthmoving techniques.
		2.3	Final landform is checked to ensure it replicates surrounding environment or conforms to closure/rehabilitation plan and environmental guidelines.
		2.4	***Catchment*** construction is determined by site and weather conditions according to closure/rehabilitation

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			plan and environmental guidelines.
3	Profile soil.	3.1	***Soil profile*** is constructed according to environmental guidelines that are designed to stabilise ***contamination*** of materials, soil and surrounding areas.
		3.2	Materials for sub-soil are selected, taking vegetation requirements into account.
		3.3	Construction of soil profile horizon is checked to ensure it emulates surrounding environment or conforms to closure/rehabilitation plan.
		3.4	Landform construction is checked for completion prior to placement of final soil layer.
		3.5	Soil horizon construction is checked to ensure it follows land contour to reduce water flow down slope and increase water storage capabilities.
		3.6	Nutrients are added to soil according to closure/rehabilitation plan and environmental guidelines.
4	Construct drains and berms.	4.1	***Drain and berm*** locations are pegged and constructed in appropriate locations and angles to ensure control of water flow, according to closure/rehabilitation plan.
		4.2	***Drain mechanisms*** are placed at required dimensions and appropriate catchment locations are provided for sediment according to closure/rehabilitation plan.
		4.3	***Erosion*** of drain edges is controlled through placement of appropriate drain mechanisms to reduce speed of water flow.
		4.4	Erosion is reduced by placing berms at intervals according to closure/rehabilitation plan.
5	Plant flora.	5.1	Seeds, ground covering, plants and trees are planted, protected and maintained according to planting requirements and specifications.
		5.2	Fertiliser is applied according to plant type, soil quality, manufacturer specifications, organisational requirements

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			and closure/rehabilitation plan.
		5.3	Planting arrangement is checked to ensure it conforms to contour of site and pattern specification as detailed in closure/rehabilitation plan.
6	Record rehabilitation activities.	6.1	Details of landfill site rehabilitation are recorded promptly and according to organisational requirements and legislation and codes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- equipment operation and material handling skills to use:
  - PPE
  - hand tools
- interpersonal skills to:
  - work in a team environment
  - lead teams
- reading skills to interpret:
  - drawings
  - specifications
  - technical plans
  - material safety data sheets (MSDS)
  - documents
- problem-solving skills to identify hazards and risks
- self-management skills to:
  - apply diagnostic techniques
  - conduct work practices safely and efficiently
  - organise work methodically
  - keep records
  - use information technology to complete tasks
  - use emergency and PPE
  - work in confined area
- oral communication skills to:

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    - ask questions
    - listen effectively
    - consult with other staff or team members
    - signal
    - give instructions and information
- planning and initiative skills to supervise teams, including:
    - providing guidance
    - determining and allocating work requirements
    - demonstrating functions associated with a rehabilitation plan
    - undertaking quality control inspections
    - planning and problem solving in tasks
- critical thinking skills to implement landfill rehabilitation plan, identifying:
    - land rehabilitation prospects
    - resource needs
    - hazards and risks
- written communication skills for:
    - report writing
    - documentation

Required knowledge

- environmental issues relating to:
    - life cycle of products: re-new, re-use and recycle
    - environmental regulations
    - renewable energy
- gardening methods, including:
    - flora, soil and nutrient requirements
    - draining methods
    - seed and plant varieties
    - seed and plant planting methods
    - watering principles
    - soil dynamics
    - fertiliser characteristics and application methods
- identification of:
    - hazardous waste
    - waste types, streams and characteristics
    - waste non-conformances
    - unanticipated waste
    - waste non-conformance procedures
    - waste containment
    - waste disposal and recovery routes

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- interpretation of ground conditions for:
  - dumping techniques
  - pushing techniques
  - mixing and applying fertiliser
  - planting seedlings by machine and hand
  - watering
- landfill site development plan:
  - plant and equipment requirements for site operations
  - tool and material requirements for site operations
- material placement procedures, including:
  - recontouring characteristics
  - catchment systems
  - principles of erosion and water run-off
  - dust suppression
  - soil profiling
  - soil dynamics
  - soil horizon construction
  - draining methods
- OHS requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
- rehabilitation plan, including:
  - closure/rehabilitation
  - job requirements
  - review of rehabilitation plan
- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be recovered
- waste assessment review, including:
  - analysing waste practices
  - analysing previous assessment plans and processes
  - outlining possible benefits and outcomes from conducting waste assessment
  - incorporating standard audit requirements and procedures
  - incorporating nature and significance of waste minimisation hierarchy
  - incorporating types of client waste management surveys and their uses
- waste management provision, including:
  - duty of care
  - legislation, regulations and codes of practice applicable to specific waste management functions
  - organisational pricing schedules

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- organisational requirements and structure, including workplace communication channels and procedures
- waste management hierarchy
- waste management options

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment, demonstrating the implementation of landfill rehabilitation plans.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • determine rehabilitation work required • determine plant, equipment, tool and material requirements • profile soil and construct drains and berms according to closure/rehabilitation plan • comply with OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	The implementation of a landfill rehabilitation plan must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in landfill rehabilitation implementation. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently

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	identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPCMN4002B Implement and monitor environmentally sustainable work practices • CPPWMT4030A Determine waste management services • CPPWMT5004A Develop waste management strategies • CPPWMT5036A Develop waste management plans • CPPWMT5057A Develop landfill rehabilitation plans.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Environmental management may include:	• carbon emission policy • environmental incidents • lean management • minimisation of waste • recycling • reducing use of non-renewable resources • environmental protection legislation • resource efficiency • resource recovery • voluntary environmental agreements entered into with external organisations • maintenance

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	• production estimates and schedules • sampling and testing • support function requirements • sustainable management • waste prevention • waste receival schedule • waste transportation requirements.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • policy and procedures documents • quality assurance documents • site development plans • tender and contract documents • training materials • verbal or written instructions • work procedures.
Legislation and codes may include:	• codes, including: • Australian Code for the Transport of Dangerous Goods by Road and Rail

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	• industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Supervisory processes may include:	• delegating • implementing • monitoring • overseeing • planning • reviewing • targeting practices to meet deadlines.
Time available may include considering:	• client instructions • contingencies • past experiences • skills and experience of operatives • location of project • methods to be employed • resources and equipment to be used.
Plant may include:	• autoclave • balers • boilers • bunded areas • centrifuge • chippers • compactors • combustion • composters • computer hardware and software • conveyors • crushers • hammer mills • incinerator • materials recovery facility • microwave • pipes

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	• processing plants, including size-reduction processing plant
	• safety structures and controls
	• separators
	• shredders
	• sorters
	• storage tanks
	• transfer station
	• treatment plants, including:
	  • biological treatment plant
	  • chemical treatment plant
	  • liquid waste treatment plant
	  • microwave treatment plant
	  • physical treatment plant
	• treatment tanks
	• tub grinders.

Equipment may include:	• barriers and warning signs
	• compactors
	• computer and associated hardware and software
	• conveyors
	• dozers
	• earthmoving equipment
	• forklifts
	• generators
	• hoses
	• lawnmowers
	• lifting equipment
	• loadshifting equipment
	• pumps
	• safety barriers and signage
	• sampling equipment
	• scales
	• scrapers
	• skips
	• sorting tables
	• storage containers
	• tractors
	• trucks:
	  • articulated
	  • rigid
	• vacuums
	• waste containers

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	• weighbridge.

Material may include:	• cell cover materials
	• cleaning fluids
	• cleaning rags
	• fertiliser
	• fuel
	• fuses
	• globes
	• gravel for wet weather tipping areas
	• lawn seed
	• lubricants
	• oil
	• pesticides
	• plant protection covers
	• plants
	• road repairing materials:
	  • compacted materials
	  • dirt
	  • gravel
	  • sand
	• water.

Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • material safety data sheets • spill kit.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Manufacturer	• equipment specifications

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specifications are found in:	• instruction leaflets • operator manuals.

Catchment may include:	• diversion channels
	• holding structures, such as:
	  • banks
	  • dams
	  • drains
	  • sediment dams.

Soil profile may include:	• gravel • topsoil • various grades and types of materials.
Contamination may include:	• exposure to sunlight • infestation • mixing with other waste types • rot or mould • waterlogging.
Drain and berm may be:	• concrete • plastic • rock • soil.

Drain mechanism may include:	• berm
	• flora coverage, such as:
	  • grasses
	  • small bushes
	• netting.

Erosion may include:	• water run-off • wind.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT4060A Apply lean management techniques

Modification History

Revised unit

Unit redeveloped incorporating PRMWM60A Apply cleaner production techniques

Unit title and outcomes changed to reflect the increased emphasis on lean production and management in waste management processes

Unit Descriptor

This unit of competency specifies the outcomes required to apply lean management techniques to avoid or reduce waste generation. It requires the ability to identify the opportunities for production practice that eliminates expenditure of resources for any goal other than the creation of value for the end customer, analyse those opportunities to establish criteria, and then develop an implementation program.

Application of the Unit

This unit of competency supports individuals with responsibilities for organising waste management operations, leading a team or supervising a site. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Determine effectiveness of current resource management practices.	1.1	Management support for the development and implementation of ***lean management techniques*** is confirmed.
		1.2	In-house lean management techniques are established.
		1.3	All components of current ***waste streams*** are ***measured***.
		1.4	Waste generation rates are linked to ***key waste indicators*** or benchmarks.
		1.5	Existing waste management ***site*** practices are assessed against ***legislation and codes***, industry standards, best practice and ***organisational requirements***.
		1.6	Practices and processes are discussed with operators and other stakeholders to gain in-depth information on why waste is generated.
		1.7	Cost analysis is conducted to identify the ***real cost of waste*** production process and waste stream.
		1.8	***Potential hazards and risks*** are factored into overall costs.
2	Determine strategies for lean management program.	2.1	Barriers to implementation are identified and effective strategies are developed to counter these.
		2.2	Goals and targets are established for lean management program.
		2.3	Potential ***resource improvement methods*** are identified to avoid or reduce waste generation.
		2.4	Cleaner production opportunities are identified and ranked in regard to implementation schedules.
		2.5	***Feasibility*** of options is analysed.

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		2.6 Resource requirements are identified and costed.
		2.7 Findings are recorded promptly for full review by designated authority.
3	Implement lean management program.	3.1 Specific tasks are allocated and implementation timetable is developed.
		3.2 Specific implementation activities are conducted and equipment is installed.
		3.3 Change is communicated to relevant employees and other stakeholders, in conjunction with a specific education program.
		3.4 Implementation activities are monitored and reviewed to determine their effectiveness, and amendments are made as required.
		3.5 Reporting mechanisms are established to provide feedback to management on progress of cleaner production initiatives.
		3.6 Organisation lean management program is implemented in conjunction with a staff awareness program.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to undertake research and feasibility investigation
- critical thinking skills to identify resource needs
- interpersonal skills to:
  - lead teams
  - work in a team environment
  - solve problems in a team environment
- numeracy skills to calculate:
  - proportions and percentages
  - volume and weight
- oral communication skills to:

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  - ask questions
  - listen actively
  - consult with colleagues and stakeholders
  - provide guidance
  - follow instructions
  - present information
  - negotiate production changes to facilitate lean production techniques
- problem-solving skills to:
  - identify hazards and risks
  - identify lean management opportunities
- reading skills to interpret:
  - technical plans
  - drawings
  - documents
  - material safety data sheets (MSDS)
- self-management skills to:
  - conduct work practices safely and efficiently
  - organise work methodically
  - prioritise production opportunities
  - use information technology to complete tasks
- written communication skills for:
  - report writing
  - record keeping
  - documentation

Required knowledge

- environmental issues relating to:
  - life cycle of products: re-new, re-use and recycle
  - environmental regulations
  - renewable energy
  - energy efficiency systems
- identification of:
  - waste types, streams and characteristics
  - waste non-conformances
  - unanticipated waste
  - hazardous waste
  - waste non-conformance procedures
  - waste containment
  - waste disposal and recovery routes
- lean management techniques, including:

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  - analysing waste practices
  - analysing previous assessment plans and processes
  - outlining possible benefits and outcomes from applying lean management
  - eliminating or reducing wastes
  - fast and flexible process
  - lean manufacturing
  - lean production: more value with less work
- occupational health and safety (OHS) requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be recovered
- waste management provision, including:
  - daily operations
  - duty of care
  - legislation, regulations and codes of practice applicable to specific waste management functions
  - organisational pricing schedules
  - organisational requirements and structure, including workplace communication channels and procedures
  - product safety and integrity requirements
  - waste management hierarchy
  - waste management options

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment of applying lean management techniques.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • determine strategies for lean management techniques

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	• apply lean management principles and techniques • incorporate OHS and impacts and drivers of waste.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Lean management techniques must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in lean management techniques. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPCMN4002B Implement and monitor environmentally sustainable work practices • CPPWMT3059A Plan and conduct waste assessments CPPWMT4030A Determine waste management services • CPPWMT4052A Organise waste management operations • CPPWMT5004A Develop waste management strategies • CPPWMT5058A Develop emergency response plans.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Lean management techniques may include:	• eliminating or reducing wastes, such as:
	  • breakdown
	  • conveyance
	  • inventory
	  • motion
	  • over-processing
	  • over-production
	  • poor information
	  • rework
	  • unnecessary cost
	  • unused material
	• fast and flexible process
	• lean manufacturing
	• lean production: more value with less work.

Waste streams may include:	• chemical waste • construction and demolition • dangerous goods • green waste • hazardous substances • municipal waste • prescribed waste • putrescibles • quarantine • recyclable liquids • regulated waste • solid inert.
Measurement may include:	• materials • number • proportion • percentage • sustainability of supply source • types • volume • weight.

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Key waste indicators may include:	• employee hours • financial issues • output units • percentage of waste per unit of product • productive hours • recovery options • recycling options • square metres occupied.
Site may include:	• business premises • landfill site • local government area • workplace plant • factory • waste processing plant.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • policy and procedures documents • quality assurance documents • site development plans • tender and contract documents • training materials • verbal or written instructions • work procedures.
Real cost of waste may	• cost of transport and disposal • cost of product and items disposed

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include:	• recovery costs • recycling costs.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.

Resource improvement methods may include:	• changes in product or process
	• correct application of work procedures
	• customer standards
	• energy efficiency systems
	• handling and storage practices
	• housekeeping
	• material specifications:
	  • portion control
	  • quality
	• product packaging
	• purchasing practices
	• quality of materials supplied
	• quality standards
	• technology improvements.

Analysis of *feasibility* may include:	• cost-benefit analysis
	• employee factors:
	  • redundancy
	  • training
	  • upskilling
	  • workflow

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	• environmental impacts • energy efficiency policies • logistical impacts • OHS issues • technical capability • time constraints.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT4062A Apply waste avoidance techniques

Modification History

Revised unit

Unit updated and equivalent to PRMWM62A Apply waste avoidance techniques

Unit Descriptor

This unit of competency specifies the outcomes required to apply waste avoidance techniques. It requires the ability to identify the opportunities to apply environmentally friendly practices and resource management hierarchy.

Application of the Unit

This unit of competency supports individuals with responsibilities for investigating opportunities for waste avoidance and improved environmental practices. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Identify waste drivers.	1.1	Main ***waste types*** and ***waste streams*** within ***workplace*** are identified.
		1.2	Cause or ***waste driver*** is identified.
2	Identify opportunities to avoid waste at source or reduce the quantity of waste generated.	2.1	Waste driver and ***environmental and energy efficiency policies and procedures*** are discussed with ***interested parties*** to determine possible alternative processes, products or practices.
		2.2	Suppliers and customers are asked for feedback on the impacts of waste.
		2.3	List of actions or alternatives to avoid unnecessary ***energy consumption***, as well as to avoid waste identified, is developed.
		2.4	Resource management hierarchy is applied in the evaluation of alternatives.
		2.5	***Waste avoidance options*** are discussed with ***internal support personnel***.
		2.6	Waste avoidance options are checked to ensure they comply with corporate regulations and policies, and ***legislation and codes***.
3	Evaluate identified options.	3.1	Waste avoidance options are ***prioritised*** in order of greatest waste avoidance potential and most appropriate ***environmental energy efficiency methods***.
		3.2	Cost-benefit and feasibility analyses of waste avoidance options are undertaken.
		3.3	Waste avoidance options are examined to determine associated decreased environmental use.
		3.4	Resources or other issues associated with implementation of waste avoidance options are determined.

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3.5	Findings from waste avoidance review, including cost-benefit analysis, are submitted for approval.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - research waste avoidance and energy efficiency options
  - conduct feasibility investigation
- reading skills to interpret:
  - technical plans
  - drawings
  - documents
  - material safety data sheets (MSDS)
- problem-solving skills to:
  - identify hazards and risks
  - decrease waste
- self-management skills to:
  - organise work methodically
  - use information technology to complete tasks
  - use emergency and personal protective equipment (PPE)
- oral communication skills to:
  - ask questions
  - listen effectively
  - consult with stakeholders
  - provide guidance
  - follow instructions
  - present information
  - negotiate alternative waste avoidance options
- critical thinking skills to conduct waste assessment, identifying:
  - resource needs
  - hazards and risks
- written communication skills for:
  - report writing
  - record keeping

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- documentation

Required knowledge

- environmental issues relating to:
  - life cycle of products: re-new, re-use and recycle
  - environmental regulations
  - renewable energy
  - energy efficiency systems
- identification of:
  - waste types, streams and characteristics
  - waste non-conformances
  - unanticipated waste
  - waste non-conformance procedures
  - waste containment
  - hazardous waste
- occupational health and safety (OHS) requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be recovered
- waste avoidance options, including:
  - use renewable, recovered and recycled material
  - use materials with low energy consumption and low emissions to air and water during pre-production and production changes in product or process
  - reduce need for use of maintenance products and consumption of consumables
  - restrict use of dangerous substances in production process, as well as in product itself
  - specify packaging for products, minimising excessive packaging
  - encourage lean production
- waste management provision, including:
  - daily operations
  - duty of care
  - legislation, regulations and codes of practice applicable to specific waste management functions
  - organisational pricing schedules
  - organisational requirements and structure, including workplace communication channels and procedures
  - product safety and integrity requirements
  - waste management hierarchy
  - waste management options

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- waste treatment options, including:
  - recycling
  - waste to landfill
  - waste water treatment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment of applying waste avoidance techniques.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify waste stream and materials • evaluate energy efficiency issues • develop alternative waste avoidance methods to treat waste, while complying with OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Waste avoidance techniques must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in waste avoidance. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application

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	• reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPCMN4002B Implement and monitor environmentally sustainable work practices • CPPWMT4030A Determine waste management services • CPPWMT4052A Organise waste management operations • CPPWMT4060A Apply lean management techniques • CPPWMT5004A Develop waste management strategies • CPPWMT5036A Develop waste management plans • CPPWMT5058A Develop emergency response plans.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste types may include:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.
Waste streams may include:	• chemical waste • construction and demolition • dangerous goods • green waste • hazardous substances • municipal waste

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	• prescribed waste • putrescibles • quarantine • recyclable liquids • regulated waste • solid inert.
Workplace may include:	• business premises • factory • plant • resource recovery facility • site where business activity occurs.
Waste drivers may include:	• customer requirements • employee attitudes and awareness • employee work practices • excess packaging • inappropriate machinery, tooling and work area • lack of suitable systems • poorly maintained machinery • quality of raw materials.

Environmental and energy efficiency policies and procedures may include:	• delivering policies and procedures via:
	  • consultancies
	  • internal resources
	  • service providers
	• determining organisation's most appropriate waste treatment
	• initiating or maintaining organisational procedures for:
	  • material usage
	  • operational energy consumption
	  • waste to landfill
	• initiating or maintaining organisational policy for energy efficiency and environmental initiative, including:
	  • action plans
	  • audits
	  • environmental management systems
	  • surveys
	• developing energy use and waste management options to reduce energy consumption and improve waste management
	• monitoring energy usage and waste treatment via:
	  • progress reports on energy use and waste treatment
	  • key performance indicators (KPIs) that measure energy consumption and waste minimisation achievements.

Interested parties may	• clients

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include:	• customers
	• employees, including:
	  • contractors, including:
	  • quality assessors
	  • safety and maintenance assessors
	  • legislators
	  • machine manufacturers
	  • related businesses
	  • suppliers
	  • technology suppliers
	  • waste and recycling contractors
	  • direct staff
	  • purchasing officers.

Energy consumption may include:	• non-stationary (transport) • stationary (plant equipment).

Waste avoidance options may include:	• changes in product or process
	• correct application of work procedures
	• customer standards on acceptable levels of waste
	• employee training and competence
	• handling and storage practices
	• housekeeping
	• machine suitability
	• material specification:
	  • portion control
	  • quality
	  • quantity
	• product packaging
	• purchasing practices
	• quality of materials supplied
	• quality standards
	• technology improvements.

Internal support personnel may include:	• engineering • OHS • purchasing • quality assurance • sales and marketing.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry

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	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Prioritising waste avoidance options may be based on:	• consultation with stakeholders • feasibility analysis • resource requirements.

Environmental energy efficiency methods may include:	• applying energy efficiency systems
	• changing processes:
	  • mechanical cleaning
	  • redesigning products and procedures so that materials can be used more efficiently
	• improving organisation's operational energy consumption
	• improving OHS and housekeeping, such as:
	  • using a broom instead of a hose
	  • using old rags for cleaning instead of toxic cleaners or water
	• preventing and minimising production of pollution, including:
	• discharges to air, land and water
	• hazardous waste.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT5004A Develop waste management strategies

Modification History

Revised unit

Unit updated and equivalent to PRMWM04B Develop waste management strategies

Unit Descriptor

This unit of competency specifies the outcomes required to develop waste management strategies to meet individual client needs. It requires the ability to analyse waste practices and develop strategies by working effectively with clients.

Application of the Unit

This unit of competency supports individuals with supervisory responsibilities for developing waste management strategies. It includes developing and reviewing strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Determine possible options for managing waste.	1.1	Client's waste practices are assessed.
		1.2	Results and findings of waste assessment are reviewed to determine strategy focus areas and options according to ***client requirements***, occupational health and safety (OHS) regulations and work procedures.
		1.3	Options to meet ***client*** waste management needs are identified.
		1.4	Client is consulted and involved in development of appropriate ***waste management options***.
2	Develop strategies.	2.1	In consultation with client, ***feasibility of waste management options*** is assessed to ensure that they are appropriate, realistic and achievable.
		2.2	Waste management options are prioritised in consultation with client to ensure most important waste management issues are given greater emphasis.
		2.3	Realistic and achievable waste management strategies that satisfy client and legislative requirements are developed.
		2.4	Client ***implementation requirements*** are detailed.
		2.5	Implementation of strategies is reviewed in line with client requirements, OHS regulations and work procedures.
3	Finalise strategy.	3.1	***Waste management strategy*** is finalised, based on information available and relevant aspects, including OHS procedures.
		3.2	***Personnel requirements*** are incorporated into the ***information in waste management strategy***.
		3.3	Implementation of finalised strategies is reviewed according to client requirements, OHS regulations and work procedures.

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		3.4	Indemnity to limit liability according to accepted industry practice, organisational requirements and relevant legislation is included.
4	Present strategy.	4.1	***Strategy is presented*** in a professional manner according to client requirements.
		4.2	Benefits and rationale of strategy are explained.
		4.3	Client questions and feedback are sought during presentation.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - determine appropriate waste management strategies
  - observe review operations
- interpersonal skills to:
  - manage consultation process
  - present strategies
- management skills to:
  - conduct strategic problem solving
  - plan work practices
  - identify and minimise hazards and risks
  - organise work methodically
  - apply quality assurance practices
  - use information technology to complete tasks
- oral communication skills to:
  - ask questions
  - listen actively
  - consult
  - give instructions
  - provide strategic information
- reading skills to interpret:
  - plans

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  - complex documentation
- written communication skills to:
  - write reports
  - prepare complex strategic documentation
- critical thinking skills to conduct waste assessment, identifying:
  - resource needs
  - hazards and risks

Required knowledge

- environmental issues relating to:
  - life cycle of products: re-new, re-use and recycle
  - environmental regulations
  - renewable energy
- resources and factors to consider in developing waste management strategy, including:
  - access to site
  - environmental issues
  - location of waste containers
  - maps of plant or site
  - OHS procedures
  - processing methods
  - production dates and schedules
  - production inputs and outputs
  - recycling options
  - site size
  - specific site requirements
  - storage and disposal methods
  - waste handling
  - waste hazards
  - waste outputs
  - waste recovery routes
  - waste streams
- identification and strategic knowledge of:
  - waste types, streams and characteristics
  - waste non-conformances
  - unanticipated waste
  - hazardous waste
  - waste non-conformance procedures
  - waste containment
  - waste disposal and recovery routes
- OHS requirements relating to:

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  - dangerous goods and hazardous substances
  - OHS hierarchy of control
- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be recovered
- waste audit, including:
  - analysing waste practices
  - analysing previous audit plans and processes
  - outlining benefits and outcomes from conducting a waste assessment
  - types of client waste management surveys and their uses
  - sampling techniques
- waste management provision, including:
  - organisational requirements and structure, including workplace communication channels and procedures
  - legislation, regulations and codes of practice applicable to specific waste management functions
  - waste management options
  - nature and significance of waste minimisation hierarchy life cycle assessment
  - organisational pricing schedules
  - waste management hierarchy
  - duty of care
  - impact of recommendations on client processes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by discussion, relaying how to develop waste management strategies.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify waste management options, incorporating OHS compliance and interpreting audit findings • conduct feasibility analysis • develop and present waste management strategies.

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Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	The waste management strategy must meet the objectives of the client and industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the development of waste management strategies. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN4006A Facilitate effective workplace relationships • CPPWMT4030A Determine waste management services • CPPWMT5033A Educate public on waste management issues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the

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performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Client requirements may include expectations expressed in:	• briefing papers • contract documents • letters • memos • quality assurance documents • tender documents • verbal or written instructions.

Client includes:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies
	  • residents and ratepayers.

Waste management options may include:	• advertising • changed disposal methods • education • employee participation • minimisation • preventative maintenance • process audit • process changes • product and material changes • product scheduling and planning • reclamation • recycling • re-use • waste segregation.
Feasibility of waste management options must include:	• commitment to waste avoidance • compliance with legislation • cost-benefit analysis • costs • lead time • process constraints • resource requirements, including equipment and personnel • resources available.
Implementation requirements may include:	• education and training • process changes • resource requirements, including:

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	• absorbent material • bunding equipment • camera • collection containers • lifting gear • measurement equipment • personal protective equipment (PPE) • reference manuals • safety barriers and warning signs • sample bench • scales • schedule for implementing strategies.
Waste management strategy may include information on:	• feasibility • findings • implementation strategy • recommendations.
Personnel requirements may include:	• briefing • knowledge required • licences required • occupational support • skills required • training.
Information in waste management strategy may include:	• access to site • environmental issues • location of waste containers • maps of plant or site • OHS procedures • processing methods • production dates and schedules • production inputs and outputs • recycling options • site size • specific site requirements • storage and disposal methods • waste handling • waste hazards • waste outputs • waste recovery routes • waste streams.
Strategy presentation may include the following	• formal presentation to appropriate personnel with aids, such as Microsoft PowerPoint

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methods:	• informal discussion with appropriate personnel • distributing handouts.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT5031A Prepare detailed tenders

Modification History

Revised unit

Unit updated and equivalent to PRMWM31B Prepare detailed tender

Unit Descriptor

This unit of competency specifies the outcomes required to prepare a detailed tender. It requires the ability to determine system requirements, estimate costs, and document and confirm proposals and quotations with clients. It requires the ability to detail services and make group presentations.

Application of the Unit

This unit of competency supports individuals with responsibilities for client negotiations to calculate labour and material costs. It includes proposing services that add to the development of operational procedures, with the assistance of expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Analyse tender requirements.	1.1	***Client*** waste management service requirements are identified, including occupational health and safety (OHS) issues.
		1.2	Specific ***tender criteria and conditions*** are identified to ensure submission satisfies requirements.
2	Determine ability to meet tender requirements and conditions.	2.1	***Assessment of ability to provide waste management service*** is made according to tender requirements and ***legislation and codes***.
		2.2	***Viability*** of tendering for provision of waste management service is assessed.
3	Estimate costs.	3.1	***Organisation's rate schedules***, industry-based labour rates and conditions to establish costing are assessed according to organisational policy and procedures.
		3.2	Quotations are obtained from external suppliers to ensure fair comparisons between suppliers.
		3.3	Availability of labour, equipment, materials and other relevant items is confirmed according to ***organisational requirements*** and ***organisational procedures***.
		3.4	Factors that may affect client requirements are identified by conducting a site inspection, and allowances are made for ***contingencies*** based on findings.
		3.5	Accuracy of information is reviewed and detailed budget is prepared according to organisational and ***submission requirements***.
4	Prepare tender submission.	4.1	Tender is prepared using clear and concise language to explain benefits and rationale, according to organisational standards for style and format.
		4.2	Tender is checked for accuracy to ensure it clearly documents client ***waste management requirements*** and

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			reflects submission requirements.
		4.3	Client is contacted, where possible prior to submission of tender, to discuss waste management requirements and make necessary amendments according to organisational policy and procedures.
		4.4	Tender is lodged with client within designated timeframe and a copy is stored according to organisational requirements.
5	Complete tender submission process.	5.1	When required, waste management service and benefits are outlined in a professional manner that allows the client opportunities for questions.
		5.2	Written agreement to tender submission is confirmed by both parties without delay and according to legal and organisational procedures.
		5.3	Details on outcomes of tender submission and review process are sought to identify areas for improvement to support future tendering procedures and processes.
		5.4	***Records*** are updated promptly and stored according to organisational procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - analyse waste practices
  - analyse previous proposals for a historical context
  - outline possible benefits and outcomes from proposed services
  - incorporate nature and significance of waste minimisation hierarchy
- technology skills to use:
  - computers
  - software, such as:
    - word processing
    - spreadsheets

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- management skills to:
  - coordinate problem solving
  - organise work methodically
  - interpret tender requirements
  - observe waste management practices, and determine and document needs
  - identify hazards and risks
  - use information technology to complete tasks
  - work to deadlines
- numeracy skills to:
  - calculate costs against service
  - analyse financial information
- reading skills to interpret:
  - plans
  - documents
  - organisational procedures
  - tender criteria and conditions
- oral communication skills to:
  - provide customer service
  - consult with client
  - ask questions
  - provide information
  - listen actively
  - seek feedback
  - negotiate proposed service details when required
  - present tender
- written communication skills to:
  - address tender selection criteria
  - prepare an accurate and complete tender submission
- critical thinking skills to prepare waste management tender, identifying:
  - resource needs
  - proposal requirements in relation to:
    - waste types, streams and characteristics
    - hazardous waste
    - unanticipated waste

Required knowledge

- financial policy and procedures, including:
  - organisational pricing schedules and procedures
  - industry regulations, standards and codes of conduct
  - sources of credit status information

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- OHS requirements relating to:
  - potential hazards and risks
  - OHS hierarchy of control
- quality procedures regarding:
  - best practice in waste management
  - previous similar tender proposals
  - benefits and outcomes from proposed services
  - nature and significance of waste minimisation hierarchy
- waste management operational knowledge of:
  - waste types, streams and characteristics
  - waste non-conformances
  - unanticipated waste
  - waste non-conformance procedures
- waste management provision, including:
  - client requirements
  - duty of care
  - industry regulations
  - organisational and client confidentiality requirements
  - procedures and documentation requirements and processes
  - reporting requirements
  - waste containment
  - waste disposal and recovery routes
  - waste management business options

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by demonstration of detailed tender preparation.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify waste management services • estimate a return on profit for the provision of waste management service

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	• prepare an accurate tender for client that provides full details of services.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	The tender proposal must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the development of a tender proposal. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPWMT4030A Determine waste management services • CPPWMT4055A Develop waste management proposals • CPPWMT5036A Develop waste management plans.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work

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environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Client may include:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies
	  • residents and ratepayers.

Tender criteria and conditions typically include:	• eligibility for submission of tender • interview or meeting to present tender • listing of requirements • special requirements • submission date • format of tender document.
Assessment of ability to provide waste management service may include:	• availability of equipment and supplies • financial considerations • innovative approach • meeting tender requirements • number of personnel • other projects conducted • referee report or testimonials • time constraints • skills and experience required for provision of services • environmental assessment.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Viability may include	• competition in tender process

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considering:	• cost of tender preparation • likely profit if successful tenderer • time constraints.
Organisation's rate schedules may include:	• labour rates • standard disposal costs • standard equipment costs • standard materials costs • standard service costs • standard unit costs.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • policy and procedures documents • quality assurance documents • site development plans • tender and contract documents • training materials • verbal or written instructions • work procedures.

Organisational procedures may be found in:	• access and equity policy, principles and practice
	• business performance plans
	• client and organisational confidentiality requirements
	• client service standards
	• code of conduct policies
	• code of ethics policies
	• duty of care materials
	• duty statement
	• induction documentation
	• insurance policy agreements
	• legal and organisational policies and procedures
	• organisational:
	  • goals
	  • objectives
	  • plans
	  • processes
	  • systems
	• personnel practices guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes.

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Contingencies may include:	• building progress • cash flow • competencies • disputes • insurances • restricted site access • time penalties • transport • weather and environmental conditions.

Submission requirements may include:	• addressing client requirements
	• calculating costs
	• clear presentation:
	  • drawings
	  • format and layout
	• competitive price quotation, incorporating:
	  • organisational return on profit requirements
	  • competitor rates
	• legal compliance
	• providing a clear description of services to be provided, including:
	  • equipment
	  • labour
	  • materials
	• special requirements
	• timeline analysis.

Waste management requirements may include:	• collecting waste • composting • controlling and managing litter and illegal dumping • environmental assessment • landfill • land rehabilitation • mulching • processing waste • recycling • resource recovery • removing rubbish • sorting waste • transporting waste • waste assessment • waste audit • waste collection

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	• waste disposal and treatment:
	  • garden
	  • hard
	  • hazardous – regulated, prescribed, quarantined, medical and clinical
	  • liquid (non-hazardous), e.g. chemical and aqueous
	  • medical
	  • putrescibles
	  • recoverable resources, e.g. recyclable and green waste
	  • solid (non-hazardous)e.g. construction and demolition
	• waste education.

Records may include:	• information on labour and service costs • industry trends • range of waste management services • housekeeping undertaken.

Unit Sector(s)

Waste Management

Custom Content Section

Not applicable.

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CPPWMT5033A Educate public on waste management issues

Modification History

Revised unit

Unit updated and equivalent to PRMWM33B Educate public on waste management issues

Unit Descriptor

This unit of competency specifies the outcomes required to identify the information needs of the general public on waste management issues and to make provision for public education to meet those needs.

Application of the Unit

This unit of competency supports individuals responsible for disseminating waste management information.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Determine information needs of public regarding waste management issues.	1.1	***Need for provision of information*** is determined from review of common public inquiries, public compliance levels and waste management trends and issues.
		1.2	***Information*** requirements are further determined, through discussion with ***clients***, general public, local government and relevant interest groups.
		1.3	Requirements of ***legislation and codes*** and ***environmental policy*** are identified and incorporated into information requirements.
		1.4	Specific ***educational objectives*** are determined.
		1.5	Specific ***target groups*** to educate on waste management issues are identified.
2	Determine medium to educate public.	2.1	Clear and effective ***education medium*** suitable to issue and target group is identified.
		2.2	Identified education medium is checked to ensure it is cost-effective and easily accessed by target group.
3	Present information on waste management issues.	3.1	Accurate information is provided in a clear manner that is suitable to learning needs of target group.
		3.2	Target group is provided with opportunities to confirm understanding and seek clarification.
		3.3	Reliable documentation and ***sources of additional information*** are provided for ongoing reference that are suitable to target group and nature of waste management issues.
		3.4	Details of organisation waste management services on offer are provided to assist in future service provision as required.
		3.5	Information on ***responsibilities and capacities*** of community, government and industry services are provided where possible.

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4	Review and evaluate education.	4.1	Information is evaluated to determine success in meeting educational objectives and overall effectiveness of education program outcomes.
		4.2	Continuous improvement takes place by incorporating lessons learned into future education programs.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to determine appropriate waste management service
- interpersonal skills to:
  - assess and meet client needs
  - provide information in a team or public speaking environment on a range of waste management issues
- management skills to:
  - coordinate and conduct work practices safely and efficiently
  - apply accuracy and attention to detail
  - identify and overcome hazard and risks and comply with occupational health and safety (OHS) standards
  - organise work methodically
  - prioritise activity
  - source, organise and apply information
- operational skills to:
  - use recording equipment
  - use applicable information technology
- oral communication skills to:
  - ask questions
  - listen actively
  - present information
  - facilitate educational sessions
  - perform public speaking
- written communication skills for developing educational information

Required knowledge

- environmental issues relating to:
  - life cycle of products: re-new, re-use and recycle

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  - environmental regulations
  - renewable energy
- OHS requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
  - emergency response procedures
- potential hazards and risks relating to:
  - plant and equipment
  - emergency response procedures
- presentation standards, including:
  - designing sessions in a manner that focuses on key messages
  - establishing rapport with audience
  - informing audience in a clear manner
  - summarising key points
- principles for meeting a range of learning styles, including:
  - setting objectives and outlining the parameters of the learning experience
  - relating learning to workplace activity
  - relating learning to previous experience
  - appealing to visual and audio senses
  - summarising key points
  - incorporating primacy and recency into learning sequences
  - using active learning techniques
- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be recovered
- range of waste management services, including:
  - client requirements
  - business methods and operations
  - organisational requirements
  - industry standards
  - legal implications
  - sources of waste management information
  - waste management options
  - waste management hierarchy
  - waste minimisation strategies
  - waste types, streams and characteristics

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment of conducting educative activity on waste management issues.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • determine requirements for provision of information or advice to the public • communicate waste management information clearly • provide the public with information and advice on waste management issues.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Information and education must be provided to the public in line with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the provision of information and education. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for	Reasonable adjustments for people with disabilities must be made to

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assessment	assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPCMN4006A Facilitate effective workplace relationships • CPPWMT4030A Determine waste management services • CPPWMT4032A Inform and educate clients on waste management issues • CPPWMT5036A Develop waste management plans • CPPWMT5043A Develop and implement an environmental management strategy.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Need for provision of information may arise from:	• public's waste management needs and requirements • carbon emission discussion • compliance requirements • discussion on waste characteristics, waste types and their treatment • education or training institutions • environmental considerations • OHS considerations • potential hazards and risks • recycling considerations • waste disposal cost considerations.

Information may include:	• all aspects of waste management, including:
	  • waste management service available
	  • waste minimisation
	• carbon emissions
	• cost of waste management services
	• impact on the environment of waste

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	• recycling • legislation and codes.

Clients may include:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies
	  • residents and ratepayers.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Environmental policy addressing environmental issues may include**:**	• air and water pollution • biodiversity protection and protection of natural resources • carbon emission • ecosystem management • wildlife and endangered species.

Educational objectives may include:	• cognitive:
	  • awareness
	  • analysis
	  • evaluation
	  • knowledge
	  • information recall
	  • insight
	  • understanding
	• affective:
	  • appreciations
	  • attitudes
	  • relationships.

Educational objectives	• audience

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must include:	• behaviour – what behaviour should be influenced • condition – under what circumstances will learning occur • degree – primary and secondary learning.
Target groups may be identified by:	• age group • culture • ethnicity • industry • occupation • geographic location • religion.
Education medium may be:	• computer-based • formal or informal • interactive • PowerPoint • reading • role play.
Sources of additional information may include:	• organisational publications • government information • industry publications.
Responsibilities and capacities may include:	• availability of trained, experienced or licensed persons • costs • maintenance of site.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT5036A Develop waste management plans

Modification History

Revised unit

Unit updated and equivalent to PRMWM36B Develop a waste management plans

Slight change to outcome to clarify the difference between ‘Developing a waste management plan’ and ‘Developing waste management strategies’

Unit Descriptor

This unit of competency specifies the outcomes required to develop a waste management plan for a client. It requires the ability to plan activities, liaise with clients, and effectively identify and assess their waste practices as well as issues that impact on their organisation’s operations.

Application of the Unit

This unit of competency supports individuals who plan waste management activities. It includes contributing to the development of strategies, systems and plans, as well as recognising the need for expert advice. It also includes the ability to factor contingencies like staff supervision into planning processes.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Review and evaluate waste management strategies to determine possible options.	1.1	***Waste management strategies*** are reviewed in line with ***organisational strategies and priorities***.
		1.2	***Feasibility of waste management strategies*** is assessed to ensure development of a realistic and achievable plan that conforms to ***client*** requirements and ***legislation and codes***.
		1.3	Plan is reviewed following feedback from relevant personnel.
2	Draft waste management plan.	2.1	Objectives and outcomes of waste management plan are identified, incorporating client's waste avoidance or minimisation aims and goals, where supplied.
		2.2	Waste management plan with ***implementation details*** is produced.
		2.3	Necessary adjustments to waste management plan are made to maximise achievement of objectives.
		2.4	Waste management plan incorporates ***staffing and contracting requirements***, ***specific waste management strategies*** and ***presentation*** requirements.
		2.5	Client is consulted in the development of waste management plan.
		2.6	Waste management plan is documented according to ***organisational requirements*** and legislation and codes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- analytical skills to undertake historical analysis of practices
- interpersonal skills to:
  - manage consultation processes
  - present plans
- management skills to:
  - conduct strategic problem solving
  - plan work practices
  - organise work methodically
  - apply quality assurance practices
  - use information technology to complete tasks
- oral communication skills to:
  - ask questions
  - listen actively
  - provide strategic information
- reading skills to interpret:
  - plans
  - complex documentation
  - written communication skills to prepare complex strategic documentation
- critical thinking skills to develop waste management plan, identifying:
  - resource needs
  - hazards and risks

Required knowledge

- environmental issues relating to:
  - life cycle of products: re-new, re-use and recycle
  - environmental regulations
  - renewable energy
- features required for waste management plans, including:
  - site contract requirements
  - reclamation, recycling and re-use
  - waste disposal methods
  - waste minimisation
  - waste prevention
  - waste segregation
  - work procedures
  - environmental issues
  - environmental education
  - past and future reviews and audits

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    - training outline
    - internal and external audits
    - monitoring personnel performance following training
    - quality control checks
    - review of effectiveness of new procedures and processes
    - targets, such as:
        - carbon emissions reduction
        - cleaner production
        - lean management
        - recycling rates
        - waste disposal
        - waste minimisation
- identification and strategic knowledge of:
    - waste types, streams and characteristics
    - waste non-conformances
    - unanticipated waste
    - waste non-conformance procedures
    - waste containment
    - waste disposal and recovery routes
- occupational health and safety (OHS) requirements relating to:
    - dangerous goods and hazardous substances
    - OHS hierarchy of control
- resource recovery options relating to:
    - valuable resources within materials
    - potential resources to be recovered
- waste audit, including:
    - analysing waste practices
    - analysing previous audit plans and audit processes
    - outlining possible benefits and outcomes from conducting a waste assessment
    - types of client waste management surveys and their uses
    - sampling techniques
- waste management provision, including:
    - organisational requirements and structure, including workplace communication channels and procedures
    - legislation, regulations and codes of practice applicable to specific waste management functions
    - waste management options
    - nature and significance of waste minimisation hierarchy life cycle assessment
    - organisational pricing schedules
    - waste management hierarchy

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- duty of care

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration of the development of waste management plans.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • conduct feasibility analysis of plans • consult with clients to determine plans • present developed waste management plans.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	The process of developing a waste management plan must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the development of a waste management plan. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.

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Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPWMT4030A Determine waste management services • CPPWMT5004A Develop waste management strategies • CPPWMT5033A Educate public on waste management issues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste management strategies may include:	• implementation strategies, such as:
	  • advertising
	  • compliance
	  • education and training
	  • employee participation
	  • environmental activity
	• management strategies, such as:
	  • material safety data sheets (MSDS)
	  • measurement and recording
	  • OHS procedures
	  • personal protective equipment (PPE)
	  • process audits
	  • process changes
	  • product and material changes
	  • product scheduling and planning
	  • legislation and codes
	  • site contract requirements
	  • reclamation, recycling and re-use
	  • waste disposal methods

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	• waste minimisation • waste prevention • waste segregation • work procedures • objectives pertaining to: • changes to processes and procedures • environmental issues • education and training • past and future reviews and audits • recycling requirements • reduction of waste • review strategies, including: • internal and external audits • monitoring statistics • monitoring personnel performance following training • undertaking quality control checks • reviewing effectiveness of new procedures and processes • formalising review strategies via re-planning • sampling • counting waste • targets, such as: • carbon emissions reduction • cleaner production • lean management • recycling rates • waste disposal • waste minimisation.
Organisational strategies and priorities may include:	• carbon emissions reduction • cleaner production • lean management • recycling rates • waste disposal methods • waste minimisation • waste prevention • waste segregation.
Feasibility of waste management strategies may include considering:	• commitment to waste avoidance • compliance with legislation and codes • cost-benefit analysis • costs • governance

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	• lead time
	• potential hazards and risks, such as:
	  • broken glass
	  • broken metal
	  • compaction equipment
	  • contamination
	  • dust
	  • fire
	  • gases and fumes
	  • hazardous waste (e.g. sharps)
	  • narrow driveways
	  • other vehicles and equipment
	  • overhanging signs
	  • projectiles
	  • spark-producing equipment
	  • unguarded conveyor belts
	  • weather
	• process constraints
	• resource requirements, including:
	  • equipment
	  • personnel
	  • resources available.

Client may include:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies
	  • residents and ratepayers.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS

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	• trade practices • road laws.

Implementation details may include:	• education
	• potential hazards and risks are those identified by the organisation that may lead to:
	  • damage to plant, vehicle or property
	  • harm to the environment
	  • illness or injury to employees, contractors or the public
	  • injuries resulting from manual handling and repetitive work
	• process changes
	• resource requirements
	• schedules
	• targets
	• timelines.

Staffing and contracting requirements may include:	• contracting skilled labour • personnel skill level • skills required to achieve plan • supervisory requirements • training requirements.
Specific waste management strategies may include:	• environmental issues • plant or site improvements • OHS procedures • processing methods • production dates and schedules • production inputs and outputs • recycling options • specific site requirements • storage and disposal methods • waste handling • waste hazard treatment • waste outputs • waste recovery.
Presentation may include:	• discussion • electronic communication • PowerPoint • written report.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals

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	• policy and procedures documents • quality assurance documents • site development plans • tender and contract documents • training materials • verbal or written instructions • work procedures.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT5043A Develop and implement an environmental management strategy

Modification History

Revised unit

Unit updated and equivalent to PRMWM43A Develop an environmental management strategy

Unit Descriptor

This unit of competency specifies the outcomes required to develop and implement an environmental management strategy. It requires the ability to analyse practices and develop environmental management strategies by working effectively with stakeholders.

Application of the Unit

This unit of competency supports individuals with supervisory responsibilities for developing waste management strategies. It includes contributing to the development of strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Define scope of environmental management strategy.	1.1	Needs and expectations for development of ***environmental management strategy*** are identified.
		1.2	***Constraints*** under which environmental strategy can be developed are identified.
		1.3	Clear and concise statement of environmental objectives is prepared and ***feasibility of environmental management options*** is evaluated.
2	Determine environmental management strategy development process.	2.1	***Process models*** applicable to scope of environmental management strategy are identified.
		2.2	Process models are assessed and a suitable model for achieving the strategy's objectives is selected.
		2.3	Principal ***stakeholders*** are identified to maximise their participation in development process.
		2.4	Stakeholders are consulted regarding acceptance of proposed strategy development process.
3	Identify resources required for environmental management strategy.	3.1	Resource requirements of the strategy are determined in an accurate and comprehensive manner.
		3.2	Financial budget required for management strategy is prepared.
		3.3	***Human resource*** and skill requirements for strategy are identified.
		3.4	Facility and equipment needs for strategy are identified to ensure all requirements can be met on time.
4	Identify and prioritise	4.1	Existing ***data*** is collated in a comprehensive manner relevant to the scope and strategy.

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	environmental assets, problems and opportunities.	4.2	Existing data is evaluated to identify need for further data collection.
		4.3	Additional data is obtained to ensure a comprehensive database for effective analysis.
		4.4	Available data is assessed against scientifically established criteria and community expectations within ***applicablelegislation and codes***.
		4.5	Common problems and opportunities are grouped to formulate environmental issues that can be actioned by stakeholders.
		4.6	***Criteria to prioritise*** environmental issues are established.
5	Prepare environmental management strategy.	5.1	Practical actions that enable a resolution of environmental issues in line with strategy objectives are determined.
		5.2	Clear and concise draft documentation is prepared for the strategy to obtain feedback from stakeholders.
		5.3	Feedback is evaluated and a response is formed.
		5.4	Local approval of the environmental management strategy is obtained.
6	Prepare implementation plan for environmental management strategy.	6.1	Actions are prioritised to provide the most effective resolution of issues within available resources.
		6.2	Resources are allocated to match action priorities.
		6.3	Processes are monitored and modified as required to ensure the strategy is achieving objectives.
		6.4	Responsible parties with the capacity to carry out strategy actions are identified.
		6.5	Achievable timelines, schedules and targets that enable strategy objectives to be met within required timeframes are established.
		6.6	***Supervisory processes*** and checks and measures are implemented to ensure work is completed within ***time***

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available.

7	Monitor and review effectiveness of environmental management strategy.	7.1	Regular data to provide accurate measures of performance are collected and analysed.
		7.2	Outcomes of strategy objectives are compared to assess respective effectiveness.
		7.3	Changes are made to strategy as required in a timely manner to ensure outcomes are achieved.
		7.4	Information obtained during monitoring and review is used to develop new strategies based on accumulated knowledge and experience.

Required Skills and Knowledge

- This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - determine appropriate waste management service
  - review operations
  - conduct feasibility tests
- interpersonal skills to:
  - manage consultation processes
  - present strategy
- management skills to:
  - apply change management techniques
  - conduct budgeting
  - organise work practices safely and efficiently
  - conduct strategic problem solving
  - plan work practices
  - identify and minimise hazards and risks
  - organise work methodically
  - monitor performance
  - apply quality assurance practices
  - use information technology to complete tasks
- oral communication skills to:

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    - ask questions
    - listen actively
    - consult
    - give instructions
    - provide strategic information
- reading skills to interpret:
    - plans
    - complex documentation
- written communication skills to:
    - write reports
    - prepare complex strategic documentation

Required knowledge

- environmental issues relating to:
    - life cycle of products: re-new, re-use and recycle
    - environmental regulations
    - renewable energy
- features required for an environmental management strategy, including:
    - site contract requirements
    - reclamation
    - training outline
    - waste minimisation
    - waste prevention
    - work procedures
    - environmental education
    - past and future reviews and audits relating to environmental management
    - recycling requirements
    - internal and external audits
    - monitoring personnel performance following training
    - quality control checks relating to environmental management
    - review of effectiveness of new procedures and processes
    - targets, such as:
        - carbon emissions reduction
        - cleaner production
        - lean management
        - recycling rates
        - waste minimisation
- identification and strategic knowledge of:
    - waste types, streams and characteristics
    - waste non-conformances

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  - unanticipated waste
  - waste non-conformance procedures
  - waste containment
  - waste disposal and recovery routes
- occupational health and safety (OHS) requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be recovered
- waste assessment to identify:
  - resource needs
  - hazards and risks
- waste audit, including:
  - analysing waste practices
  - analysing previous audit plans and audit processes
  - outlining possible benefits and outcomes from conducting a waste assessment
  - types of client waste management surveys and their uses
  - sampling techniques
- waste management provision, including:
  - organisational requirements and structure, including workplace communication channels and procedures
  - legislation, regulations and codes of practice applicable to specific waste management functions
  - waste management options
  - nature and significance of waste minimisation hierarchy life cycle assessment
  - organisational pricing schedules
  - duty of care

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration of the development and implementation of an environmental management strategy.
Critical aspects for	A person who demonstrates competency in this unit must be able to

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assessment and evidence required to demonstrate competency in this unit	provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify environmental management objectives • consult stakeholders consulted in development strategy • prioritise environmental issues by level of importance and impact • amalgamate issues in order to develop environmental management strategy.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	The process of developing an environmental management strategy must comply with the objectives of the client as well as with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the development of environmental management strategy. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other

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	units of competency relevant to the job function, for example: • CPPCMN4001B Develop workplace policies and procedures for sustainability • CPPWMT5004A Develop waste management strategies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Environmental management strategy may include:	• **air and wate**r pollution • biodiversity protection and protection of natural resources • carbon emission • ecosystem management • wildlife and endangered species.
Constraints may include:	• budgets • knowledge • resources • time.
Feasibility of environmental management options must include:	• commitment to environmental management strategies • compliance with legislation • cost-benefit analysis • costs • lead time • process constraints • resource requirements, including equipment and personnel • resources available.

Process models may include:	• implementation strategies, including:
	  • material safety data sheets (MSDS)
	  • measurement and recording
	  • OHS procedures
	  • personal protective equipment (PPE)
	  • legislation and codes
	  • site contract requirements
	  • work procedures
	• objectives pertaining to:
	  • changes to processes and procedures

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	• environmental issues • education and training • past and future reviews and audits • recycling requirements • reduction of waste • review strategies, including: • internal and external audits • monitoring statistics • monitoring personnel performance following training • undertaking quality control checks • reviewing effectiveness of new procedures and processes • formalising review strategies via re-planning • sampling • counting waste • targets, such as: • carbon emissions reduction • lean management • recycling rates • waste minimisation.
Stakeholders may include:	• business • community • council • funding bodies • government • industry • interest groups • land management agencies • local authorities • statutory authorities.
Human resource may include:	• community experts • consultants • government agencies • internal staff • project officers • volunteers.
Data may include:	• existing reports or programs • questionnaires • references • stakeholder input • surveys.

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Applicable legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Criteria to prioritise may include:	• benefit
	• budget constraints
	• business objectives
	• community preferences
	• environmental issues:
	  • impact
	  • legislative provisions
	• resources
	• timeframes.

Supervisory processes may include:	• delegating • implementing • monitoring • overseeing • planning • reviewing • targeting practices to meet deadlines.
Time available may include considering:	• client instructions • contingencies • past experiences • skills and experience of operatives • location of project • methods to be employed • resources and equipment to be used.

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Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT5045A Develop site safety plans

Modification History

Revised unit

Unit updated and equivalent to PRMWM45B Develop site safety plan

Unit Descriptor

This unit of competency specifies the outcomes required to develop an on-site safety plan for a waste management environment. It requires the ability to plan activity for safe work practices.

Application of the Unit

This unit of competency supports individuals responsible for developing on-site safety plans. It includes contributing to the development of operational procedures, in addition to safety principles.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Review site safety requirements.	1.1	***Details of site and site requirements*** are obtained and reviewed to determine specific safety requirements.
		1.2	***Organisational requirements***, occupational health and safety (OHS) regulations and ***legislation and codes*** are identified.
		1.3	***Site safety requirements*** are identified according to organisational requirements.
2	Determine site safety requirements.	2.1	Safety information necessary to ensure safety of personnel and general public is included in the on-site safety plan.
		2.2	***Site areas*** are identified and classified in safety plan.
		2.3	Exact locations of ***first aid and emergency facilities*** are identified in on-site safety plan.
		2.4	***Wastes on site*** are clearly identified in on-site safety plan by location and type.
		2.5	***Emergency and personal protective equipment*** (PPE) requirements and ***potential hazards and risks*** are identified for specific site areas in on-site safety plan.
		2.6	***Emergency response action or procedures*** are identified according to on-site safety plan.
		2.7	On-site safety plan is reviewed following feedback from stakeholders.
3	Communicate on-site safety plan to personnel.	3.1	On-site safety plan is communicated promptly and clearly to relevant personnel according to organisational requirements, OHS regulations and legislation and codes.
		3.2	Personnel's understanding of all aspects of on-site safety plan is confirmed through questioning and observation.
		3.3	Feedback from personnel is obtained and integrated into on-site safety plan.

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3.4	On-site safety plan is kept in an accessible place, according to organisational requirements, OHS regulations and legislation and codes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - determine site safety options
  - review operations
- basic illustration skills for drawing simple site maps
- interpersonal skills to:
  - manage consultation processes
  - present safety plan
- management skills to:
  - apply change management techniques
  - conduct strategic problem solving
  - plan work practices
  - identify and minimise hazards and risks
  - organise work methodically
  - apply quality assurance practices
  - use information technology to complete tasks
  - use emergency and personal protective equipment
- reading skills to interpret:
  - work or material requirements
  - materials safety data sheets (MSDS)
- written communication skills to:
  - write reports
  - prepare complex strategic documentation
- critical thinking skills to develop on-site safety plan, identifying:
  - resource needs
  - hazards and risks
- oral communication skills to:
  - ask and answer questions
  - explain on-site safety plan to personnel

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- give instructions
- seek feedback
- listen actively

Required knowledge

- environmental issues relating to:
  - life cycle of products: re-new, re-use and recycle
  - environmental regulations
- features required for on-site safety plan pertaining to:
  - site contract requirements
  - waste disposal methods
  - waste minimisation
  - waste prevention
  - waste segregation
  - work procedures
  - environmental issues
  - education and training outline
  - recycling and recovery requirements
  - monitoring personnel performance following safety training
  - quality control checks
  - review of effectiveness of new procedures and processes
- identification of safety issues pertaining to:
  - waste types, streams and characteristics and level of associated danger
  - waste non-conformances
  - unanticipated waste
  - waste non-conformance procedures
  - waste contaminants
  - hazardous waste
  - waste containment
  - waste disposal and recovery routes
- OHS requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
- waste audit, including:
  - analysing waste safety practices
  - analysing previous audit plans and audit processes pertaining to safety
- waste management provision, including:
  - organisational requirements in relation to safety
  - organisational structure and reporting requirements
  - legislation, regulations and codes of practice applicable to specific waste management

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functions
- waste management safety options

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by demonstration of site safety plans developed.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify site safety requirements • specify all necessary PPE required to undertake work safely in each site area • gather necessary information to develop on-site safety plan following consultation with stakeholders • apply OHS requirements and duty of care to provide safe environment for personnel and general public.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	An on-site safety plan must be developed in line with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the development of the plan. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application

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	• reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPCMN3001B Participate in environmentally sustainable work practices • CPPCMN4007A Manage workplace safety arrangements.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Details of site and site requirements may include:	• areas allowing access to general public • organisational and site OHS requirements • number of personnel on site • potential hazards and risks, including level of risk • waste incoming • waste present at site.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.
Legislation and codes	• codes, including:

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may include:	• Australian Code for the Transport of Dangerous Goods by Road and Rail • industry • commonwealth, state and territory legislation, including: • anti-discrimination • environmental protection • equal employment opportunity • freedom of information • industrial • OHS • trade practices • road laws.
Site safety requirements must include:	• all necessary requirements to ensure the safety of: • environment • equipment • general public • personnel • structures.
Site safety requirements may also include:	• awareness of potential hazards and risks • communication requirements • confined space awareness • emergency procedure guides • emergency response equipment • emergency shut-down and lock-out procedures • evacuation area • first aid • induction • PPE requirements • site security • training • warning signs and barriers.
Site areas may include:	• evacuation areas • first aid bays • general public access areas • restricted areas.
First aid and emergency facilities may include:	• breathing apparatus • eye baths • fire extinguishers • first aid kits.
Wastes on site may	• solid (non-hazardous), e.g. construction and demolition

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include:	• liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Personal protective equipment **must be:**	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Potential hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts

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	• weather.
Emergency response action or procedures may include:	• cleaning up • containing emergency • isolating or shutting down equipment or plant • evacuation • first aid • making site safe • notifying authorities • using PPE.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT5057A Develop landfill rehabilitation plans

Modification History

New unit

No equivalent unit

Unit Descriptor

This unit of competency specifies the outcomes required to develop a landfill rehabilitation plan. Landfill rehabilitation will typically involve recontouring, profiling soil, constructing drains and berms, and planting flora, within local government provenance.

Application of the Unit

This unit of competency supports individuals with responsibilities for planning landfill operations. It requires the ability to work in a planning team, developing strategies, systems and plans. It also requires recognition of the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Review and evaluate landfill rehabilitation strategies to determine possible options.	1.1	***Landfill rehabilitation strategies*** are reviewed to determine all site development options, including ***catchment devices***, and ***drain and berm mechanisms*** to minimise ***erosion***.
		1.2	***Feasibility of landfill rehabilitation strategies*** is assessed to ensure development of a realistic and achievable plan that complies with ***client requirements***, ***occupational health and safety (OHS) standards*** and ***legislation and codes***.
		1.3	***Client*** is consulted in the development of ***landfill rehabilitation plan*** according to ***organisational requirements***.
2	Determine requirements of landfill rehabilitation plan.	2.1	Local government authorities are consulted regarding the ***local provenance guidelines*** pertaining to development of landfill rehabilitation plan.
		2.2	Landfill rehabilitation plan is produced that fully addresses the construction of the ***soil profile*** to ensure that ***contamination*** is stabilised in a manner that complies with legislation and codes and environmental guidelines.
		2.3	All ***aspects of implementation*** and, where provided, client's environmental aims are included in landfill rehabilitation plan.
		2.4	Landfill rehabilitation plan is recorded and filed according to **organisational requirements**.
3	Present plan.	3.1	Landfill rehabilitation plan is ***presented*** to client.
		3.2	Explanation of rationale, benefits and implementation process is provided to ensure that client is satisfied with plan.
		3.3	Feedback from clients is obtained and integrated into plan.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - develop diagnostic techniques for landfill rehabilitation
  - conduct feasibility analysis
  - research, plan and evaluate
  - list options through procedures, such as brainstorming
- interpersonal skills to provide guidance on landfill rehabilitation options
- reading skills to interpret:
  - data
  - drawings
  - organisational policies
  - specifications
  - technical plans
- management skills to:
  - apply diagnostic techniques
  - conduct complex problem solving
  - identify hazards and risks
  - organise work methodically
  - use information technology to complete tasks
  - use emergency and personal protective equipment (PPE)
- critical thinking skills to:
  - discuss landfill rehabilitation options
  - present options
  - negotiate final rehabilitation plan
- written communication skills for:
  - report writing
  - planning documentation

Required knowledge

- development of rehabilitation plan, including:
  - drawings
  - specifications
  - technical plans
  - material safety data sheets (MSDS)
  - strategies
- environmental issues relating to:

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- life cycle of products: re-new, re-use and recycle
- environmental regulations
- renewable energy

- gardening methods, including:
  - flora, soil and nutrient requirements
  - draining methods
  - seed and plant varieties
  - seed and plant planting methods
  - watering principles
  - soil dynamics
  - fertiliser characteristics and application methods
- identification of:
  - waste types, streams and characteristics
  - waste non-conformances
  - unanticipated waste
  - waste non-conformance procedures
  - waste containment
  - waste disposal and recovery routes
  - hazardous waste
- interpretation of ground conditions for:
  - dumping techniques
  - pushing techniques
  - mixing and applying fertiliser
  - planting seedlings by machine and hand
  - watering
- landfill site development plan, including:
  - plant and equipment requirements for site operations
  - tools and material requirements for site operations
- landfill rehabilitation issues, including:
  - strategies available
  - analysing previous assessment plans and assessment processes
  - nature and significance of waste minimisation hierarchy
  - material placement procedures, including:
    - recontouring characteristics
    - catchment systems
    - principles of erosion and water run-off
    - dust suppression
    - soil profiling
    - soil dynamics

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    - soil horizon construction
    - draining methods
- OHS requirements relating to:
    - dangerous goods and hazardous substances
    - OHS hierarchy of control
- rehabilitation plan, including:
    - closure or rehabilitation
    - job requirements
- resource recovery options relating to:
    - valuable resources within materials
    - potential resources to be recovered
- waste assessment review, including:
    - analysing waste practices
    - analysing previous assessment plans and assessment processes
    - outlining possible benefits and outcomes
    - incorporating standard audit requirements and procedures
    - incorporating nature and significance of waste minimisation hierarchy
    - incorporating types of client waste management surveys and their uses
- service requirements for landfill rehabilitation, including:
    - organisational requirements and structure, including workplace communication channels and procedures
    - legislation, regulations and codes of practice applicable to specific waste management functions
    - waste management options
    - organisational pricing schedules
    - waste management hierarchy
    - duty of care

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by demonstration of the landfill rehabilitation plans developed.
Critical aspects for assessment and evidence required to demonstrate	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

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competency in this unit	In particular the person should demonstrate the ability to: • determine features required for a landfill rehabilitation plan, incorporating client requirements and OHS requirements • conduct life cycle assessment • apply landfill analytical methods, incorporating environmental regulations • present developed landfill rehabilitation plan.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Landfill rehabilitation planning must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in landfill rehabilitation planning. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPCMN4002B Implement and monitor environmentally sustainable work practices • CPPWMT4030A Determine waste management services

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	• CPPWMT4056A Implement landfill rehabilitation plans • CPPWMT5004A Develop waste management strategies • CPPWMT5036A Develop waste management plans.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Landfill rehabilitation strategies may include:	• advertising • constructing drains and berms • education • employee participation • planting flora • process audit • profiling soil • recontouring.

Catchment devices may include:	• diversion channels
	• holding structures, including:
	  • banks
	  • drains
	  • dams
	  • sediment dams.

Drain and berm may be:	• concrete • plastic • rock • soil.

Drain and berm mechanisms may be:	• berm
	• flora coverage, including:
	  • grasses
	  • small bushes
	• netting.

Erosion may include:	• water run-off • wind.
Feasibility of landfill rehabilitation strategies may include:	• catchment systems • compliance with legislation and codes • cost-benefit analysis

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	• costs
	• draining methods
	• dust suppression procedures
	• fertiliser characteristics and application methods
	• flora soil and nutrient requirements
	• lead time
	• material placement procedures
	• organisational requirements
	• principles of erosion and water run-off
	• process constraints
	• recontouring characteristics and procedures
	• resource requirements, including:
	  • equipment
	  • personnel
	• resources available
	• seed and plant planting methods
	• seed and plant varieties
	• soil dynamics
	• soil horizon construction methods
	• soil profiling methods
	• watering principles.

Client requirements may include expectations expressed in:	• briefing papers • contract documents • letters • memos • quality assurance documents • tender documents • verbal or written instructions.
OHS standards may include:	• emergency procedures • emergency procedure guides • MSDS • OHS legislation • PPE • spill kit.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection

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	• equal employment opportunity • freedom of information • industrial • OHS • trade practices • road laws.
Client may include:	• all forms of business enterprises in this context, including: • government agencies • internal customers • local governments and councils • private and public companies • residents and ratepayers.
Landfill rehabilitation plan may include:	• implementation strategies, including: • catchment systems • compliance with legislation and codes • costs • draining methods • dust suppression procedures • erosion prevention • fertiliser characteristics and application methods • flora soil and nutrient requirements • MSDS • material placement procedures • OHS procedures • PPE • recontouring procedures • legislation and codes • resource allocation • seed and plant planting methods • soil horizon construction methods • soil profiling methods • watering schedules • work procedures • objectives pertaining to: • changes to processes and procedures • cost-benefit analysis • education and training • environmental issues • site contract requirements

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	• watering principles
	• review strategies, including:
	  • internal and external audits
	  • monitoring personnel performance following training
	  • undertaking quality control checks
	  • reviewing effectiveness of new procedures and processes
	  • formalising review strategies via re-planning
	  • samples
	  • targets, such as:
	  • meeting rehabilitation deadlines
	  • meeting site contract requirements.

Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • policy and procedures documents • quality assurance documents • site development plans • tender and contract documents • training materials • verbal or written instructions • work procedures.

Local provenance guidelines may include:	• flora planting, such as:
	  • what types
	  • where
	• issues pertaining to local area
	• local government requirements.

Soil profile may include:	• gravel • grades of materials • topsoil • types of materials.
Contamination may include:	• exposure to sunlight • infestation • mixing with other waste types • rot or mould • waterlogging.
Aspects of implementation may include:	• catchment systems • compliance with legislation and codes • costs

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	• draining methods • dust suppression procedures • education • erosion prevention • fertiliser characteristics and application methods • flora soil and nutrient requirements • MSDS • material placement procedures • OHS procedures • PPE • process changes • recontouring procedures • legislation and codes • resource allocation • seed and plant planting methods • timelines • schedules • site contract requirements • soil horizon construction methods • soil profiling methods • watering schedules • work procedures.
Presentation may include:	• discussion • electronic communication • PowerPoint • written report.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT5058A Develop emergency response plans

Modification History

Revised unit

Unit updated and equivalent to PRMWM58A Develop emergency response plan

Unit Descriptor

This unit of competency specifies the outcomes required to develop an emergency response plan in a waste management environment. It requires the ability to analyse occupational health and safety (OHS) requirements and practices relevant to the plan.

Application of the Unit

This unit of competency supports individuals responsible for planning emergency responses in a waste management environment. It includes developing operational procedures, with the assistance of expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Review internal and external emergency response requirements.	1.1	Details of the nature, type and severity of ***emergency***, including existing and ***potential hazards and risks*** and ***contamination***, are identified.
		1.2	***Appropriate personnel***, including ***emergency service specialists***, are assigned to undertake workplace hazard and risk audit.
		1.3	Emergency requirements are identified according to ***organisational requirements***, ***OHS requirements*** and ***legislation and codes***.
		1.4	Emergency response requirements are determined following consideration of existing site safety plan, ***emergency response systems and equipment*** and ***emergency and personal protective equipment*** (PPE).
2	Formulate emergency response plan.	2.1	***Emergency response plan*** is formulated in consultation with appropriate personnel and emergency service specialists.
		2.2	Information ensuring safety of ***stakeholders*** is included in emergency response plan.
		2.3	***Emergency escape details***, ***containment and isolation*** of emergency situation, ***regulated waste identification signage*** and ***clean-up*** are included in the emergency response plan.
		2.4	***Response procedures for vehicle contact with overhead wires*** are included in plan.
		2.5	Precise information relating to chain of command, emergency response teams, and emergency communication system is clearly identified in plan.
		2.6	***Personnel training*** in emergency response procedures is provided for in plan.
		2.7	Actions necessary to ***protect organisational interests*** are specified, according to organisational and legislative requirements.
		2.8	Reporting ***documentation*** to be completed after

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			emergency response is incorporated into emergency response plan.
3	Communicate emergency response plan to personnel and emergency services.	3.1	Emergency response plan is communicated clearly to all personnel according to organisational policy.
		3.2	Initial training is provided, and personnel training plans on all aspects of the emergency response plan are reviewed.
		3.3	Personnel's understanding of emergency response plan is confirmed through questioning and observation.
		3.4	Feedback from personnel is obtained and integrated into emergency response plan.
		3.5	Complete emergency response plan is supplied to emergency service specialists.
4	Document and review emergency response plan.	4.1	Emergency response plan is documented in a clear format that complies with organisational requirements.
		4.2	Emergency response plan is displayed and housed in personnel work areas to ensure availability for immediate referral.
		4.3	Emergency response plan is monitored and evaluated and modifications are made to plan where appropriate to reduce impact of emergency and ensure compliance with organisational requirements, OHS requirements and legislation and codes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to:
  - manage consultation processes
  - present emergency response plan
- management skills to:

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    - apply change management techniques
    - organise work practices safely and efficiently
    - conduct strategic problem solving
    - identify and minimise hazards and risks
    - prioritise duties
    - interpret ground conditions
    - use information technology to complete tasks
    - use emergency and personal protective equipment
- reading skills to interpret:
    - work or material requirements
    - materials safety data sheets (MSDS)
- written communication skills to:
    - write reports
    - prepare complex strategic documentation
- critical thinking skills to develop emergency response plan, identifying:
    - resource needs
    - hazards and risks
- oral communication skills to:
    - ask and answer questions
    - explain emergency response plan to personnel
    - present information
    - give instructions
    - seek feedback
    - listen actively

Required knowledge

- emergency response plan requirements, including:
    - components, features and layout of an emergency response plan
    - confined space procedures
    - duty of care in provision of service
    - HAZCHEM identification systems
    - methods of containment and isolation of emergencies
    - site management plan and identification of work areas, including location of:
        - alarms
        - emergency equipment
        - communications equipment
    - coding systems
    - environmental agencies' roles
    - environmental regulations
    - organisational policy and procedures in relation to emergency response

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  - reporting requirements
  - standard emergency procedures
  - waste management hierarchy
  - waste containment methods and isolation of emergencies
- identification of:
  - waste types, streams and characteristics and implications in an emergency situation
  - waste non-conformances
  - waste non-conformance procedures
  - waste containment
  - waste disposal and recovery routes
- identification of needs in an emergency situation, including:
  - identification and operation of plant and equipment
  - cleaning and maintenance of plant and equipment
- OHS requirements relating to:
  - chemical storage and decanting
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
  - first aid appropriate to likely hazards and risks in work environment
- potential hazards and risks relating to:
  - dangerous goods
  - potential incidents
  - waste containment and segregation techniques
  - emergency response procedures
- training techniques that enhance learning and diversity, including:
  - instructions and explanations
  - asking questions
  - providing opportunities to practice
  - written information
  - group or team activities
  - individual activities
  - demonstrations
- service requirements for emergency response plan, including:
  - client requirements
  - organisational requirements
  - reporting requirements
  - waste management options
  - waste management hierarchy

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by demonstration of the emergency response plans developed.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • plan for emergency response processes • consult effectively with stakeholders, such as emergency service specialists, to develop emergency response plans • conduct training for emergency response procedures.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	An emergency response plan must be developed in line with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the development of an emergency response plan. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

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	Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPCMN4001B Develop workplace policies and procedures for sustainability • CPPCMN4007A Manage workplace safety arrangements.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Emergency may include:	• external:
	  • airplane crash
	  • bushfires
	  • civil disturbance
	  • explosion
	  • flood
	  • hazardous material
	  • motor vehicle accident
	  • fallen powerlines
	  • storm
	  • toxic emission
	  • terrorism
	• internal:
	  • bomb threat
	  • civil disturbance
	  • contamination
	  • equipment malfunction
	  • fire
	  • gas leak
	  • machinery malfunction
	  • medical emergency
	  • security breach
	  • spill.

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Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Potential hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Contamination may include:	• exposure to sunlight • infestation • mixing with other waste types • rot or mould • waterlogging.
Appropriate personnel may include:	• department head • emergency response team • employee safety representative • health and safety committee • manager • responsible officer • supervisor • team leader • team member.
Emergency service specialists may include:	• ambulance service • fire brigade • medical service • police department • organisational personnel • environmental protection agencies.
Organisational requirements may include	• briefing papers • job sheets

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information found in:	• letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.
OHS requirements may include:	• organisational OHS reporting and audit systems • organisational policy • duty of care • PPE • safe work procedures.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Emergency response systems and equipment may include:	• communication systems • emergency lighting • fire protection equipment.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • hearing protection • MSDS • spill kit • overalls and protective clothing.
Emergency and personal protective equipment	• breathing apparatus • emergency procedure guides

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could also include:	• face shield or mask • gloves • hard hats.
Personal protective equipment must be:	• cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements • worn when required according to organisational requirements • stored according to organisational requirements.
Emergency response plan may include:	• chain of command or supervision in an emergency • clean up • containing emergency • emergency communication system and central control • emergency evacuation procedures, including emergency escape route • emergency response teams • equipment or plant isolation or shut-down • evacuation • first aid • making site safe • names or regular job titles of person or department to be contacted for further information or explanation of duties under the plan • notification of authorities • preferred means for reporting fires and other emergencies • procedures for accounting for all employees after emergency evacuation has been completed • procedures to be followed by personnel who remain to perform or shut down critical plant operation before site is evacuated • rescue and medical duties for relevant employees • security measures • training • vehicle contact with overhead wires • use of PPE.
Stakeholders may include:	• clients • emergency services • general public • government agencies • local governments • neighbouring people or businesses • organisational personnel • other affected parties • ratepayers • environmental protection agency

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	• residents.
Emergency escape details may include:	• all-clear procedures • clean-up procedures • procedures for all critical plant operator personnel • procedures to account for all personnel after emergency evacuation is completed.
Containment and isolation may include:	• bunding area • erecting barricades • moving vehicle or equipment away from hazardous area • sealing leaks • transferring waste • turning off electricity and gas • using fire extinguishers • water-hosing.
Regulated waste identification signage may include:	• classification of dangerous goods • communications equipment • first aid • hazardous class • HAZCHEM codes • packaging group number.
Clean-up may include:	• removing equipment, plant and vehicle from site • removing and disposing of contaminated soil and liquid • shovelling • seeping out • using cleaning products • using high pressure water or air-hosing • vacuuming.
Response procedures for vehicle contact with overhead wires may include:	• ensure vehicle involved in incident has been thoroughly inspected prior to reintroduction to service • liaise with relevant parties to ensure remedial action is implemented • notify relevant statutory authorities • notify wire owner and other parties who may be affected by incident • response team attending incident scene and conducting preliminary investigation of the incident according to organisational procedures • review incident report form completed by operator • review response team investigation findings and propose remedial and preventative actions with parties involved.
Personnel training may	• alarm systems • containment and isolation procedures

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include:	• evacuation plans • readiness for various types of potential emergencies • reporting and shut-down procedures • selecting and using PPE • storage requirements.
Protect organisational interests may include:	• collecting details from witnesses • not commenting or admitting liability • not talking to media.

Documentation includes:	• authorities notified
	• cause or suspected cause of emergency
	• damage incurred to:
	  • general public
	  • equipment
	  • personnel
	  • vehicle
	• emergency and personal protective equipment used
	• emergency response procedures undertaken
	• nature of clean-up
	• nature, type, source and severity of emergency
	• recommendations for preventing future emergencies
	• regulatory authority documents.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT5061A Plan resource recovery

Modification History

Revised unit

Unit updated and equivalent to PRMWM61A Plan resource recovery

Unit Descriptor

This unit of competency specifies the outcomes required to plan for resource recovery. It requires the ability to develop and apply policy, lead or manage operations, and liaise effectively with clients.

Application of the Unit

This unit of competency supports individuals working as a team leader or supervisor, with responsibilities for planning the organisation's resource recovery policies, procedures and programs. It includes the development of strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Identify range of materials within the waste stream available for recovery.	1.1	***Audit*** of ***waste stream*** is undertaken.
		1.2	***Identification of needs*** is undertaken incorporating the source, frequency of disposal, method of transportation and manner in which loads are delivered for disposal.
2	Undertake feasibility study to assess the financial viability of a resource recovery operation.	2.1	Material recovery, storage, transport and sales processes are determined according to ***legislation and codes*** and ***organisational requirements***.
		2.2	***Market research*** is undertaken to assess demand for recovered material and products and current market values.
		2.3	***Stakeholders*** are consulted to identify existing or potential recovery facilities.
		2.4	Level of stakeholder commitment to developing ***resource recovery strategies*** is determined.
3	Develop a resource recovery strategy.	3.1	Goals and targets to divert components of the waste stream are established based on audit or assessment, ***feasibility study*** outcomes and ***planning***.
		3.2	Legislation, codes and organisational requirements are incorporated into strategy.
		3.3	Stakeholders are consulted to identify opportunities and risks to be considered in strategy.
4	Determine operational requirements.	4.1	***Site requirements*** are assessed, including infrastructure requirements, zoning, environmental aspects and energy efficiency systems.
		4.2	Budgets are developed for ***plant***, ***equipment*** and ***materials***.
		4.3	***Service requirements*** that may include education and

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			customer service are identified.
		4.4	Human resources required to support strategy are identified.
		4.5	Product marketing strategies are developed.
5	Determine strategy implementation.	5.1	Resource ***development and implementation*** strategies are determined.
		5.2	Measures and methods to be used in monitoring plan outcomes are established.
6	Record resource recovery strategy.	6.1	Resource recovery strategy is recorded in a logical and concise manner, with stakeholder input.
		6.2	Resource recovery strategy is completed, incorporating goals and targets.
		6.3	Resource recovery strategy is communicated to stakeholders.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - develop diagnostic techniques
  - conduct feasibility analysis
  - research, plan and evaluate
  - list options through procedures, such as brainstorming
  - segregate waste types, including potentially hazardous waste
  - segregate valuable resources in composite materials
- critical thinking skills to develop resource recovery plan, including review of:
  - drawings
  - specifications
  - technical plans
  - material safety data sheets (MSDS)

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    - strategies
- management skills to:
    - apply diagnostic techniques
    - organise work practices safely and efficiently
    - conduct complex problem solving
    - identify hazards and risks
    - use information technology to complete tasks
    - use emergency and personal protective equipment (PPE)
    - work in confined area
- reading skills to interpret:
    - data
    - drawings
    - specifications
    - technical plans
    - organisational policies
- critical thinking skills to plan resource recovery, identifying:
    - resource needs
    - hazards and risks
- oral communication skills to:
    - ask questions
    - listen actively
    - consult
    - undertake facilitation and conciliation
    - follow instructions
    - present information
- written communication skills to:
    - report on resource recovery outcomes
    - prepare strategic documentation

Required knowledge

- environmental issues relating to:
    - life cycle of products: re-new, re-use and recycle
    - environmental regulations
    - renewable energy
- identification of:
    - hazardous waste
    - recoverable waste
    - waste to be used for recycling
    - waste types, streams and characteristics
    - waste non-conformances

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- unanticipated waste
- waste non-conformance procedures
- waste containment
- waste disposal and recovery routes

- interpretation of ground conditions for:
  - dumping techniques
  - pushing techniques
  - mixing and applying fertiliser
  - planting seedlings by machine and hand
  - watering
- occupational health and safety (OHS) requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
- rehabilitation plan, including:
  - closure or rehabilitation
  - job requirements
- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be recovered
  - timeframe to recover resources
  - recycling options
  - industry standards
  - environmental regulations and legislation
- waste assessment review, including:
  - analysing recovery practices
  - analysing previous assessment plans and assessment processes
  - outlining possible benefits and outcomes from conducting a waste assessment pertaining to resource recovery
  - incorporating standard audit requirements and procedures
  - incorporating nature and significance of waste minimisation hierarchy
- service requirements for resource recovery, including:
  - organisational requirements and structure, including workplace communication channels and procedures
  - legislation, regulations and codes of practice applicable to specific waste management functions
  - waste management options
  - waste management hierarchy
  - material recovery opportunities and market availability
  - market principles
  - stakeholder identification

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- planning and related approval processes
- resource recovery infrastructure needs
- waste audit techniques
- waste assessment techniques
- waste analytical methods
- standard audit requirements and procedures
- sampling techniques
- duty of care

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by demonstration of the resource recovery planned.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • analyse data with regard to resource recovery potential and options for stakeholders • consult with clients to obtain information and support for recovery strategy • incorporate necessary information into resource recovery plan • synthesise technical, legislative, economic, environmental and OHS issues in relation to resource recovery options.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • results of sampling • forms and procedures manuals • surveys and reports.
Method of assessment	The process of planning resource recovery must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry

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	needs, it may be necessary to refer to portfolio case studies to assess competency in planning resource recovery. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPWMT4003A Review, evaluate and document waste assessment findings • CPPWMT4006A Organise waste recovery • CPPWMT5004A Develop waste management strategies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Audit may include:	• client waste management survey • cost reductions • determining sort categories • developing waste management plan • eliminating other variables • environmental concerns

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	• identifying recyclable waste • identifying waste management policy • identifying waste streams • isolating waste streams • process review • resource recovery • reviewing implementation of waste management plan • scope of activity • waste minimisation • valid and representative data.
Waste streams may include:	• chemical waste • construction and demolition • dangerous goods • green waste • hazardous substances • municipal waste • prescribed waste • putrescibles • quarantine • recyclable liquids • regulated waste • solid inert.
Identification of needs may include:	• barriers for the implementation of resource recovery options • infrastructure requirements for resource recovery requirements on site • market research to determine on or off-site needs for materials • related organisational requirements • review of client and stakeholder needs • review of legislative and other requirements • audits or assessments of all waste and resource recovery streams and types of materials in those streams.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial

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	• OHS • trade practices • road laws.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • policy and procedures documents • quality assurance documents • site development plans • tender and contract documents • training materials • verbal or written instructions • work procedures.
Market research may include:	• advertising the research • customer analysis • choice modelling • competitor analysis • marketing mix modelling • product research • risk analysis.
Stakeholders may include:	• clients • government agencies • processors • product buyers • waste and recycling contractors • waste generators.
Resource recovery strategies may include:	• composting • energy recovery • material changes • re-use or recycling of materials on and off site • supply chain management.
Feasibility study may include:	• analysis of data and information to determine targets and goals specific to each stream and material • communication with government agencies and businesses to determine strategies and infrastructure availability • cost-benefit analysis • identification of barriers • identification of available and required resources • prioritisation of options.

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Planning may include:	• implementation strategies, including:
	  • MSDS
	  • measurement and recording
	  • OHS procedures
	  • PPE
	  • relevant legislation and codes
	  • site contract requirements
	  • work procedures
	• objectives pertaining to:
	  • changes to processes and procedures
	  • environmental issues
	  • education and training
	  • past and future reviews and audits
	  • recycling requirements
	  • reduction of waste
	• review strategies, including:
	  • internal and external audits
	  • monitoring statistics
	  • monitoring personnel performance following training
	  • undertaking quality control checks
	  • reviewing effectiveness of new procedures and processes
	  • formalising review strategies via re-planning
	  • sampling
	  • counting waste
	• targets, such as:
	  • carbon emissions reduction
	  • lean management
	  • recycling rates
	  • waste minimisation.

Site may include:	• business premises • landfill site • local government area • plant and factory • waste processing plant.
Site requirements may include:	• energy recovery • identification of sources of information and data • production processes and methods • purchasing procedures • quality assurance protocols • raw material requirements

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	• recycling requirements • waste handling, storage and disposal processes.

Plant may include:	• autoclave
	• balers
	• boilers
	• bunded areas
	• centrifuge
	• chippers
	• combustion
	• compactors
	• composters
	• computer hardware and software
	• conveyors
	• crushers
	• hammer mills
	• incinerator
	• materials recovery facility
	• microwave
	• pipes
	• processing plants, including size-reduction processing plant
	• safety structures and controls
	• separators
	• shredders
	• sorters
	• storage tanks
	• transfer station
	• treatment plants, including:
	  • biological treatment plant
	  • chemical treatment plant
	  • liquid waste treatment plant
	  • microwave treatment plant
	  • physical treatment plant
	• treatment tanks
	• tub grinders.

Equipment may include:	• barriers and warning signs • compactors • computer and associated hardware and software • conveyors • dozers • earthmoving equipment • forklifts

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	• generators
	• hoses
	• lawnmowers
	• lifting equipment
	• loadshifting equipment
	• pumps
	• safety barriers and signage
	• sampling equipment
	• scales
	• scrapers
	• skips
	• sorting tables
	• storage containers
	• tractors
	• trucks:
	  • articulated
	  • rigid
	• vacuums
	• waste containers
	• weighbridge.

Materials may include:	• cell cover materials
	• cleaning fluids
	• cleaning rags
	• fertiliser
	• fuel
	• fuses
	• globes
	• gravel for wet weather tipping areas
	• lawn seed
	• lubricants
	• oil
	• pesticides
	• plant protection covers
	• plants
	• road repairing materials:
	  • compacted materials
	  • dirt
	  • gravel
	  • sand
	• water.

Service requirements may	• organisational requirement documentation

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be found in:	• contractual documentation • legislation • policies • publications • verbal or written communications.
Development and implementation may include:	• contract negotiation • development of resourcing requirements, including budgets • education and training programs to upskill staff or contractors • market development • material segregation processes • monitoring and review of options • preparation of procedures and associated documents • programs to monitor contamination levels • promotional strategies.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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BSBADM311A Maintain business resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine, administer and maintain resources and equipment to complete a variety of tasks. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of business resources and their maintenance to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Advise on resource requirements	1.1. Calculate estimates of future and present ***business resource needs*** in accordance with ***organisational requirements*** 1.2. Ensure advice is clear, concise and relevant to achievement of organisational requirements 1.3. Provide information on the most economical and effective choice of equipment, materials and suppliers 1.4. Identify resource shortages and possible impact on operations
2. Monitor resource usage and maintenance	2.1. Ensure resource handling is in accordance with established organisational requirements including ***occupational health and safety requirements*** 2.2. Use ***business technology*** to monitor and identify the effective use of resources 2.3. Use consultation with individuals and teams to facilitate effective decision making on the appropriate allocation of resources 2.4. Identify and adhere to relevant ***policies regarding resource use*** in the performance of operational tasks 2.5. Routinely monitor and compare resource usage with estimated requirements in budget plans
3. Acquire resources	3.1. Ensure acquisition and storage of resources is in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisational requirements, is cost effective and consistent with organisational timelines 3.2. Acquire resources within available time lines to meet identified requirements 3.3. Review ***resource acquisition processes*** to identify improvements in future resource acquisitions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to read and understand organisation's policies and procedures; to write simple instructions for a particular routine task • evaluation skills to diagnose faults and to monitor resource usage • problem-solving skills to determine appropriate fault repair actions • numeracy skills to calculate resource expenditure • technology skills to select and use technology appropriate to a task.
Required knowledge

• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety (OHS)
• organisational resource acquisition policies, plans and procedures
• functions of a range of business equipment
• organisational procedures for record keeping/filing systems, security and safe recording practices.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • collecting and recording data on resource use • observing resource use over defined and operational timeframes • carrying out routine maintenance • knowledge of organisational resource acquisition policies, plans and procedures.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation estimating future and present business resource needs • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of equipment maintenance procedures • review of information provided on the most economical and effective choice of equipment, materials and suppliers • evaluation of documentation reviewing resource acquisition processes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Business resources may include:	• equipment • facilities • human resources • raw materials • software • stock and supplies
Organisational requirements may include:	• access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • management and accountability channels • manufacturer's and operational specifications • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • security and confidentiality requirements
Occupational heath and safety requirements may include:	• decision making delegations • equipment use • first aid kit • medical attention • reporting requirements • site access
Business technology may include:	• computer applications • computers • modems • personal schedules • photocopiers
Policies regarding resource use	• budgeting limits

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RANGE STATEMENT	
may include:	• ordering procedures • purchasing authorities • recruitment and personnel • time management • transport/travel policies
Resource acquisition processes may include:	• contracted supplier ordering • internal approvals • non-tendered processes • periodic forecasts • tendered processes

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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BSBADM409A Coordinate business resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine and analyse existing and required resources, their effective application and the accountability for their use. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of business resources who contribute well developed skills and knowledge to ensure adequate resources are available to perform the work of the organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine resource requirements	1.1. Determine ***resource requirements*** in accordance with business and operational plans, and ***organisational requirements*** 1.2. Provide opportunities to individuals and workgroups to contribute to the identification of resource requirements 1.3. Ensure resource expenditure is realistic and makes efficient use of available budget resources 1.4. Present recommendations on resource requirements in the required format, style and structure using relevant ***business equipment and technology***
2. Acquire and allocate resources	2.1. Acquire physical resources and services in accordance with organisational requirements 2.2. Check resources to ensure quality and quantity, in line with service agreements 2.3. Allocate resources promptly to enable achievement of workgroup objectives 2.4. Ensure consultation with individuals and teams on allocation of resources is participative and is conducted using ***appropriate interpersonal skills***
3. Monitor and report on resource usage	3.1. Measure effectiveness of resource planning, and assess against actual costs, identified shortfalls and surpluses

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Develop and implement methods of monitoring resource use to enable timely and accurate reporting against business and operational plans 3.3. Identify improvements in resource planning through consultation and ***feedback***, and implement in accordance with organisational requirements 3.4. Maintain ***records*** concerning equipment and resource purchases, in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to request advice, to receive feedback and to work with a team • literacy skills to draft complex reports and to display logical information on resource usage • numeracy skills to interpret, compare and calculate resource usage costs • planning skills to schedule and track resource use and availability.
Required knowledge

• common equipment faults
• functions of a range of business equipment
• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • environmental issues
  • occupational health and safety (OHS)
• organisational policies, plans and procedures
• record management processes and techniques related to maintenance schedules.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • monitoring resource usage to determine resource needs • maintaining records of resource requirements • calculating costs and expenditures in relation to use and maintenance of business resources • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of records relating to business resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of recommendations on resource requirements • review of records concerning equipment and resource purchases • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of functions of a range of business equipment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Resource requirements may include:	• human resources • location/premises • OHS resources • plant/machinery • raw materials • refurbishment • staff amenities • stock and supplies • storage space • technological equipment/software • training materials
Organisational requirements may include:	• access and equity principles and practices • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • management and accountability channels • manufacturers' and operational specifications • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • reporting requirements • security and confidentiality requirements
Business equipment and technology may include:	• answering machine • binder • computer • fax machine • photocopier • printer • shredder

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RANGE STATEMENT	
	• telephone
Appropriate interpersonal skills may include:	• clarity of language • consultation methods, techniques and protocols • seeking feedback from group members to confirm understanding • summarising and paraphrasing • using appropriate body language
Feedback sources may include:	• customer/client response data • employee data • equipment meter readings • financial forecasts • sales orders • suppliers' invoices
Records may include:	• computerised or manual • financial statements • invoices • maintenance schedules • order forms • petty cash forms • purchase orders • stock list and inventory control

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

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Co-requisite units

Co-requisite units		

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BSBADM502B Manage meetings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are required to organise and manage meetings within their workplace, including conducting or managing administrative tasks in providing agendas and meeting material. They may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for meetings	1.1. Develop ***agenda*** in line with stated ***meeting purpose*** 1.2. Ensure style and structure of meeting are appropriate to its purpose 1.3. Identify meeting participants and notify them in accordance with organisational procedures 1.4. Confirm ***meeting arrangements*** in accordance with requirements of meeting 1.5. Despatch ***meeting papers*** to participants within ***designated time lines***
2. Conduct meetings	2.1. Chair meetings in accordance with organisational requirements, agreed ***conventions*** for type of meeting and ***legal and ethical requirements*** 2.2. Conduct meetings to ensure they are focused, time efficient and achieve outcomes 2.3. Ensure meeting facilitation enables participation, discussion, problem-solving and ***resolution*** of issues 2.4. Brief minute taker on method for recording meeting

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ELEMENT	PERFORMANCE CRITERIA
	notes in accordance with organisational requirements and conventions for type of meeting
3. Follow up meetings	3.1. Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting, and are formatted in accordance with organisational procedures and meeting conventions 3.2. Distribute and ***store minutes*** and other follow-up documentation within designated time lines, and according to organisational requirements 3.3. Report outcomes of meetings as required, within designated time lines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - participate in sustained complex interpersonal exchanges and to interact with others
  - listen to, incorporate and encourage feedback
  - conduct oral presentations to a group, to consult participants and to answer questions
  - manage and work with a group to construct an action plan
  - chair meetings
- literacy skills to:
  - categorise and organise information
  - assess information for relevance and accuracy
  - identify and elaborate on key agenda items and source additional information
- numeracy and time management skills to allow for sufficient meeting preparation
- problem-solving skills to choose appropriate solutions from available options.

Required knowledge

- culturally appropriate techniques to communicate with people from diverse backgrounds and people with diverse abilities
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:

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REQUIRED SKILLS AND KNOWLEDGE
• anti-discrimination legislation • ethical principles • codes of practice • privacy laws • copyright • occupational health and safety • formats for minutes and agendas • group dynamics • meeting terminology, structures, arrangements and responsibilities of chairperson • organisational procedures and policies regarding meetings, chairing and minutes.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying conventions and procedures for formal and informal meetings • chairing meetings in relation to agreed agendas.
Context of and specific resources for assessment	Assessment must ensure: • access to reference material in regard to meeting venues, catering, transport suppliers • access to names and contacts for meeting participants • access to office supplies and equipment • access to computers and relevant software.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace

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EVIDENCE GUIDE	
	reports of on-the-job performance by the candidate • review of minutes, agendas and other communication • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Agendas may include:	• correspondence • date, time and location of meeting • date of next meeting • general business • major agenda items • matters or business arising from the minutes • minutes of the previous meeting • reports • statement of the meeting's purpose • welcome
Meeting purpose may include:	• discussion forum for internal or external clients • planning and development of a project • progress of a project • range of business items • setting of enterprise or team goals
Meeting arrangements may include:	• booking an appropriate venue • deciding on process for recording of meeting • establishing costs and operating within a budget

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RANGE STATEMENT	
	• identifying any specific needs of participants • organising accommodation and transport • organising appropriate communication technology • organising catering • organising a minute taker • preparing relevant documentation for participants • scheduling date and time for the meeting
Meeting papers may include:	• agenda • chairperson's report • correspondence • draft documentation • financial reports • itemised meeting papers • notice of meeting • previous minutes • research reports
Designated time lines may include:	• contractual obligations • formal timeframe set by the organisation • informal timeframe set by the administrative organiser • project time lines • statutory requirements (e.g. for annual general meetings) • timeframe decided by participants
Conventions may include:	• casting vote for chairperson • conflict of interest provisions • consensus required • informal discussion • majority of members to agree • moving and seconding formal motions • quorum requirements • restricting discussion to agenda items • speaking through the chairperson • time limit on speakers • waiting to be recognised by the chairperson • voting procedures
Legal and ethical requirements may include:	• codes of practice • legislation relating to companies and

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RANGE STATEMENT	
	associations • requirements for public meetings
Resolution may include:	• agreeing on a course of action • deferring decisions to another meeting
Storage of minutes and other documentation may include:	• authorised access • electronic storage in folders, sub-folders, disk drives, CD-ROM, USBs, tape or server back-up • file names according to organisational procedure • file names which are easily identifiable in relation to the content • file and folder names which identify the operator, author, section, date • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security
Minutes may include:	• meeting details (e.g. title, date, time, location) • action items • agenda items • apologies and attendees • approval of the record of previous minutes • correspondence • date of the next meeting • formatting from previous minutes • lists rather than complete sentences • matters arising from the previous meetings • names of absent and attending participants • organisation templates • other business • reports • welcome

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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BSBATSIL502B Work with the manager

Modification History

Unit Descriptor

This unit covers appointing the Manager, clarifying respective roles and working together effectively on an on going basis.

This unit, in combination with BSBATSIL508B Be a community leader and BSBATSIL501B Meet the roles and responsibilities of a Board member (2), is equivalent to SRXGOV001A Participate as a member of an effective Board organisation.

Some aspects of governance activities may be subject to legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.

This unit covers appointing the Manager, clarifying respective roles and working together effectively on an on going basis.

This unit, in combination with BSBATSIL508B Be a community leader and BSBATSIL501B Meet the roles and responsibilities of a Board member (2), is equivalent to SRXGOV001A Participate as a member of an effective Board organisation.

Some aspects of governance activities may be subject to legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.

Application of the Unit

This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of organisations in the Indigenous community.

This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of organisations in the Indigenous community.

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Appoint and monitor the Manager	1.1 Recruit the Manager with **appropriate independent assistance**
	1.2 Draw up performance outcomes and include in the contract
	1.3 **Review regularly** the Manager's performance in accordance with the contract
2 Define the roles of Board and Manager	2.1 Discuss, define and document the **leadership role** of the Board
	2.2 Clarify and document the duties of the Manager
	2.3 Discuss **areas of responsibility** and agree and document guidelines, where Board members are also employed staff
3 Work with the Manager	3.1 Receive information and advice from the Manager and apply in decision-making
	3.2 Instruct the Manager to implement policy decisions and follow specific directions
	3.3 Receive feedback from the Manager about previous directions

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Oral and written communication

Follow rules and regulations

Cross-cultural competence, including gender and disability

Evaluation and decision-making

Networking

Negotiation

Evaluation

Required knowledge

Cultural context - Boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both Traditional and Aboriginal English), cultural business, family and community responsibilities and Aboriginal learning styles

Community control - community participation and control in decision-making are central to organisations and the role of Boards is to support the community in these processes

Location and resources - organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available

Legal requirements - organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making

Organisation constitution, function, policies and procedures

Code of Conduct

Manager's contract

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: Integrated demonstration of all elements of competency and their performance criteria; and Performance of all roles of a Board member
Context of and specific resources for assessment	Assessment must ensure: This unit of competency should be assessed through the performance of Board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate Board conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the Board, including working with others; and transferring competency to other situations Knowledge and performance to be assessed over time to confirm consistency in performance
Method of assessment	The following assessment method is appropriate for this unit: Performance of Board duties, or through an accurate simulation of Board duties

Guidance information for assessment

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Appropriate independent assistance may	senior government or non government

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include:	personnel consultants
Regular review may include:	assessment against performance outcomes interview independent assessment
Leadership role may include:	planning future directions setting policies making critical decisions recruiting the CEO representing the organisation
Areas of responsibility may include:	confidentiality authority

Unit Sector(s)

empty

empt

Competency field

Regulation, Licensing and Risk - ATSI Governance

Regulation, Licensing and Risk - ATSI Governance

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BSBCMM301A Process customer complaints

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to handle formal and informal negative feedback and complaints from customers. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various customer service contexts. They may exercise discretion and judgement using appropriate knowledge of products, customer service systems and organisational policies to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond to complaints	1.1. Process ***customer complaints*** using ***effective communication*** in accordance with organisational procedures established under organisational policies, legislation or codes of practice 1.2. Obtain, ***document*** and review necessary reports relating to customer complaints 1.3. Make decisions about customer complaints, taking into account applicable legislation, organisational policies and codes 1.4. Negotiate resolution of the complaint and obtain agreement where possible 1.5. Maintain a register of complaints/disputes 1.6. Inform customer of the outcome of the investigation
2. Refer complaints	2.1. Identify complaints that require referral to other personnel or external bodies 2.2. Make ***referrals*** to appropriate personnel for follow-up in accordance with individual level of responsibility 2.3. Forward all documents and investigation reports 2.4. Follow-up appropriate personnel to gain prompt decisions
3. Exercise judgement to resolve customer	3.1. Identify implications of issues for customer and organisation

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ELEMENT	PERFORMANCE CRITERIA
service issues	3.2. Analyse, explain and negotiate appropriate options for resolution with customer 3.3. Propose viable options in accordance with appropriate legislative requirements and enterprise policies 3.4. Ensure matters for which a solution cannot be negotiated are referred to appropriate personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to identify trends and positions of products and services
- communication skills to interpret customer complaints, and to monitor and advise on customer service strategies and resolutions
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation
- problem-solving skills to deal with customer enquiries or complaints, to apply organisational procedures to a range of situations and to exercise judgement in this application.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- importance of good communication skills and the individual's role in processing customer complaints
- organisational procedures and standards for processing complaints and recommending appropriate action.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying judgement in the application of industry and/or organisational procedures • working with customer complaints • knowledge of organisational procedures and standards for processing complaints.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints • examples of documents relating to customer complaints policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of individual's role in processing customer complaints • review of documentation outlining necessary reports relating to customer complaints • review of complaints/disputes register.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • customer service units

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EVIDENCE GUIDE	
	• other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Customers may include:	• customers with routine or specific requests • internal or external customers • people from a range of social, cultural or ethnic backgrounds • people who may be unwell, drug affected or emotionally distressed • people with varying physical and mental abilities • regular and new customers
Complaints may include:	• different types of severity, formality and sources • scenarios where external bodies such as police are required • straightforward customer dissatisfaction • level of documentation required
Effective communication may include:	• giving customers full attention • maintaining eye contact (for face-to-face interactions), except where eye contact may be culturally inappropriate • speaking clearly and concisely • using appropriate language and tone of voice • using clear written information/communication • using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)
Documenting reports relating to customer complaints may include:	• completed forms and written reports • using audio-visual tapes • using computer-based systems

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RANGE STATEMENT	
Referrals may include:	• external bodies e.g. Ombudsman, Independent Commission Against Corruption (ICAC), police • relevant superiors in the organisational hierarchy

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Interpersonal Communication

Co-requisite units

Co-requisite units		

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BSBCMM401A Make a presentation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training, promotions, etc. They contribute well developed communication skills in presenting a range of concepts and ideas.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare a presentation	1.1. Plan and document presentation approach and intended outcomes 1.2. Choose ***presentation strategies***, ***format and delivery methods*** that match the ***characteristics*** of the target audience, location, resources and personnel needed 1.3. Select ***presentation aids***, ***materials*** and ***techniques*** that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas 1.4. Brief others involved in the presentation on their roles/responsibilities within the presentation 1.5. Select ***techniques to evaluate presentation effectiveness***
2. Deliver a presentation	2.1. Explain and discuss desired outcomes of the presentation with the target audience 2.2. Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas 2.3. Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes 2.4. Use persuasive communication techniques to secure audience interest 2.5. Provide opportunities for participants to seek

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ELEMENT	PERFORMANCE CRITERIA
	clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences 2.6. Summarise key concepts and ideas at strategic points to facilitate participant understanding
3. Review the presentation	3.1. Implement ***techniques to review the effectiveness*** of the presentation 3.2. Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation 3.3. Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- facilitation and presentation skills to communicate central ideas of a message in an informative and engaging manner, and to utilise verbal and non-verbal techniques to sustain participant engagement
- literacy skills to prepare presentation information and to write in a range of styles for different target audiences.

Required knowledge

- data collection methods that will support review of presentations
- industry, product/service
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety

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REQUIRED SKILLS AND KNOWLEDGE
• principles of effective communication • range of presentation aids and materials available to support presentations.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest • knowledge of the principles of effective communication.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment, documentation and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • demonstration of preparation, delivery and evaluation of a presentation • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • review of selected presentation aids, materials and techniques • review of briefing provided for others involved in the presentation • evaluation of techniques implemented to review the effectiveness of the presentation.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Presentation strategies may involve:	• case studies • demonstration • discussion • group and/or pair work • oral presentations • questioning • simulations and role-play
Presentation format and delivery methods may include:	• advertising copy • audio • direct marketing copy • individual presentation • public relations copy • scripts • storyboards • team presentation • verbal presentation • video • visuals
Characteristics may include:	• age • cultural and language background • educational background or general knowledge • gender • language, literacy and numeracy needs

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RANGE STATEMENT	
	• physical ability • previous experience with the topic
Presentation aids and materials may include:	• computer simulations and presentations • diagrams, charts and posters • models • overhead projector • paper-based materials • video and audio recordings • whiteboard

Presentation techniques may include:	• animation
	• comparative advertising
	• live action
	• music
	• signature elements such as:
	  • slogans
	  • logotypes
	  • packaging
	• sound effects
	• use of a guest speaker
	• use of black and white
	• use of colour
	• use of humour

Techniques to evaluate presentation effectiveness may include:	• action research • critical friends • focus group interviews • one-on-one interviews with participants and other personnel involve in the presentation • written feedback provided by participants

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Communication - Interpersonal Communication

Co-requisite units

Co-requisite units		

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BSBCUS301A Deliver and monitor a service to customers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify customer needs and monitor service provided to customers. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over either a short or long term interaction.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify customer needs	1.1. Use ***appropriate interpersonal skills*** to accurately identify and clarify ***customer needs and expectations*** 1.2. Assess customer needs for urgency to determine priorities for service delivery in accordance with ***organisational requirements*** 1.3. Use ***effective communication*** to inform customers about available choices for meeting their needs and assist in the selection of preferred options 1.4. Identify limitations in addressing customer needs and seek appropriate assistance from ***designated individuals***
2. Deliver a service to customers	2.1. Provide prompt service to customers to meet identified needs in accordance with organisational requirements 2.2. Establish and maintain appropriate rapport with customers to ensure completion of quality service delivery 2.3. Sensitively and courteously handle ***customer complaints*** in accordance with organisational requirements 2.4. Provide assistance or respond to customers with ***specific needs*** in accordance with organisational requirements 2.5. Identify and use available ***opportunities*** to promote

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ELEMENT	PERFORMANCE CRITERIA
	and enhance services and products to customers
3. Monitor and report on service delivery	3.1. Regularly review customer satisfaction with service delivery using ***verifiable evidence*** in accordance with organisational requirements 3.2. Identify opportunities to enhance the quality of service and products, and pursue within organisational requirements 3.3. Monitor procedural aspects of service delivery for effectiveness and suitability to customer requirements 3.4. Regularly seek customer feedback and use to improve the provision of products and services 3.5. Incorporate evidence of customer satisfaction in decisions to modify products or services, ensuring they are within organisational requirements 3.6. Ensure reports are clear, detailed and contain recommendations focused on critical aspects of service delivery

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation • technology skills to select and use technology appropriate to a task • communication skills to monitor and advise on customer service strategies • problem-solving skills to deal with customer enquiries or complaints • analytical skills to identify trends and positions of products and services.
Required knowledge

• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice

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REQUIRED SKILLS AND KNOWLEDGE
• privacy laws • financial legislation • occupational health and safety (OHS) • organisational policy and procedures for customer service including handling customer complaints • service standards and best practice models • public relations and product promotion • techniques for dealing with customers, including customers with specific needs.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying needs and priorities of customers • distinguishing between different levels of customer satisfaction • treating customers with courtesy and respect • responding to and reporting on, customer feedback • knowledge of organisational policy and procedures for customer service.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints • examples of documents relating to customer service standards and policies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace

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EVIDENCE GUIDE	
	reports of on-the-job performance by the candidate • review of reports on customer service delivery • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of customer service strategies.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • sales units • other customer service units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Appropriate interpersonal skills may include:	• listening actively to what the customer is communicating • providing an opportunity for the customer to confirm their request • questioning to clarify and confirm customer needs • seeking feedback from the customer to confirm understanding of needs • summarising and paraphrasing to check understanding of customer message • using appropriate body language
Customers may include:	• corporate customers • individual members of the organisation • individual members of the public • internal or external • other agencies
Customer needs and expectations	• accuracy of information

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RANGE STATEMENT	
may include:	• advice or general information • complaints • fairness/politeness • further information • making an appointment • prices/value • purchasing organisation's products and services • returning organisation's products and services • specific information
Organisational requirements may include:	• access and equity principles and practice • anti-discrimination and related policy • defined resource parameters • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services
Effective communication may include:	• giving customers full attention • maintaining eye contact, except where eye contact may be culturally inappropriate • speaking clearly and concisely • using active listening techniques • using appropriate language and tone of voice • using clear written information/communication • using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions) • using open and/or closed questions
Designated individuals may include:	• colleagues • customers • line management • supervisor
Customer complaints may include:	• administrative errors such as incorrect invoices or prices

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RANGE STATEMENT	
	• customer satisfaction with service quality • damaged goods or goods not delivered • delivery errors • product not delivered on time • service errors • warehouse or store room errors such as incorrect product delivered
Specific needs of customers may relate to:	• age • beliefs/values • culture • disability • gender • language • religious/spiritual observances
Opportunities to promote and enhance services and products may include:	• extending time lines • packaging procedures • procedures for delivery of goods • returns policy • system for recording complaints • updating customer service charter
Verifiable evidence may include:	• customer satisfaction questionnaires • audit documentation and reports • quality assurance data • returned goods • lapsed customers • service calls • complaints

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Customer Service

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Co-requisite units

Co-requisite units		

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BSBCUS401A Coordinate implementation of customer service strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to advise on, carry out and evaluate customer service strategies, including the design of improvement strategies based on feedback. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of customer service strategies who contribute well developed skills in addressing customer needs and problems. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Advise on customer service needs	1.1. Clarify and accurately assess ***customer needs*** using appropriate ***communication techniques*** 1.2. Diagnose problems matching service delivery to ***customers*** and develop options for improved service within ***organisational requirements*** 1.3. Provide relevant and constructive advice to promote the improvement of customer service delivery 1.4. Use ***business technology*** and/or ***online services*** to structure and present information on customer service needs
2. Support implementation of customer service strategies	2.1. Ensure customer service strategies and opportunities are promoted to ***designated individuals and groups*** 2.2. Identify and allocate available budget resources to fulfil customer service objectives 2.3. Promptly action ***procedures to resolve customer difficulties*** and ***complaints*** within organisational requirements 2.4. Ensure that decisions to implement ***strategies*** are taken in consultation with designated individuals and groups
3. Evaluate and report on customer service	3.1. Review client satisfaction with service delivery using verifiable data in accordance with organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Identify and report changes necessary to maintain service standards to designated individuals and groups 3.3. Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of client service strategies 3.4. Maintain systems, records and reporting procedures to compare changes in customer satisfaction

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read a variety of texts, to prepare general information and papers, and to write formal and informal letters according to target audience
- planning skills to develop implementation schedules
- problem-solving skills to diagnose organisational problems relating to customer services.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety (OHS)
- principles of customer service
- organisational business structure, products and services
- product and service standards and best practice models.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying needs and priorities of the organisation in delivering services to customers • responding to and reporting on customer feedback • designing strategies to improve delivery of products and services • knowledge of the principles of customer service.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints, feedback and strategies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation reporting changes necessary to maintain service standards • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of customer service techniques and strategies • review of systems, records and reporting procedures to compare changes in customer satisfaction.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • sales units • other customer service units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Customer needs may relate to:	• accuracy of information • advice or general information • complaints • fairness/politeness • further information • making an appointment • prices/value • purchasing organisation's products and services • returning organisation's products and services • specific information
Communication techniques may include:	• analysing customer satisfaction surveys • analysing quality assurance data • conducting interviews • consultation methods, techniques and protocols • making recommendations • obtaining management decisions • questioning • seeking feedback to confirm understanding • summarising and paraphrasing
Customers may include:	• corporate customers • individual members of the organisation • individual members of the public • internal or external • other agencies
Organisational requirements may include:	• access and equity principles and practice • anti-discrimination and related policy • confidentiality and security requirements • defined resource parameters

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RANGE STATEMENT	
	• ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services
Business technology may include:	• answering machine • binder • computer • fax machine • photocopier • printer • shredder • telephone
Online services may include:	• access to product database by customers online • access to purchase, delivery and account records • call/contact centre • online ordering • online payments • online registration • quick/reasonable response • two-way communication online
Designated individuals and groups may include:	• colleagues • committee • customers • external organisation • line management • supervisor
Procedures to resolve customer difficulties may include:	• external agencies (e.g. Ombudsman) • item replacement • referrals to supervisor • refund of monies • review of products or services

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RANGE STATEMENT	
	• using conflict management techniques

Customer complaints may include:	• administrative errors such as incorrect invoices or prices
	• customer satisfaction with service quality
	• damaged goods or goods not delivered
	• delivery errors
	• products not delivered on time
	• service errors
	• specific e-business problems and issues:
	  • difficulty accessing services
	  • inactive links
	  • not appreciating differing hardware and software
	  • services not available
	  • supply errors such as incorrect product delivered
	  • time taken to access services
	  • unfriendly website design
	  • website faults
	• warehouse or store room errors such as incorrect product delivered

Customer service ***strategies*** may include:	• courtesy/politeness • delivery times • merchandise characteristics • price offers • product/refund guarantees • product/service availability

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Customer Service

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Co-requisite units

Co-requisite units		

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BSBCUS501A Manage quality customer service

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Many managers are involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation. Typically these managers have staff involved in delivering customer service and are responsible for the quality of their work. In many instances the work will occur within the organisation's policies and procedures framework

At this level, the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies, will be required.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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	statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan to meet internal and external customer requirements	1.1. Investigate, identify, assess, and include the needs of ***customers*** in planning processes 1.2. Ensure plans achieve the ***quality***, time and cost specifications agreed with customers
2. Ensure delivery of quality products and/or services	2.1. Deliver products and/or services to customer specifications within organisation's business plan 2.2. Manage team performance to consistently meet the organisation's quality and delivery standards 2.3. Assist colleagues to overcome difficulty in meeting customer service standards using leadership, supervision, coaching and mentoring
3. Monitor, adjust and review customer service	3.1. Develop and use ***strategies*** to monitor progress in achieving product and/or service targets and standards 3.2. Develop and use strategies to obtain customer feedback to improve the provision of products and/or services 3.3. Develop, procure and use ***resources*** effectively to provide quality products and/or services to customers 3.4. Make decisions to overcome problems and to adapt customer services, products and/or service delivery in consultation with appropriate individuals and groups 3.5. Manage records, reports and recommendations within the organisation's systems and processes

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication, coaching and mentoring skills to provide support to colleagues
- problem-solving skills to deal with complex and non-routine difficulties.

Required knowledge

- techniques for solving complaints including the principles and techniques involved in the management and organisation of:
  - customer behaviour
  - customer needs research
  - customer relations
  - ongoing product and/or service quality
  - problem identification and resolution
  - quality customer service delivery
  - record keeping and management methods
  - strategies for monitoring, managing and introducing ways to improve customer service relationships
  - strategies to obtain customer feedback.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans, policies or procedures for delivering quality customer service • demonstrated techniques in solving complex customer complaints and system problems that lead to poor customer service • knowledge of techniques for solving complaints.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.

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Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • evaluation of leadership, supervision, coaching and mentoring used to assist colleagues to overcome difficulty in meeting customer service standards • review of strategies developed and used to monitor progress in achieving product and/or service targets and standards • review of records, reports and recommendations about managing customer service.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Customers may be:	• Board members • clients, purchasers of services • co-workers, peers and fellow frontline managers • members of the general public who make contact with the organisation, such as prospective purchasers of services • potential funding bodies

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	• supervisors • suppliers of goods and services and contractors providing goods and services
Quality may refer to:	• characteristics of a product, system, service or process that meet the requirements of customers and interested parties
Strategies may refer to:	• databases and other controls to record and compare data over time • electronic feedback mechanisms using intranet, internet and email • feedback forms and other devices to enable communication from customers • long-term or short-term plans for monitoring achievement and evaluating effectiveness • policies and procedures • questionnaires, survey and interviews • training and development activities
Resources may include:	• buildings/facilities • equipment • finance • information • people • power/energy • technology • time

Unit Sector(s)

Stakeholder Relations - Customer Service

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BSBDIV301A Work effectively with diversity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to recognise and interact productively with diversity in the workplace. It covers sensitive responses to, and interactions with, all manner of diversity that might be encountered during the course of work. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who work in a variety of contexts, where they will be expected to interact with a diverse client and/or co worker population.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Recognise individual differences and respond appropriately	1.1. Recognise and respect ***individual differences*** in ***colleagues***, clients and customers 1.2. Respond to differences sensitively 1.3. Ensure behaviour is consistent with ***legislative requirements*** and ***enterprise guidelines*** 1.4. Accommodate diversity using appropriate verbal and non-verbal communication
2. Work effectively with individual differences	2.1. Recognise and document knowledge, skills and experience of others in relation to team objectives 2.2. Encourage colleagues to utilise and share their specific qualities, skills or backgrounds with other team members and clients in order to enhance work outcomes 2.3. Ensure relations with customers and clients demonstrate that diversity is valued by the business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills
• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • problem-solving and initiative skills to recognise and address own responses to difference.
Required knowledge

• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety
• major groups in the community and work environment, as defined by cultural, religious and other traditions and practices
• reasonable adjustments that facilitate participation by people with a disability
• value of diversity to the economy and society in terms of workforce development, Australia's place in the global economy, innovation and social justice.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • adjusting language and behaviour as required by interactions with diversity • awareness of diversity issues • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources

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EVIDENCE GUIDE	
	• examples of diversity issues in the workplace • examples of documents relating to diversity policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of sourcing support about workplace diversity • review of documentation outlining the knowledge, skills and experience of others in relation to team objectives.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • workplace effectiveness units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Individual differences may include:	• ability • age • belief systems/values • culture • expertise/experience/working styles • gender • interests • interpersonal style • language

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RANGE STATEMENT	
	• mental ability • past experiences • physical characteristics • politics • race • religion • sexual orientation • thinking and learning styles
Colleagues may include:	• internal customers • junior staff • managers and supervisors • peers • stakeholders
Legislative requirements may include:	• disability discrimination legislation • human rights and equal opportunity legislation • racial and sex discrimination legislation
Enterprise guidelines may include:	• codes of conduct or ethics • diversity policies • human resources policies and procedures

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Diversity

Co-requisite units

Co-requisite units		

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Co-requisite units		

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BSBFIA301A Maintain financial records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain financial records for a business. It includes maintaining daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger, and preparing a trial balance. It also includes activities associated with monitoring cash control for accounting purposes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of financial records to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain daily financial records	1.1. Correctly maintain daily financial records and in accordance with ***organisational requirements*** for accounting purposes 1.2. Identify and rectify or refer ***discrepancies*** or errors in ***documentation*** or transactions to ***designated persons*** in accordance with organisational requirements 1.3. Accurately credit and debit transactions and promptly enter into ***journals*** in accordance with organisational requirements
2. Maintain general ledger	2.1. Maintain general ledger in accordance with organisational requirements 2.2. Post ***transactions*** into general ledger in accordance with organisational reporting requirements 2.3. ***Reconcile systems for accounts payable and receivable*** with general ledger 2.4. Accurately prepare trial balance from general ledger in accordance with organisational requirements
3. Monitor cash control	3.1. Ensure cash flow is accurately accounted for in accordance with organisational requirements 3.2. Make and receive ***payments*** in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	organisational requirements 3.3. Collect or follow-up outstanding accounts within designated time lines 3.4. Check payment documentation for accuracy of information and despatch to creditors within ***designated time line***

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to identify financial information; to read and understand the organisation's accounting procedures; and to edit and proofread documents to ensure conformity and consistency of information • communication skills to clarify information and to refer errors or discrepancies to appropriate people • numeracy skills to read and interpret financial data and to prepare cash analysis sheets • problem-solving skills to reconcile figures.
Required knowledge

• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • financial legislation
  • occupational health and safety (OHS)
• organisational policies and procedures relating to maintaining financial records
• definition of credits/creditors and debits/debtors
• principles of double entry bookkeeping and accrual accounting
• methods of presenting financial data.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying and responding to discrepancies and errors • transferring and recording financial data accurately • reconciling expenditures and revenue • knowledge of organisational policies and procedures relating to maintaining financial records.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of source documents relating to financial record keeping.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of identification and rectification or referral of discrepancies or errors in documentation or transactions • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of financial record keeping • examples of financial documentation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other financial administration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisational requirements may include:	• designated time lines • guidelines for reconciling journals • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • procedures for totalling adjusted journals • quality assurance and/or procedures manuals • resolution procedures • security procedures
Discrepancies may relate to:	• bank charges • dishonoured cheques • errors in transposing between source documents and journals • interest
Documentation may include:	• purchase credit notes • purchase invoices • sales credit notes • sales invoices
Designated persons may include:	• bank • line management • organisation's authorisations department • statutory body • supervisor
Journals may include:	• cash payments • cash receipts • purchases and purchase returns • sales and sales returns
Transactions may include:	• commencing business entries • correction of posting errors • interest expense

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RANGE STATEMENT	
	• interest receivable • non-cash transactions (e.g. writing-off depreciation, stock losses) • purchase of a fixed asset on credit • sale of a fixed asset on credit • withdrawal of stock/assets by owner • write-off a bad debt
Reconciling systems for accounts payable and receivable may include:	• checking accuracy of creditor account balances (e.g. cash payments journal, purchases journal, purchases returns journal, general journal) • checking accuracy of debtor account balances (e.g. cash receipts journal, sales return journal, general journal) • checking cash payments and receipt journals against bank statement • checking the total of the creditor's schedule equals the balance of the creditor's control account • checking the total of the debtor's schedule equals the balance of the debtor's control account
Payments may include:	• cash • cheque • credit card • direct debit
Designated time lines may include:	• by month end • monthly • within agreed period • within organisational deadline

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

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BSBFIA401A Prepare financial reports

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to record general journal adjustment entries and to prepare end of period financial reports. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are responsible for preparing financial reports. They may work as individuals providing administrative support within an enterprise, or they might have responsibility for these tasks in relation to their own workgroup or role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain asset register	1.1. Prepare a register of property, plant and equipment from fixed asset transactions in accordance with organisational policy and procedures 1.2. Determine method of ***calculating depreciation*** in accordance with organisational requirements 1.3. Maintain asset register and associated depreciation schedule in accordance with organisational policy, procedures and accounting requirements
2. Record general journal entries for balance day adjustments	2.1. Record depreciation of non-current assets and disposal of fixed assets in accordance with organisational policy, procedures and accounting requirements 2.2. Adjust ***expense accounts*** and ***revenue accounts*** for ***prepayments and accruals*** 2.3. Record ***bad and doubtful debts*** in accordance with organisational policy, procedures and accounting requirements 2.4. Adjust ledger accounts for ***inventories***, if required, and transfer to ***final accounts***
3. Prepare final general ledger accounts	3.1. Enter general journal entries for balance day adjustments in general ledger system in accordance with organisational policy, procedures and accounting requirements 3.2. Post revenue and expense account balances to final

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ELEMENT	PERFORMANCE CRITERIA
	general ledger accounts system 3.3. Prepare final general ledger accounts to reflect gross and net profits for reporting period
4. Prepare end of period financial reports	4.1. Prepare ***revenue statement*** in accordance with organisational requirements to reflect operating profit for ***reporting period*** 4.2. Prepare ***balance sheet*** to reflect financial position of business at end of reporting period 4.3. Identify and correct, or refer errors for resolution in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify reporting requirements and obtain required data
- literacy skills to:
  - identify financial information
  - follow the Australian Accounting and Auditing Standards
  - follow the organisation's accounting procedures
- numeracy skills to calculate percentages, addition and subtraction.

Required knowledge

- double-entry bookkeeping principles
- general journal and general ledger entries
- key provisions of relevant legislation and regulations from all forms of government, standards and codes that may affect aspects of business operations, such as:
  - Australian Taxation Office regulations
  - accounting and auditing standards
  - Goods and Services Tax (GST) regulations
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - finance legislation

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REQUIRED SKILLS AND KNOWLEDGE
• privacy laws • occupational health and safety • organisational accounting systems • organisational policies, procedures and accounting requirements.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparing financial reports • applying the Australian Accounting and Auditing Standards • applying double-entry principles.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources, such as: • calculator • computer equipment and relevant software • Australian Accounting and Auditing Standards • access to samples of financial data • access to workplace reference materials such procedural manuals and company policy.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge

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EVIDENCE GUIDE	
	ofaccounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other financial administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Calculating depreciation may include:	• reducing balance method • straight-line method
Expense accounts may include:	• distribution expenses • electricity • freight inward and outward • insurance • interest paid • rates • rent paid • telephone and fax • wages and salaries
Revenue accounts may include:	• commission received • interest received • rent received
Prepayments and accruals may include:	• accrued expenses • accrued revenue • prepaid expenses • prepaid revenue
Bad and doubtful debts may include:	• calculating provision for doubtful debts • writing off bad debts against provision for doubtful debts

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RANGE STATEMENT	
Inventories may include:	• goods for resale • stationery and other office supplies
Final accounts may include:	• profit and loss • trading
Revenue statement comprises:	• cost of goods sold if applicable • gross profit • operating net profit • unclassified adjusted expenses and revenue
Reporting period may include:	• as determined in organisational procedures • financial year
Balance sheet comprises:	• narrative or T format • unclassified assets and liabilities

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

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BSBFIA402A Report on financial activity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to report financial activity for business both in response to client requests and to meet statutory requirements such as the completion of statutory requirement reports. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of financial activities who contribute financial skills and knowledge to address reporting requirements of clients and legal authorities. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Compile financial information and data	1.1. Collect, evaluate and code current ***financial data*** to ensure consistency, quality and accuracy in accordance with ***organisational requirements*** 1.2. Use ***conversion and consolidation procedures*** to compile analysis in accordance with organisational requirements 1.3. Make, record and disclose asset and liability valuations in accordance with organisational requirements 1.4. Ensure that ***discrepancies***, unusual features or queries are identified, resolved or referred to the appropriate authority
2. Prepare statutory requirement reports	2.1. Correctly record income and expenditure to ensure compliance with ***statutory requirements*** 2.2. Calculate liabilities for tax in accordance with current legislation and ***revenue gathering practices*** 2.3. Correctly identify relevant receipts, ***revenue documentation*** and payments 2.4. Ensure that statements and claims take full advantage of ***available benefits and allowances*** in accordance with statutory requirements 2.5. Submit statutory requirement reports to appropriate authorities within ***stated deadlines***

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ELEMENT	PERFORMANCE CRITERIA
3. Provide financial business recommendations	3.1. Ensure that ***recommendations*** are logically derived and supported by ***evidence*** in report 3.2. Provide recommendations to propose constructive actions to enhance the effectiveness and efficacy of functions and services 3.3. Ensure recommendations are concise and facilitate direction and control of organisation's operations 3.4. Identify and prioritise ***significant issues*** in statements including comparative financial performances for review and decision making 3.5. Ensure structure and ***format of reports*** are clear and conform to organisational and statutory requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to identify financial information and the organisation's accounting procedures, and to create financial reports
- problem-solving skills to deal with a defined range of predictable problems
- decision making skills to make routine decisions
- numeracy skills to calculate data and to reconcile figures.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - financial legislation
  - occupational health and safety (OHS)
- principles of double entry bookkeeping and accrual accounting
- techniques for forecasting and analysis
- Federal government taxes and charges

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REQUIRED SKILLS AND KNOWLEDGE
• options, methods and practices for deductions, benefits and depreciations.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • organising financial data to highlight relevant features • presenting financial data in comprehensive format • completing Business Activity Statements • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of financial data, reports and documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of income and expenditure records • analysis of responses to case studies and scenarios • demonstration of techniques • review of tax liabilities calculations • oral or written questioning to assess knowledge of principles of double entry bookkeeping and accrual accounting • assessment of recommendations provided proposing constructive actions to enhance the effectiveness and efficacy of functions and services.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other financial administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Financial data may include:	• Australian Bureau of Statistics (ABS) economic data • budget variances • budgets and forecasts • cash flow/profit reports • financial markets monitoring services (e.g. Reuters) • financial/operational statements and reports (e.g. expenditures and receipts, profit and loss statements) • market valuations
Organisational requirements may include:	• financial analysis assessments • financial management manuals • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • price and exchange parameters • quality assurance and/or procedures manuals • recording and filing systems • reporting requirements • standard financial analysis techniques
Conversion and consolidation procedures may include:	• moving averages • spreadsheets

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RANGE STATEMENT	
	• standardised variables • trend analysis • unit costs
Discrepancies may include:	• absence of auditable trail • expenditure report mismatches • inappropriate authorisations • incorrect payments • incorrect report formats • unreconciled cash flows and operating statements • variances from budget and phasings
Statutory requirements may include:	• delegated authorities • internal control procedures • reporting periods • taxation payment timings
Revenue gathering practices may include:	• billing schedules • fees and charges • investments • leasing • lending and financing • sales
Revenue documentation may include:	• bills • cash received • debit notes • declarations • invoices • sales proceeds
Available benefits and allowances may include:	• depreciation • donations • interest payments • sales tax deductions
Stated deadlines may include:	• annual reports • lodgement dates • monthly returns • payment schedules
Recommendations may include:	• cash flow • consolidation • expenses • loss

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RANGE STATEMENT	
	• profit • write-offs
Evidence may include:	• budgetary analysis • forecasts and estimates • order and supplier documentation • returns on investments • taxation and statutory returns
Significant issues may include:	• cost structures • internal controls • losses and returns • profitability • statutory obligations • suppliers
Format of reports may include:	• balance sheets • cash flow statements • electronic forms • financial year reports • operating statements • spreadsheets • statutory forms

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBFIM501A Manage budgets and financial plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake financial management within a work team in an organisation. This includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances, and reviewing and evaluating effectiveness of financial management processes in line with the financial objectives of the work team and the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit addresses the requirement for managers to ensure that financial resources are used effectively. This is done by ensuring access to budget/s and ongoing monitoring expenditure against the budget/s. The unit applies to managers working in small and large business environments and not for profit organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan financial management approaches	1.1. Access ***budget/financial plans*** for the work team 1.2. Clarify budget/financial plans with ***relevant personnel*** within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible 1.3. Negotiate any changes required to be made to budget/financial plans with relevant personnel within the organisation 1.4. Prepare ***contingency plans*** in the event that initial plans need to be varied
2. Implement financial management approaches	2.1. Disseminate relevant details of the agreed budget/financial plans to team members 2.2. Provide ***support*** to ensure that team members can competently perform ***required roles*** associated with the management of finances 2.3. Determine and access ***resources and systems*** to manage financial management processes within the

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ELEMENT	PERFORMANCE CRITERIA
	work team
3. Monitor and control finances	3.1. Implement ***processes*** to monitor actual expenditure and to control costs across the work team 3.2. Monitor expenditure and costs on an agreed cyclical basis to identify cost variations and expenditure overruns 3.3. Implement, monitor and modify contingency plans as required to maintain financial objectives 3.4. ***Report*** on budget and expenditure in accordance with organisational protocols
4. Review and evaluate financial management processes	4.1. Collect and collate for analysis, ***data and information on the effectiveness of financial management processes*** within the work team 4.2. Analyse data and information on the effectiveness of financial management processes within the work team and identify, document and recommend any improvements to existing processes 4.3. Implement and monitor agreed improvements in line with financial objectives of the work team and the organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- numeracy skills to read and understand a budget and to update a budget
- technology skills to use software associated with financial record keeping.

Required knowledge

- basic accounting principles
- organisational requirements related to financial management
- relevant legislation and current requirements of the Australian Taxation Office, including GST
- requirements for organisational record keeping and auditing
- principles and techniques involved in:
  - budgeting

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REQUIRED SKILLS AND KNOWLEDGE
• cash flows • electronic spreadsheets • GST • ledgers and financial statements • profit and loss statements.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • financial skills required to work with and interpret budgets, ageing summaries, cash flow, petty cash, GST, and profit and loss statements • knowledge of the record keeping requirements for the ATO and for auditing purposes.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports indicating broad knowledge of managing budgets and managing financial resources in the organisation • demonstration of techniques using financial record keeping software • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of requirements for organisational record keeping and auditing

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EVIDENCE GUIDE	
	• review of contingency plans • review of identification of cost variations and expenditure overruns • evaluation of documentation reportingon budget and expenditure • review of documentation identifying and recommending improvements to financial management processes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Budget/financial plans may include:	• cash flow projections • long-term budgets/plans • operational plans • short-term budgets/plans • spreadsheet-based financial projections • targets or key performance indicators for production, productivity, wastage, sales, income and expenditure
Relevant personnel may include:	• financial managers, accountants or financial controllers • supervisors, other frontline managers
Contingency plans may include:	• contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables

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RANGE STATEMENT	
	• increasing sales or production • recycling and re-using • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
Support may include:	• access to specialist advice • documentation of procedures • help desk or identified experts within the organisation • information briefings or sessions • intranet-based information • training including mentoring, coaching and shadowing
Required roles may include:	• arranging for use of corporate credit cards • banking • debt collection • ensuring security, accuracy and currency of financial operations • invoicing clients, customers and consumers • maintaining journals, ledgers and other record keeping systems • maintaining petty cash system • purchasing and procurement • wages and salaries payments and record keeping
Resources and systems may include:	• hardware and software • human, physical or financial resources • record keeping systems (electronic and paper-based) • specialist advice or support

Processes to monitor actual expenditure and to control costs across the work team include:	• reporting of:
	  • assets
	  • consumables

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RANGE STATEMENT	
	• equipment • expenditure • income • stock • wastage
Reporting may include data from:	• bank statements • credit card statements • financial reports • invoices and receipts • ledgers and journals • logs • petty cash records • spreadsheet-based records
Data and information on the effectiveness of financial management processes may include records (paper-based and electronic) related to:	• bank account records • cash flow data • contracts • credit card receipts • employee timesheets • files of paid purchase and service invoices • income and expenditure • insurance reports • invoices • job costings • petty cash receipts • quotations • taxation records • wages/salaries books

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

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Co-requisite units

Co-requisite units		

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BSBFIM502A Manage payroll

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and monitor security procedures for managing organisational payroll services and to calculate and process salary payments, group taxation and related payments. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are required to establish and work with payroll systems. They may work as senior administrative staff or may have responsibility for managing payroll systems and calculations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish procedures for the management of payroll	1.1. Establish ***security procedures*** that ensure the confidentiality and security of payroll information 1.2. Ensure procedures guarantee substantiation of claims for allowances 1.3. Establish ***control measures*** to safeguard organisation's financial resources in accordance with ***legislative and organisational requirements*** 1.4. Establish systems to ensure that statutory obligations are met and records are kept for the period determined by government legislation
2. Prepare payroll data	2.1. Use ***nominated industrial awards***, ***contracts and government legislation*** to ***calculate gross pay and annual salaries*** 2.2. Calculate ***statutory and voluntary deductions*** using government and employee documentation 2.3. Provide payroll data to payroll processor for calculation within ***designated time lines***
3. Authorise payment of salaries	3.1. Check payroll, and authorise salaries and wages for payment in accordance with organisational policy and procedures 3.2. Reconcile salaries, wages and deductions in accordance with organisational policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Deal with salary, wage and related enquiries in accordance with organisational policy and procedures
4. Administer salary records	4.1. Process declaration forms for new and existing employees in accordance with Australian Taxation Office requirements 4.2. Forward periodic deductions to ***nominated creditors*** within designated time lines 4.3. Prepare and despatch payments to government authorities accurately and in accordance with the relevant government legislation 4.4. Calculate and transcribe group tax amounts and make payments in accordance with taxation procedures 4.5. Prepare and reconcile employee group certificate amounts from salary records

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to answer enquiries, and to explain and resolve discrepancies with employees
- literacy skills to follow complex financial procedures and to follow and write detailed instructions
- numeracy skills to:
- use financial formulae
- calculate gross and net pay
- compare differing rates of pay over a given time span of the same nature
- prepare cash analysis sheets
- reconcile figures and rectify anomalies to ensure accuracy.

Required knowledge

- key provisions of relevant legislation from all forms of government, standards, regulations and codes that may affect aspects of business operations, such as:

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REQUIRED SKILLS AND KNOWLEDGE
• Australian Taxation Office regulations • anti-discrimination legislation • ethical principles • codes of practice • financial legislation • privacy laws • relevant industrial awards • other relevant government and statutory bodies in relation to payroll • Superannuation Guarantee (Administration) Act and superannuation regulations • organisational policies and procedures across the full range of tasks requiredpayroll processes.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documenting steps undertaken to establish payroll system • using data and calculations to calculate payroll, including a range of deductions • preparing appropriate records to record payroll processing.

Context of and specific resources for assessment	Assessment must ensure:
	• access to office equipment and resources, such as:
	  • Australian Accounting and Auditing Standards
	  • calculator
	  • certified or workplace agreements
	  • computer equipment and relevant software
	  • HECS/HELP documentation
	  • organisation's accounting system
	  • organisational contracts
	  • paper-based or electronic payroll system

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EVIDENCE GUIDE	
	• relevant Australian Taxation Office legislation • relevant industrial Awards • Superannuation Guarantee (Administration) Act • access to samples of financial data.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of accounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • financial administrationunits • other financial management units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Security procedures may include:	• authorised access • back-up files • computer passwords • employees signing for pay • ensuring security of passwords and keys • keeping payroll documents secure • maintaining security and confidentiality of

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RANGE STATEMENT	
	employees' details • numbering payroll registers • restricting access to electronic files and locking paper-based confidential information • separating locations of confidential information • storage of information off site • supervision of timesheets
Control measures may include:	• authorisation requirements • dual checking system • internal control policies and procedures • multiple checks and balances • reconciliation of records • separation of duties
Legislative and organisational requirements may include:	• Australian Accounting and Auditing Standards • Australian Securities and Investments Commission (ASIC) requirements • Australian Taxation Office regulations • corporations law • Fringe Benefits Tax (FBT) • Higher Education Contribution Scheme (HECS) • Higher Education Loan Programme (HELP) • legislation and regulations in relation to superannuation such as the Superannuation Guarantee (Administration) Act • organisational policy and procedures for cash handling • Pay As You Go (PAYG) tax • superannuation • tax file number
Nominated industrial awards, contracts and government legislation may include:	• certified and workplace agreements • enterprise agreements • federal and state/territory awards • use of Wageline
Calculating gross pay and annual salaries may include:	• allowances • annual leave loading • appropriate pay structure • deductions • employment history cards

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RANGE STATEMENT	
	• FBT • FBT returns • long service leave • overtime • penalty rates • salary packaging items • salary sacrificing • sick leave • time sheets
Statutory and voluntary deductions may include:	• HECS • HELP • insurance • Medicare levy • PAYG tax • payroll tax • superannuation levy • union fees
Designated time lines may include:	• Australian Taxation Office time lines for submission such as group tax, fringe benefits tax • Business Activity Statement (BAS) • stipulated time period before employee departs organisation • stipulated time period before pay is due to employees • organisational time lines
Nominated creditors may include:	• Australian Taxation Office • government agencies • health funds • membership organisations • those nominated as part of salary packaging • union • vehicle leasing organisations

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Finance - Financial Management

Co-requisite units

Co-requisite units		

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BSBFLM303C Contribute to effective workplace relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to gather information and maintain effective working relationships and networks, with particular regard to communication and representation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have a key role in contributing to efficient and effective work teams within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and the team members. At this level, work will normally be carried out within known routines, methods and procedures which require the exercise of some discretion and judgement. This unit is related to BSBWOR401A Establish effective workplace relationships.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Seek, receive and communicate information and ideas	1.1. Collect ***information*** associated with the achievement of work responsibilities from appropriate ***sources*** 1.2. Communicate ideas and information to ***diverse audiences*** in an appropriate and sensitive manner 1.3. Seek contributions from internal and external sources to develop and refine new ideas and approaches in accordance with organisational processes 1.4. Facilitate ***consultation processes*** to allow employees to contribute to issues related to their work, and promptly communicate outcomes of consultation to the work team 1.5. Promptly deal with and resolve issues raised, or refer them to ***relevant personnel***
2. Encourage trust and	2.1. Treat people with integrity, respect and empathy

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ELEMENT	PERFORMANCE CRITERIA
confidence	2.2. Encourage effective relationships within the framework of ***the organisation's social***, ***ethical and business standards*** 2.3. Gain and maintain the trust and confidence of ***colleagues***, ***customers and suppliers*** through competent performance 2.4. Adjust interpersonal styles and methods in relation the to organisation's social and cultural environment
3. Identify and use networks and relationships	3.1. Identify and utilise ***workplace networks*** to help build relationships 3.2. Identify and describe the value and benefits of networks and other work relationships for the team and the organisation
4. Contribute to positive outcomes	4.1. Identify difficulties and take action to rectify the situation within own level of responsibility according to organisational and legal requirements 4.2. Support colleagues in resolving work difficulties 4.3. Regularly review ***workplace outcomes*** and implement improvements in consultation with relevant personnel 4.4. Identify and resolve ***poor work performance*** within own level of responsibility and according to organisational policies 4.5. Deal constructively with conflict, within the organisation's established processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- coaching and mentoring skills to provide support to colleagues
- functional literacy skills to access and use workplace information
- relationship management and communication skills to:
  - interpret information from a variety of people
  - respond to unexpected demands from a range of people

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REQUIRED SKILLS AND KNOWLEDGE
• gain the trust and confidence of colleagues • deal with people openly and fairly • forge effective relationships with internal and/or external people.
Required knowledge

• principles and techniques associated with relationship management, including:
  • developing trust and confidence
  • behaving consistently in work relationships
  • identifying the cultural and social environment
  • identifying and assessing interpersonal styles
  • establishing networks
  • identifying and resolving problems
  • handling conflict
  • managing poor work performance
  • monitoring and improving work relationships
  • using anti-discrimination/bias strategies and making contributions
• relevant legislation from all levels of government that may affect business operation, especially in regard to:
  • occupational health and safety and environmental issues
  • equal opportunity
  • industrial relations
  • anti-discrimination.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • using culturally appropriate communication techniques to share work-based information with teams and individuals in accordance with organisation policies • developing networks and building team relationships

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EVIDENCE GUIDE	
	• regularly reviewing workplace outcomes to identify and resolve issues and implement improvements within own level of responsibility and according to organisational policies.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge and understanding of principles of relationship management and organisation's social, ethical and business standards • presentation of examples of actions taken by the candidate to build networks and contribute to positive workplace relationships and outcomes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other management or frontline managementunits.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Information may include:	• archived, filed and historical background data • electronic or manual transmission • individual and team performance data • marketing and customer-related data

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RANGE STATEMENT	
	• organisation policies and procedures • planning and organisational documents including the outcomes of continuous improvement and quality assurance • written or verbal communications

Sources of information may be:	• external, such as:
	  • external customers
	  • web based resources
	  • reports
	• internal, such as:
	  • supervisors, managers and peers
	  • organisation policies and procedures
	  • workplace documents

Diverse audiences may include:	• persons with specific social, cultural and other needs that require a range of strategies and approaches including adjusting communication
Consultation processes may include:	• feedback to the work team and relevant personnel in relation to outcomes of the consultation process • opportunity for employees to contribute ideas and information
Relevant personnel may include:	• OHS committees and OHS representatives • people with specialist responsibilities • supervisors, managers and other employees • union representatives/groups

The organisation's social, ***ethical and business standards*** may refer to:	• implied standards such as honesty and respect relative to the organisation culture and generally accepted within the wider community
	• rewards and recognition for high performing staff
	• standards expressed in legislation and regulations such as anti-discrimination legislation
	• written standards such as those expressed in:
	  • vision and mission statements
	  • policies
	  • code of workplace conduct/behaviour
	  • dress code
	  • statement of workplace values

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RANGE STATEMENT	
Colleagues, customers and suppliers may include:	• employees at the same level and more senior managers • internal and external contacts • people from a wide variety of social, cultural and ethnic backgrounds • team members
Workplace networks may be:	• formal or informal • individuals or groups • internal or external • structured or unstructured
Workplace outcomes may include:	• OHS processes and procedures • performance of the work team
Poor work performance may relate to:	• self or work team; or it may extend to the organisation as a whole

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Frontline Management

Co-requisite units

Co-requisite units		

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BSBFLM306C Provide workplace information and resourcing plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to support the information management system. It involves the identification, acquisition, initial analysis and use of appropriate workplace information. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers, in supporting the processes of identifying, acquiring, analysing and using appropriate information, play a significant part in the organisation's effectiveness. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non routine activities that require some discretion and judgement. This unit is related to BSBINM401A Implement workplace information system.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Locate relevant information	1.1. Identify and locate ***information*** required by teams 1.2. Acquire and review information according to organisational procedures 1.3. Apply ***plans and procedures*** to obtain information which is not immediately available/accessible
2. Collect and report information	2.1. Collect information relevant to the needs of teams in an adequate and timely manner 2.2. Ensure information acquired is in a format suitable for analysis, interpretation and dissemination 2.3. Use information to identify and report relevant trends and developments to ***relevant personnel***, within the limits of own role
3. Use information	3.1. Effectively use ***management information systems*** to

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ELEMENT	PERFORMANCE CRITERIA
systems	store and retrieve data 3.2. Use available ***technology*** to manage information effectively 3.3. Report recommendations for improving information system to ***designated persons and/or groups***
4. Support the preparation of business plan and/or budgets	4.1. Effectively utilise the contribution of the work team when preparing ***business plans and/or budgets*** to gain support for the outcomes 4.2. Present and record information to support the preparation of business plans and/or budgets in accordance with the organisation's guidelines and requirements 4.3. Follow ***contingency plans*** in the event that alternative action is required
5. Support the preparation of resource proposals	5.1. Consult with ***colleagues*** to collect ***resource planning data*** as required 5.2. Report estimated resource needs and usage according to organisational requirements as necessary 5.3. Facilitate ***resourcing*** within limits of own role

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • coaching and mentoring skills to provide support to colleagues • communication and research skills covering information collection, analysis and reporting • functional literacy skills to access and use workplace information • information preparation skills • skills to improve information usage in decision making • technical skills to extract and input information
Required knowledge
• a general understanding of:

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REQUIRED SKILLS AND KNOWLEDGE
• workplace information systems • operational plans and budgets • resource proposals • basic financial concepts relating operational plans and budgets • methods to gain efficiencies in operational resource management • relevant legislation from all levels of government which may affect business operations, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • using management information system to collect, store and retrieve data supporting the preparation of business plans and/or budgets • involving the work team in planning and budget preparation • estimating resource needs and usage according to organisational requirements and allocating or acquiring resources within limits of own role.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • records produced from working in a team, such as:

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EVIDENCE GUIDE	
	• reports • minutes or records of meetings • work journals or diaries • learning and development plans developed with team members • records of actions taken to address issues raised by team members.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBCUS301A Deliver and monitor a service to customers • BSBFLM305C Support operational plan • BSBFLM312C Contribute to team effectiveness • BSBCMN311B Maintain workplace safety.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Information may include:	• archived, filed and historical background data • continuous improvement and quality assurance data • data available internally or externally • data shared and retrieved in various forms such as in writing or verbally, electronically or manually • financial and contractual data • marketing and customer-related data • organisational performance data • planning and organisational documents • policies and procedures.
Plans and procedures may	• action plans, project plans or more formal

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RANGE STATEMENT	
include:	planning tools in line with organisational procedures and levels of own responsibility • informal documents outlining a series of planned actions or steps • organisational procedures such as Standard Operating Procedures, record keeping procedures • organisational processes and procedures used to obtain information, with consideration given to meeting legislative requirements, such as privacy, anti-discrimination.
Relevant personnel may include:	• colleagues and specialist resource managers • OHS committees and OHS representatives • supervisors, managers and other staff/employees • other people with specialist responsibilities.
Management information systems may be:	• the entire infrastructure of an organisation, including personnel, and the components for the collection, processing, storage, transmission, display, dissemination, and disposition of information.
Technology may include:	• computerised systems and software such as databases, project management and word-processing • telecommunications devices • other technology available in the workplace and used to carry out work roles and responsibilities.
Designated persons or groups may include:	• groups designated in workplace policies and procedures • the frontline manager's supervisors or others with management roles and responsibilities concerning information systems • other stakeholders accessing the information system such as customers and service providers • other work groups or teams whose work will be affected by the system.
Business plans and/or budgets may refer to:	• cash flow projections • long or short term budgets/plans relative to own responsibilities • operational plans

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RANGE STATEMENT	
	• spreadsheet-based financial projections • targets or Key Performance Indicators (KPIs) for production, productivity, wastage, sales, income and expenditure.
Contingency plans will usually be developed by others and may include:	• contracting out or outsourcing human resource and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-use • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables.
Colleagues may include:	• employees at the same level or more senior managers • OHS representatives • people from a wide variety of social, cultural and ethnic backgrounds and physical and mental abilities • team members.
Resource planning data may relate to:	• buildings/facilities • equipment/technology • finance • information • people • power/energy • targets or Key Performance Indicators (KPIs) for production, productivity, wastage, sales, income and expenditure • time.
Resourcing may include:	• purchasing or ordering of goods • stock requirements/requisitions • supply of resources.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Frontline Management

Co-requisite units

Co-requisite units		

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BSBFLM312B Contribute to team effectiveness

Modification History

Not Applicable

Unit Descriptor

This specifies the outcomes required to by frontline managers to contribute to the effectiveness of the work team. It involves planning with the team to meet expected outcomes, developing team cohesion, participating in and facilitating the work team, and communicating with the management of the organisation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Frontline managers have a key role in developing efficient and effective work teams within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team cohesion by providing leadership for the team and forming the bridge between the management of the organisation and the team members.

At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non routine activities that require some discretion and judgement.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to team outcomes	1.1. Consult team members to identify ***team purpose***, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** 1.2. Support team members to meet expected outcomes
2. Support team cohesion	2.1. Encourage team members to participate in the planning, decision making and operational aspects of the work team to their level of responsibility 2.2. Encourage team members to take responsibility for their own work and to assist each other in undertaking required roles and responsibilities 2.3. Provide ***feedback*** to team members to encourage, value and reward team members' efforts and contributions 2.4. Identify and address issues, concerns and problems identified by team members to ***relevant persons*** as required
3. Participate in work team	3.1. Actively encourage and support team members to participate in team activities and communication processes and to take ***responsibility for their actions*** 3.2. Support the team to identify and resolve problems which impede its performance 3.3. Utilise own contribution to work team to serve as a role model for others and enhance the organisation's image within the work team, the organisation and with clients/customers
4. Communicate with management	4.1. Maintain open ***communication*** with ***line manager***/***management*** at all times 4.2. Communicate information from line manager/management to the team

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	4.3. Communicate ***unresolved issues*** to line manager/management and follow-up to ensure action is taken in response to these matters

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication skills, including listening
- basic training skills, including mentoring and coaching
- planning and organising skills
- problem solving skills
- attributes:
  - empathic
  - communicative
  - self aware
  - supportive
  - trusting
  - open
  - flexible
  - accommodating
  - initiating
  - loyal
  - fair
  - adaptable

Required knowledge

Required knowledge

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- organisational policies and procedures
- organisational goals, objectives and plans at both tactical and strategic levels
- organisational structure including organisational chart

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- learning and development options available within and through organisation
- a general understanding of the principles and techniques of:
  - group dynamics and processes
  - motivation
  - planning
  - negotiation
- individual behaviour and difference

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • managed communication consultations processes in relation to: • team cohesion • performance plan • induction process for new team members • performance management system implementation • handling problems • management advice in relation to human resource management of the work team
Context of and specific resources for assessment	Assessment must ensure: • that this unit can be assessed in the workplace or in a closely simulated work environment • access by the learner and trainer to appropriate documentation and resources normally used in the workplace • where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment • that examples of actions taken by candidate to contribute to team effectiveness are provided
Method of assessment	A range of assessment methods should be used to assess skills and knowledge. The following

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	examples are appropriate for this unit:
	• Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
	• Records produced from working in a team, such as:
	  • reports
	  • minutes or records of meetings
	  • work journals or diaries
	  • learning and development plans developed with team members
	  • records of actions taken to address issues raised by team members

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Legislation, codes and national standards relevant to the workplace may include:	• award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
OHS considerations may include:	• provision of information about OHS legislative requirements, guidelines and the organisation's OHS policies, procedures and programs • training of all employees in health and safety procedures

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	• participation in the regular update of OHS systems and procedures • changes to work practices, procedures and the working environment which impact on OHS
Team purpose, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** may include:	• goals for individuals and the work team • expected outcomes and outputs • individual and team performance plans and Key Performance Indicators (KPIs) • action plans, business plans and operational plans linked to strategic plans • OHS responsibilities
Feedback may refer to:	• communication of ideas and thoughts which focus on specific tasks, outcomes, decisions, issues or behaviours • formal/informal gatherings between team members where there is discussion on work-related matters
Relevant persons may include:	• frontline manager's direct superior or other management representatives • colleagues • designated personnel e.g. safety officer
Responsibility for their actions may involve:	• individuals and teams • individual and joint actions
Communication may include:	• verbal, written or electronic communication • face-to-face • formal/informal interaction
Line manager/***management*** may refer to:	• frontline manager's direct superior or other management representatives
Unresolved issues may include:	• issues, concerns and tensions • problems related to work roles and responsibilities • grievances and complaints • any matters affecting workplace relationships and team cohesion

Unit Sector(s)

Management and Leadership - Frontline Management services

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BSBHRM402A Recruit, select and induct staff

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to execute tasks associated with the recruitment cycle. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a role in recruitment, selection and induction functions who work under the direction of a human resources manager. It is not assumed that the individuals addressed by this unit have staff who report to them, although this may be the case. Performance of the work described in this unit will be underpinned by in depth knowledge of the work of the organisation, and how recruitment and selection practices fit with other human resource functions.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine job descriptions	1.1. Clarify time lines and requirement for appointment 1.2. Assist with preparation of ***job descriptions*** which accurately reflect the role requirements in accordance with organisational procedures and ***legislation***, ***codes and national standards*** and ***occupational health and safety*** (***OHS***) ***considerations*** 1.3. Consult with relevant personnel about job descriptions 1.4. Ensure that job descriptions do not contravene legislative requirements 1.5. Obtain approvals to advertise position
2. Plan for selection	2.1. ***Advertise*** vacancies for ***staffing requirements*** in accordance with organisational policies and procedures 2.2. Consult with relevant personnel to convene selection panel and to develop interview questions

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Short list applicants 2.4. Ensure that interview questions do not breach legislative requirements 2.5. Schedule interviews and advise relevant personnel of times, dates and venues
3. Assess and select applicants	3.1. Participate in interview process and assess candidates against agreed selection criteria 3.2. Discuss assessment with other selection panel members 3.3. Correct any biases or deviations from agreed procedures and negotiate for preferred candidate 3.4. Contact referees for referee reports 3.5. Prepare selection report and make recommendations to senior personnel for appointment 3.6. Advise unsuccessful candidates of outcomes and respond to any queries 3.7. Complete all necessary documentation in accordance with organisational procedures 3.8. Secure agreement of preferred candidate
4. Appoint and induct successful candidate	4.1. Provide successful candidate with employment contract and other documentation 4.2. Advise managers and staff of starting date and make necessary administrative arrangements for pay and employee record keeping 4.3. Advise manager and work team of new appointment 4.4. Arrange induction in accordance with organisational policy

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to use networks to source suitable applicants, to listen to and understand what is being said in interviews, and to advise on the outcomes of the selection process • literacy skills to work with job descriptions to devise suitable questions for

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REQUIRED SKILLS AND KNOWLEDGE
interviews, to prepare letters for unsuccessful applicants and to make job offers • organising and scheduling skills to arrange interviews and venues.
Required knowledge
• documentation required for recruitment and selection • human resource functions, human resource life cycle and the place of recruitment and selection in that life cycle • principles of equity, diversity and relevant legislation. • range of interviewing techniques and other selection processes and their application.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated ability to work with job descriptions to source and select suitable staff • interviewing and other selection techniques that demonstrate awareness off equal opportunity and anti-discrimination requirements • knowledge of the human resource life cycle.
Context of and specific resources for assessment	Assessment must ensure: • access to an appropriate range of documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports on recruitment and selection • demonstration of selection techniques • direct questioning combined with review of portfolios of evidence and third party workplace

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EVIDENCE GUIDE	
	reports of on-the-job performance by the candidate • observation of interviewing techniques • review of advertisements for staffing vacancies • review of documentation provided to successful candidate • oral or written questioning to assess knowledge of selection processes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Human Resources.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Job descriptions may include:	• attributes • competencies required by staff • job or person specifications • job title and purpose of position • necessary skills and knowledge • qualifications • selection criteria • tasks or duties associated with the position
Legislation, ***codes and national standards*** may include:	• award and enterprise agreements, and relevant industrial instruments • relevant industry codes of practice • relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination

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RANGE STATEMENT	
Occupational health and safety (***OHS***) ***considerations*** may include:	• establishment and maintenance of OHS training, records, induction processes • performance against OHS legislation and organisation's OHS system, especially policies, procedures and work instructions
Advertising may include:	• electronic or print • internal or external • outsourcing
Staffing requirements may include:	• permanent, temporary, full-time, part-time or casual

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBINM301A Organise workplace information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to gather, organise and apply workplace information in the context of an organisation's work processes and knowledge management systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of information management to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect and assess information	1.1. Access product and service ***information*** in accordance with ***organisational requirements*** 1.2. Ensure ***methods of collecting information*** are reliable and make efficient use of available time and resources 1.3. Assess information for clarity, accuracy, currency and relevance to intended tasks 1.4. Use ***interpersonal skills*** to access relevant information from teams and individuals
2. Organise information	2.1. Organise information in a ***format*** suitable for analysis, interpretation and dissemination in accordance with organisational requirements 2.2. Use appropriate ***technology***/***systems*** to maintain information in accordance with organisational requirements 2.3. Collate information and materials, and communicate to relevant ***designated persons*** 2.4. Identify difficulties organising and accessing information and solve collaboratively with individuals and team members 2.5. Update and store information in accordance with organisational requirements and systems
3. Review information	3.1. Actively seek ***feedback*** on clarity, accuracy and

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ELEMENT	PERFORMANCE CRITERIA
needs	sufficiency of information to ensure relevance of information and system 3.2. Review the contribution of information to decision making and implement appropriate modifications to collection processes 3.3. Identify future information needs and incorporate in modifications to collection processes 3.4. Document future information needs and incorporate in modifications to reporting processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to classify and report information • literacy skills to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information • problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate • technology skills to display information in a format suitable to the target audience.
Required knowledge

• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety (OHS)
• methods for checking validity of information and its sources
• organisational recordkeeping/filing systems, security procedures and safe recording practices
• policies and procedures relating to distribution of workplace information, and legal and ethical obligations.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • providing accurate information for defined purposes • systematic maintenance and handling of data and documents • using business technology to manage information • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of information documents found in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of organisational recordkeeping/filing systems • analysis of how information and materials were communicated to relevant people • review of documentation outlining future information needs.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBWRT301A Write simple documents • general administration units • other information management units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Information may include:	• computer databases (e.g. library catalogue, customer records) • computer files (e.g. letters, memos and other documents) • correspondence (e.g. faxes, memos, letters, email) • financial figures • forms (e.g. insurance forms, membership forms) • invoices (e.g. from suppliers, to debtors) • personnel records (e.g. personal details, salary rates) • production targets • sales records (e.g. monthly forecasts, targets achieved)
Organisational requirements may include:	• code of conduct/code of ethics • information protocols • legal and organisational policies, guidelines and requirements • management and accountability channels • OHS policies, procedures and programs • procedures for updating records • quality assurance and/or procedures manuals • security and confidentiality requirements
Methods of collecting information may include:	• checking research provided by others • checking written material including referrals and client files • classification tools • individual research • information from other organisations • interviews with colleagues/customers

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RANGE STATEMENT	
	• observation and listening • previous file records • questioning (in person or indirect) • recruitment applications and other forms
Interpersonal skills may include:	• consultation methods, techniques and protocols • networking • seeking feedback from group members to confirm understanding • summarising and paraphrasing • using appropriate body language
Format may include:	• adding headers and footers • incorporating graphics and pictures • inserting symbols • using legends • using a particular software application • using tables and charts
Technology may include:	• answering machine • computer • email • fax machine • internet/extranet/intranet • photocopier • shredder • telephone
Systems may include:	• information management systems • knowledge management systems • record management systems
Designated persons may include:	• clients • colleagues • committee • external agencies • line management • statutory bodies • supervisor
Feedback may include:	• audit documentation and reports • comments from clients and colleagues • customer satisfaction questionnaires • quality assurance data • returned goods

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Information Management

Co-requisite units

Co-requisite units		

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BSBINM401A IMPLEMENT WORKPLACE INFORMATION SYSTEM

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement the workplace information system. It involves the identification, acquisition, initial analysis and use of appropriate information, which plays a significant part in the organisation's effectiveness. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers play a significant role in contributing to the organisation's effectiveness in identifying, acquiring, analysing and using appropriate information. At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning and evaluation, leadership and guidance of others, and some discretion and judgement.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify and source information needs	1.1. Determine and locate ***information*** required by teams 1.2. Acquire and review information held by the organisation to determine suitability, accessibility, currency and reliability according to ***organisational policies***
2. Collect, analyse and report information	2.1. Collect information, which is adequate and relevant to the needs of teams, in a timely manner 2.2. Ensure information is in a format suitable for analysis, interpretation and dissemination 2.3. Analyse information to identify and report relevant trends and developments in terms of the needs for which it was acquired
3. Implement information systems	3.1. Implement management information systems effectively to store, retrieve and regularly review data for decision making purposes 3.2. Use ***technology*** available in the work area to manage information effectively

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Submit recommendations for improving the information system to ***designated persons and/or groups***
4. Prepare for information system changes	4.1. Collect information about information system future needs in consultation with ***colleagues***, including those who have a specialist role in resource management 4.2. Ensure estimates of information system future needs reflect the organisation's ***business plans***, and customer and supplier requirements 4.3. Support proposals to secure resources by clearly presenting submissions that describe realistic options, benefits, costs and outcomes 4.4. Prepare team members to work with new technology and information system changes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to work with information, and to research and present information in ways that are appropriate to the work team • technology skills to work with a range of information systems.
Required knowledge

• information management systems and technology that would be associated with the workplace such as:
  • budgets and financial management systems
  • customer information software or records
  • databases
  • personal digital assistant (PDA)
  • product and service information
  • project management software
  • record management systems
  • spreadsheets.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analysis of the information that is required for the effective functioning of the team's work together • knowledge of the range of information systems that are, or should be, available in the workplace • ability to recognise what information system changes and improvements will be required in the future.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • demonstration of techniques in working with information management systems • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of relevant technology • review of documentation analysing information trends and developments • written reports on future information system needs • review of preparation undertaken for team members to work with new technology and information system changes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Information may include:	• archived, filed and historical background data • continuous improvement and quality assurance data • data available internally or externally • data shared and retrieved in various forms such as in writing or verbally, electronically or manually • financial and contractual data • marketing and customer-related data • organisational performance data • planning and organisational documents • policies and procedures
Organisational policies may include:	• guidelines for decision making throughout the organisation that link the formulation of strategy with its implementation • sets of accepted actions approved by the organisation • Standard Operating Procedures
Technology may include:	• computerised systems and software such as databases, project management and word processing • telecommunications devices • any other technology used to carry out work roles and responsibilities
Designated persons and/or groups may include:	• groups designated in workplace policies and procedures • managers or supervisors with management roles and responsibilities concerning information systems • other stakeholders accessing the information system such as customers and service providers • other work groups or teams whose work will be affected by the system

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RANGE STATEMENT	
Colleagues may include:	• employees at the same level or more senior managers • occupational health and safety committee members and other specialists • people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • team members
Business plans may include:	• cash flow projections • long-term budgets/plans • operational plans • short-term budgets/plans • spreadsheet-based financial projections • targets or key performance indicators for production, productivity, wastage, sales, income and expenditure

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBINM601A Manage knowledge and information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and maintain information processing systems to support decision making, and to optimise the use of knowledge and learning throughout the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to people working in management roles who have responsibility for ensuring that critical knowledge and information are readily available to review the organisation's performance and to ensure its effective functioning. Knowledge and information can include business performance data, customer feedback, statistical data and financial data.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain information relevant to business issues	1.1. Review staff and customer feedback and business performance data 1.2. Identify, define and analyse business problems and issues 1.3. Identify information required to reach a decision on problems/issues 1.4. Source and gather reliable information 1.5. Test information for reliability and validity, and reject where contradictory or ambiguous 1.6. Utilise formal and informal networks to access corporate knowledge/memory not held in formal systems and review appropriately
2. Analyse information and knowledge	2.1. Ensure objectives for analyses are clear, relevant and consistent with the decisions required 2.2. Identify patterns and emerging trends correctly and interpret as to cause and effect 2.3. Utilise ***statistical analyses*** and interpretation where appropriate 2.4. Undertake ***sensitivity analysis*** on any proposed options 2.5. Ensure documentation reflects a logical approach to the evaluation of the evidence and conclusions drawn

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ELEMENT	PERFORMANCE CRITERIA
	2.6. Adjust ***management information systems*/*decision support systems*** to meet information processing objectives
3. Take decisions on business issues identified	3.1. Ensure sufficient valid and reliable information/evidence is available to support a decision 3.2. Utilise ***risk management*** plans to determine acceptable courses of action 3.3. Utilise appropriate ***quantitative methods*** to assist decision making 3.4. Consult specialists and other ***relevant groups and individuals*** 3.5. Ensure decisions taken are within the delegation/accountability of the group/individual responsible 3.6. Make decisions in accordance with organisational guidelines and procedures 3.7. Ensure decisions taken are consistent with organisational objectives, values and standards 3.8. Ensure decisions are taken in a timely manner
4. Disseminate information to the organisation	4.1. Ensure advice/information needs are documented and are specific to location, format and time line requirements 4.2. Document information and update databases regularly 4.3. Design and test systems to meet information requirements of decision makers 4.4. Ensure information is up-to-date, accurate, relevant and sufficient for the recipient 4.5. Develop ***communication plans*** and disseminate information 4.6. Adhere to confidentiality/privacy policies in the transmission/release of information/advice 4.7. Review and update communication plans regularly 4.8. Utilise ***technology*** which provides optimum efficiency and quality 4.9. Maintain ***corporate knowledge*** and ensure security

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to identify improvement opportunities in relation to the services/products delivered internally or concepts/ideas in area of expertise • communication and consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input • quantitative and qualitative research skills to locate and review relevant data and information • technology skills to consider various software and hardware options for storing and accessing data and information.
Required knowledge
• new technologies and their suitability to knowledge and information management • risk management.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documentation which tracks a particular problem/issue through information gathering and analysis, decision making and taking, and dissemination to relevant groups and individuals • development and utilisation of relevant information storage and retrieval systems, as well as accessing informal knowledge and information from informal networks within the organisation • knowledge of new technologies and their suitability to knowledge and information management.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources

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EVIDENCE GUIDE	
	normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports on knowledge management and information management • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of information management systems • review of documentation identifying, defining and analysing business problems and issues • evaluation of communication plans • evaluation of the transmission/release of information/advice in terms of adhering to confidentiality/privacy policies.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Advanced Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Statistical analyses may include:	• correlation calculations • long-term trend analyses • probability assessment • regulation analyses • short to medium-term trend analyses
Sensitivity analyses means:	• applying 'what if' scenarios to available

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RANGE STATEMENT	
	options
Management information systems means:	• formal systems for collecting, storing and synthesising information to be used in management decision making
Decision support systems are:	• management information systems which include some form of computer-based assistance to decision making (expert systems)
Risk management means:	• process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood or consequences of the negative event if it occurs
Quantitative methods may include:	• dynamic programming • linear programming • queuing theory • simulation • transportation methodology
Relevant groups and individuals means:	• those personnel who have knowledge about the issue being dealt with and the expertise to assist the decision making process
Research may include:	• focus groups • group interviews • individual interviews • surveys
Communication plans means:	• structured program for the dissemination of information and the receipt of feedback information from individuals relevant to the process or activity
Technology may include:	• audio-visual media • internet • intranet • print media • radio • telephone • television
Corporate knowledge may include:	• copyright • intellectual property • technology

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBINN301A Promote innovation in a team environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to be an effective and pro active member of an innovative team. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies individuals who play a pro active role in demonstrating, encouraging or supporting innovation in a team environment. The individual may be a team participant or a team leader. The team may 'make itself' or be constructed by others. It may have core members and members who participate at certain times or for particular purposes. It may be permanent or temporary, or come together at different times to work on specific projects. The team could consist of a team of contractors/freelancers, permanent staff, clients and service providers, or any combination of these groups. It may operate within an organisation or across several organisations - or simply across a group of individuals. The key focus of the unit is on what makes for an innovative team, what keeps it working well, how the structure of work can make a difference and what skills and knowledge are needed to maximise opportunities for innovation. Where a greater focus on team leadership is required this unit should be combined with units such as BSBLED401A Develop teams and individuals.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Create opportunities to maximise innovation within the team	1.1. Evaluate and reflect on ***what the team needs and wants to achieve*** 1.2. Check out ***information about current or potential team members' work*** in the context of developing a more innovative team 1.3. Bring people into the team or make suggestions for team members based on what needs to be achieved and the potential for cross-fertilising ideas 1.4. Acknowledge, respect and discuss the ***different ways that different people may contribute*** to building or

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ELEMENT	PERFORMANCE CRITERIA
	enhancing the team
2. Organise and agree effective ways of working	2.1. Jointly establish ***ground rules*** for how the team will operate 2.2. Agree and communicate responsibilities in ways that encourage and reinforce ***team-based innovation*** 2.3. Agree and share tasks and activities to ensure the best use of skills and abilities within the team 2.4. Plan and schedule activities to allow time for thinking, challenging and collaboration 2.5. Establish personal reward and stimulation as an integral part of the team's way of working
3. Support and guide colleagues	3.1. Model ***behaviour that supports innovation*** 3.2. Seek ***external stimuli and ideas*** to feed into team activities 3.3. Pro-actively share information, knowledge and experiences with other team members 3.4. Challenge and test ideas within the team in a positive and collaborative way 3.5. Pro-actively discuss and explore ideas with other team members on an ongoing basis
4. Reflect on how the team is working	4.1. De-brief and reflect on activities and on opportunities for improvement and innovation 4.2. Gather and use feedback from within and outside the team to generate discussion and debate 4.3. Discuss the ***challenges of being innovative*** in a constructive and open way 4.4. Take ideas for improvement, build them into future activities and communicate key issues to relevant colleagues 4.5. Identify, promote and celebrate successes and examples of successful innovation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE
• communication skills to work collaboratively as part of a team, to provide guidance and support to others, and to participate in open and constructive discussions • creative thinking skills to generate, explore, test and challenge ideas • learning skills to stretch boundaries of own knowledge and skills • literacy skills to analyse a wide range of information from varied sources • planning and organisational skills to participate in the effective allocation of work in a team context • problem-solving skills to work constructively to overcome issues and challenges of both a practical and conceptual nature and to make ideas become realities • self-management skills to take a pro-active team role and to reflect on own performance in modelling and encouraging behaviour that supports innovation.
Required knowledge
• barriers to innovation that can occur within a team and broader barriers that sometimes hinder innovation • broad concepts of innovation including what innovation is, different types of innovation and the benefits of innovation • characteristics of teams that are more likely to be innovative and characteristics of broader environments that support and encourage innovation • different roles that people may play within a team, how this impacts on the way a team works and what it might achieve • group dynamics in a team.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • active participation in a team where the team takes a pro-active and considered approach to innovation and innovative practice • collaborative and open communication within the team • knowledge and understanding of the internal and external factors that contribute to a team becoming

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EVIDENCE GUIDE	
	and remaining innovative.
Context of and specific resources for assessment	Assessment must ensure: • demonstration of skills as part of a team.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of team interactions • evaluation of reports by the candidate or the team (could be oral or written) discussing the ideas, challenges and opportunities associated with teams, and how they can be more innovative • evaluation of feedback from other people in the team about the candidate's communication approaches and abilities • oral or written questioning to assess knowledge of the characteristics of innovative teams, innovation concepts more broadly and they ways in which innovation can be encouraged • review of jointly established 'groundrules' for how the team will operate.
Guidance information for assessment	Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
What the team needs and wants to achieve may relate to:	• addressing particular customer feedback • conceiving and implementing a particular

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RANGE STATEMENT	
	project • developing new services or products • generating ongoing ideas within the work unit • improving budgetary performance • improving or changing work conditions • new ideas that impact beyond the workplace (e.g. that have a broader social or community impact)
Information about current or potential team members' work may relate to:	• interests • lifestyle preferences • past jobs • technical strengths • work preferences • working styles
Different ways that different people may contribute may relate to individual strengths around:	• creating positive energy within the team • fundamental literacy strengths (e.g. particularly strong in visual literacy, written or spoken communication) • generating ideas • networks or spheres of influence • particular ways of thinking • powers of persuasion • problem-solving capacities • specific technical skills or knowledge
Ground rules may relate to:	• boundaries or lack of boundaries for team activities and ideas • confidentiality • copyright, moral rights or intellectual property • regularity of communication • key roles and responsibilities • time lines • ways of communicating
Team-based innovation may be encouraged through:	• accessing training and learning opportunities • enough but not too much guidance and structure • equitable sharing of workload • follow-through with ideas • supportive communication
Behaviour that supports innovation may include being:	• collaborative • equitable

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RANGE STATEMENT	
	• fair • fun • hardworking • reflective • responsible • sympathetic
External stimuli and ideas might be from:	• Australia or overseas • colleagues outside of the team • family and friends • internet • journals • networks or technical experts • other organisations
Challenges of being innovative may relate to:	• budgetary or other resource constraints • competing priorities • organisational culture • problems with breaking old patterns of behaviour or thinking • time pressures

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Innovation

Co-requisite units

Co-requisite units		

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Co-requisite units		

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BSBINN502A Build and sustain an innovative work environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to create an environment that enables and supports the application of innovative practice. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in leadership or management roles in any industry or community context. The individual could be employed by the organisation, but may also be an external contractor, the leader of a cross organisation team or of a self formed team of individuals. The work group could be permanent or temporary in nature. The unit focuses on the skills and knowledge required to develop and implement a holistic approach to the integration of innovation across all areas of work practice. It also acknowledges the importance of wider contextual evaluation for potential innovations to ensure their value and benefit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Lead innovation by example	1.1. Make innovation an integral part of ***leadership and management activities*** 1.2. Demonstrate positive reception of ideas from others and provide constructive advice 1.3. Establish and maintain relationships based on mutual respect and trust 1.4. Take considered ***risks*** to open up opportunities for innovation 1.5. Regularly evaluate own approaches for consistency with the wider organisational or project context
2. Establish work practices that support innovation	2.1. Consult on and establish ***working conditions*** that reflect and encourage innovative practice 2.2. Introduce and maintain ***workplace procedures*** that foster innovation and allow for rigorous ***evaluation of innovative ideas*** 2.3. Facilitate and participate in ***collaborative work arrangements*** to foster innovation

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Build and lead teams to work in ***ways that maximise opportunities for innovation***
3. Promote innovation	3.1. Acknowledge suggestions, improvements and innovations from all colleagues 3.2. Find appropriate ***ways of celebrating and promoting innovation*** 3.3. Promote and reinforce the value of innovation according to the vision and objectives of the organisation or project 3.4. Promote and support the evaluation of innovative ideas within the wider organisational or project context
4. Create a physical environment which supports innovation	4.1. Evaluate the ***impact of the physical environment*** in relation to innovation 4.2. Collaborate with colleagues about ideas for enhancing the physical work environment before taking action 4.3. Consider potential for supporting innovation when selecting physical resources and equipment 4.4. Design, fit-out and decorate workspaces to encourage creative mindsets, collaborative working and the development of positive workplace relationships
5. Provide learning opportunities	5.1. Pro-actively share relevant information, knowledge and skills with colleagues 5.2. Provide or encourage ***formal and informal learning opportunities*** to help develop the skills needed for innovation 5.3. Create opportunities in which individuals can learn from the experience of others

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication, consultation and negotiation skills to model and lead, open and collaborative relationships

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REQUIRED SKILLS AND KNOWLEDGE
• comprehension skills to interpret and develop information that may deal with complex ideas and relate to issues both within and outside a given workplace context • planning and organisational skills to implement wide-ranging practical processes and procedures that support innovation • problem-solving skills to assess and respond to challenges and risks around innovation at an operational management level • self-management and learning skills to evaluate and enhance personal effectiveness, and to promote a culture of ongoing learning and development.
Required knowledge
• benefits of providing coaching and learning opportunities in relation to innovation • concept of innovation, what it is and what it means for different people either working independently or within an organisation • context for innovation in the relevant workplace context including core business values, overall objectives, broader environmental context and the need to ensure the value and benefit of innovative ideas and projects • different ways of rewarding performance • factors and tools that can motivate individuals to use creative thinking and apply innovative work practices • legislative framework that impacts on operations in the relevant workplace context • management principles and leadership styles, including the impact of different approaches on innovation • typical challenges and barriers to innovation within teams and organisations, and ways of overcoming these • ways in which workplace climate can affect individual attitudes and performance.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishment of procedures and practices (for a project or a workplace) which support and foster innovative work practice and include sound

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EVIDENCE GUIDE	
	evaluation processes • modelling of behaviour that supports innovative work practice • knowledge and understanding of the role of leaders and managers in encouraging innovation, and the issues and challenges associated with building and sustaining an innovative work environment.
Context of and specific resources for assessment	Assessment must ensure: • involvement of a team for which the candidate provides leadership and guidance.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of outcomes and processes from activities managed by the candidate, particularly in relation to how innovation and innovative practice was encouraged and supported • oral or written questioning to assess knowledge of ways that innovation can be fostered and the typical challenges and barriers to innovation.
Guidance information for assessment	Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Leadership and management activities may include:	• people management practices • planning processes

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RANGE STATEMENT	
	• regular management meetings • review processes
Risks may include:	• budgetary issues • challenging changes in relationships, work practices and general workplace climate • unforseen impacts of innovative ideas
Working conditions may include:	• family-friendly leave entitlements • flexible working hours • social leave • study leave • time provided for coming up with ideas
Workplace procedures may relate to:	• briefing processes • client relations • performance management • project management • staff meetings • training
Evaluation of innovative ideas may relate to:	• analysing consistency with overall goals, values or vision • assessing resource requirements and practicalities • assessing the potential to find 'champions' or supporters • evaluating the external factors that may impact on the idea • exploring the implications of ideas that may stretch or change existing ways of doing things
Collaborative work arrangements might be:	• cross section • vertical teams • within a section • working with supplier organisations or partner organisations
Ways that maximise opportunities for innovation may relate to:	• collaborating • collecting data • creative thinking • future scanning • getting feedback • making suggestions • networking
Ways of celebrating and	• congratulating the project team

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RANGE STATEMENT	
promoting innovation may include:	• ensuring management acknowledgment • providing a newsletter story about the idea • using the idea to help foster other ideas • well-planned group incentive schemes
Impact of the physical environment may relate to:	• eating areas • extent to which design or style links with declared philosophies or objectives • external areas • general ambience of the work environment • location of different people • presence and ambience of relaxation areas • style of dÃ©cor • use of creative messages or images in the workplace • workspace design and dÃ©cor • workstation arrangements and opportunities for interaction
Formal and informal learning opportunities may include:	• coaching • conferences • formal training courses/programs • information seminars • job rotation • mentoring • online learning

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Innovation

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Co-requisite units

Co-requisite units		

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BSBITB501A Establish and maintain a workgroup computer network

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish a workgroup computer network with an information technology consultant and to manage the network by keeping records, responding to problems, assisting users and providing training. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are required to apply broad knowledge of computer networks; they may be responsible for installing and maintaining the network, but they will work closely with computer professionals in all aspects of this process. In doing so, they may provide administrative support within an enterprise, or may have been delegated these responsibilities for their workgroup or organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Manage establishment of a workgroup network	1.1. Determine current and anticipated future ***network requirements*** with ***nominated person*** in accordance with organisational policy and budgetary constraints 1.2. Ensure selected network is compatible with current organisational software, hardware and work practices 1.3. Obtain and install ***equipment*** in accordance with organisational requirements and manufacturers' instructions 1.4. Install ***software*** in accordance with organisational requirements and the manufacturers' instructions 1.5. Ensure establishment of network promotes ***efficiency and access for users***
2. Manage maintenance of a workgroup network	2.1. Establish and maintain ***records*** to ensure ***control and security*** of hardware and software stock, in accordance with organisational policy and

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ELEMENT	PERFORMANCE CRITERIA
	procedures 2.2. Respond to ***network problems*** and ***rectify minor faults*** in accordance with organisational requirements 2.3. Report major problems and consult ***computer experts*** in accordance with organisational policy and procedures 2.4. ***File and store software*** in accordance with organisational procedures 2.5. Recommend improvement suggestions for the network to appropriate personnel
3. Assist and train network users	3.1. Provide ***training*** for staff in using the network in accordance with needs 3.2. Assist ***network users*** to ***maximise network potential*** 3.3. ***Examine user skills*** and provide access to appropriate training to improve individual and workgroup efficiency of network use

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to follow complex oral instructions when using new technology, to respond to a complex enquiry or complaint and to give complex instructions • literacy skills to read and interpret complex technical procedures, and to clarify purchasing information on software and hardware for workgroup computer network • research skills to seek information on the most appropriate hardware and software to suit the organisation's needs • problem-solving skills to identify the best course of action if a difficulty arises in operating the workgroup network • teamwork skills to work with others to ensure the success of the network.
Required knowledge
• features of computer networking • key provisions of relevant legislation from all forms of government, codes and

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REQUIRED SKILLS AND KNOWLEDGE
standards that may affect aspects of business operations, such as: • anti-discrimination legislation • ethical principles • codes of practice • privacy laws • copyright • occupational health and safety • organisational policies and procedures relating to the tasks required • software licensing rights and responsibilities.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying principles of computer networking • identifying and addressing common problems and arising issues • consulting and negotiating with IT professionals.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and networked computers • access to software.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • other information and communications technology units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Network requirements may include:	• hardware, mainframes, servers • internal/external maintenance • memory size • necessary skills and knowledge • scalability • set up needs • software, operating system, application packages, programming • virus scanners, security requirements
Nominated person may include:	• external consultant • IT department or section • IT manager • management • service provider • supervisor • system users
Equipment may include:	• computers, hardware, peripherals • modem • server, software
Software may include:	• accounting • anti-virus • database • internet • organisation specific software

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RANGE STATEMENT	
	• page layout • printer • spreadsheet • word processing
Efficiency and access for users may include:	• clear instructions or guidelines, user guides • easy to use • eliminates or minimises duplication in electronic storage of information • ensures accuracy and security of data • firewalls • gateways • improves reporting processes • logical set up • maximises access to information • multiple users • reduces processing time • security needs • timely training
Records may include:	• asset register • details of software licences, locations of software within organisation • file register • index cards • inventory lists • log books • requisition forms
Control and security may include:	• allocation of folders and sub-folders • limited number of users, limited time period for usage • monitoring stock level • restricted and authorised access • storage conditions and requirements • use of passwords and log-ins
Network problems may include:	• damaged cabling • human error • memory full • server crashing • virus
Rectifying minor faults may	• anti-virus software • clearing memory space

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RANGE STATEMENT	
include:	• reloading software • repairing or replacing parts • resetting server
Computer experts may include:	• computer service centre • external consultant • IT supervisor or manager • online help • supplier and manufacturer
Filing and storing software may include:	• archiving • creating back-up copy • external storage • file register, electronic or paper-based • fire proof , heat proof , humidity proof storage • organisation records room • organisation storeroom
Training may include:	• expert demonstration • information sessions • one-on-one • workshops
Network users may include:	• organisation personnel • external clients
Maximising network potential may include:	• access to information • effectiveness • efficiency • multiple users • reporting facilities • usefulness
Examining user skills may include:	• observing • surveying • testing and assessment

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Information and Communications Technology - IT Building and Implementation

Co-requisite units

Co-requisite units		

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BSBITS401A Maintain business technology

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain the effectiveness of business technology in the workplace. It includes maintaining existing technology and planning for future technology requirements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of business technology who contribute well developed skills in creating solutions to maintenance and upgrade issues with existing technology. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain performance of hardware and software	1.1. Monitor and evaluate system effectiveness to ensure it meets ***organisational and system requirements*** 1.2. Use operating system, drive and disk structure, reports and files to identify performance problems 1.3. ***Maintain disk drives and peripherals*** according to manufacturers' and organisational requirements 1.4. Replace ***consumables*** in accordance with manufacturers' and organisational requirements
2. Provide basic system administration	2.1. Carry out system back-up procedure at regular intervals according to organisational and system requirements 2.2. Install and operate ***software*** applications in accordance with developers' and organisational requirements 2.3. Maintain and update security access procedures in line with organisational requirements 2.4. Ensure that licence for use of software is used, checked and recorded in accordance with organisational requirements 2.5. Regularly maintain and update virus programs in accordance with organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
3. Identify future technology requirements	3.1. Maintain knowledge of current and new ***technology*** by regularly accessing ***sources of information***
	3.2. Identify and develop ***improved technology systems*** using feedback from clients and colleagues
	3.3. Assess existing technology against newly available technology to determine future needs and priorities
	3.4. Identify and select new technologies to achieve and maintain continuous organisational development
	3.5. Obtain management and budget approval for new selected technologies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain the operation and troubleshooting of technology in the work environment
- literacy skills to interpret and evaluate the purposes and objectives of various uses of technology; to display logical organisation of written information
- problem-solving skills to address routine and non-routine faults with hardware and software
- research and analytical skills to analyse and identify organisation's future technology requirements.

Required knowledge

- costs and benefits of technology maintenance strategies
- general features and capabilities of current industry accepted hardware and software products
- importance of back-up and security procedures; maintenance and diagnostic procedures; licensing, installation and purchasing procedures
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues

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REQUIRED SKILLS AND KNOWLEDGE
• occupational health and safety (OHS).

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • installing software and hardware • organising and accessing software, materials and consumables • maintaining technology security and maintenance systems • knowledge of costs and benefits of technology maintenance strategies.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of technology maintenance and security procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of general features and capabilities of current industry accepted hardware and software products.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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EVIDENCE GUIDE	
	for example: • other information and communications technologyor general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisational and system requirements may include:	• back-up procedures • Code of Conduct • ethical standards • legal and organisational policy/guidelines and requirements • maintenance of customised software • OHS policies, procedures and programs • quality assurance and/or procedures manuals • register of licenses • restore procedures • security and confidentiality procedures • software licence documentation • storage of information technology documentation • storage retrieval and type of product licenses • updating of virus protection systems
Disk drive and peripherals maintenance may include:	• backing up files before major maintenance • checking hard drive for errors • cleaning dust from internal and external surfaces • creating more free space on the hard disk • defragmenting the hard disk • deleting unwanted files • reviewing programs • using up-to-date anti-virus programs

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RANGE STATEMENT	
Consumables may include:	• disks • magnetic tape and cassettes • print heads • print media • printer ribbons and cartridges
Software may include:	• accounting applications • commercial software applications • database applications • internet/intranet/extranet related programs • organisation-specific software • presentation applications • spreadsheet applications • word processing applications

Technology may include:	• client services
	• computers
	• data transfer devices
	• modems
	• peripherals, including:
	  • printers, scanners, tape cartridges
	  • speakers, multimedia kits
	  • personal computer, modems
	  • input equipment such as mouse, touch pad, keyboard, pens
	  • mobile phones, palmtops and personal digital assistants (PDAs), laptops and desktop computers
	  • Bluetooth devices, universal serial bus (USB), Firewire (IEEE 1394)
	• photocopiers
	• printers
	• scanners
	• software

Sources of information may include:	• computer hardware manufacturers • computer magazines and journals • computer software designers • industry associations • internal/external clients • internet • retail outlets • seminars, workshops and training sessions

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RANGE STATEMENT	
	• trade fairs
Improved technology systems may include:	• access protocols • cable data transmissions • delivery and installation systems • hardware upgrades • implementing a new system • maintenance options • multimedia • networking options • new hardware • new software • resource usage monitoring • software upgrades

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Support

Co-requisite units

Co-requisite units		

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BSBITU306A Design and produce business documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who possess fundamental skills in computer operations and keyboarding. They may exercise discretion and judgement using appropriate theoretical knowledge of document design and production to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select and prepare resources	1.1. Select and use appropriate ***technology*** and ***software*** applications to produce required ***business documents*** 1.2. Select layout and style of publication according to information and ***organisational requirements*** 1.3. Ensure document design is consistent with company and/or client requirements, using basic design principles 1.4. Discuss and clarify format and style with person requesting document/publication
2. Design document	2.1. Identify, open and generate files and records according to task and organisational requirements 2.2. Design document to ensure efficient entry of information and to maximise the presentation and appearance of information 2.3. Use a range of ***functions*** to ensure consistency of design and layout 2.4. Operate ***input devices*** within designated requirements
3. Produce document	3.1. Complete document production within designated time lines according to organisational requirements 3.2. Check document produced to ensure it meets task requirements for style and layout 3.3. Store document appropriately and save document to

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ELEMENT	PERFORMANCE CRITERIA
	avoid loss of data 3.4. Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production
4. Finalise document	4.1. Proofread document for readability, accuracy and consistency in language, style and layout prior to final output 4.2. Make any modifications to document to meet requirements 4.3. ***Name*** and ***store*** document in accordance with organisational requirements and exit the application without data/loss damage 4.4. Print and present document according to requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• keyboarding and computer skills to complete a range of formatting and layout tasks • literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread documents to ensure clarity of meaning and conformity to organisational requirements • numeracy skills to access and retrieve data • problem-solving skills to determine document design and production processes.
Required knowledge
• appropriate technology for production requirements • functions and features of contemporary computer applications • organisational policies, plans and procedures • organisational requirements for document design e.g. style guide.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • designing and producing a minimum of 3 completed business documents, using at least 2 software applications in the production of each document • using appropriate data storage options • knowledge of the functions and features of contemporary computer applications.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of style guides and organisational procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of final printed documents • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of software applications.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other IT use units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Technology may include:	• computers • photocopiers • printers • scanners
Software may include:	• accounting packages • database packages • presentation packages • spreadsheet packages • word processing packages
Business documents may include:	• accounts statements • client databases • newsletters • project reviews • proposals • reports • web pages
Organisational requirements may include:	• budgets • correctly identifying and opening files • legal and organisational policies, guidelines and requirements • locating data • log-on procedures • manufacturers' guidelines • occupational health and safety policies, procedures and programs • quality assurance and/or procedures manuals • saving and closing files • security • storing data
Functions may include:	• alternating headers and footers • editing • merging documents

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RANGE STATEMENT	
	• spell checking • table formatting • using columns • using styles
Input devices may include:	• keyboard • mouse • numerical key pad • scanner
Naming documents may include:	• appropriate file type • authorised access • file names according to organisational procedure e.g. numbers rather than names • file names which are easily identifiable in relation to the content • file/directory names which identify the operator, author, section, date etc. • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security
Storing documents may include:	• storage in directories and sub-directories • storage on CD-ROMs, disk drives or back-up systems • storing/filing hard copies of computer generated documents • storing/filing hard copies of incoming and outgoing facsimiles • storing/filing incoming and outgoing correspondence

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU402A Develop and use complex spreadsheets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to use spreadsheet software to complete business tasks and to produce complex documents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who require skills in the creation of complex spreadsheets to store and retrieve data. They may work as individuals providing administrative support within an enterprise, or may be independently responsible for designing and working with spreadsheets relevant to their own work roles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to develop spreadsheet	1.1. Organise personal work environment in accordance with ***ergonomic requirements***
	1.2. Analyse task and determine specifications for spreadsheets
	1.3. Identify organisational and task requirements in relation to data entry, storage, output, reporting and presentation requirements
	1.4. Apply ***work organisation strategies*** and ***energy and resource conservation techniques*** to plan work activities
2. Develop a linked spreadsheet solution	2.1. Utilise ***spreadsheet design*** software ***functions*** and ***formulae*** to meet identified requirements
	2.2. Link spreadsheets in accordance with software procedures
	2.3. Format cells and use data attributes assigned with relative and/or absolute cell references, in accordance with the task specifications
	2.4. Test formulae to confirm output meets task requirements
3. Automate and standardise	3.1. Evaluate tasks to identify those where automation

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ELEMENT	PERFORMANCE CRITERIA
spreadsheet operation	would increase efficiency 3.2. Create, use and edit ***macros*** to fulfil the requirements of the task and automate spreadsheet operation 3.3. Develop, edit and use ***templates*** to ensure consistency of design and layout for forms and reports, in accordance with organisational requirements
4. Use spreadsheets	4.1. Enter, check and amend data in accordance with organisational and task requirements 4.2. ***Import and export*** data between compatible spreadsheets and adjust host documents, in accordance with software and system procedures 4.3. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production 4.4. Preview, adjust and ***print*** spreadsheet in accordance with organisational and task requirements 4.5. ***Name and store spreadsheet*** in accordance with organisational requirements and exit the application without data loss or damage
5. Represent numerical data in graphic form	5.1. Determine style of ***graph*** to meet specified requirements and manipulate spreadsheet data if necessary to suit graph requirements 5.2. ***Create graphs*** with labels and titles from numerical data contained in a spreadsheet file 5.3. Save, view and print graph within designated time lines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to interpret and evaluate the purposes and uses of various features of spreadsheets and to use a variety of strategies for planning and reviewing own work • proofreading and editing skills to check for accuracy and consistency of

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REQUIRED SKILLS AND KNOWLEDGE
information by consulting additional resources • numeracy skills to collate and present data, graphs and related references.
Required knowledge

• advanced functions of spreadsheet software applications
• impact of formatting and design on the presentation and readability of data
• key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety
• organisational policies and procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing complex spreadsheets • developing graphical representations of data contained in spreadsheets.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and software • access to samples of data for inclusion in spreadsheets.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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EVIDENCE GUIDE	
	• review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other information and communications technology units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation strategies may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation techniques may include:	• double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • using power-save options for equipment

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RANGE STATEMENT	
Spreadsheet design may include:	• analysis • appropriateness • avoidance of blank rows and columns • embedding cell references in formulae • formulae • formatting and reformatting • functions • headers and footers • headings • headings and labels • identification and parameters • import and export of data • labels • linked formulae • multi-page documents • pivot tables • relative and absolute cell references • split screen operation
Functions may include:	• basic financial functions (if available) • date functions • logical functions (lookup, if, choose, true, false, conditions) • mathematical functions (square root, integer, absolute value, round) • simple nested functions • statistical functions (standard deviation, count, maximum, minimum)
Formulae may include:	• addition • average • comparison • division • exponentiation • multiplication • percentage • subtraction • combinations of above
Macros may include:	• printing sections of a spreadsheet
Templates may include:	• font types and sizes • forms

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RANGE STATEMENT	
	• headers and footers • headings • page formats • reports
Importing and exporting data may include:	• proofreading • reformatting • split screen (if available)
Printing may include:	• charts • entire workbooks • selected data within a worksheet • worksheets
Naming and storing spreadsheets may include:	• authorised access • file naming conventions • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of spreadsheets • security • storage in folders and sub-folders • storage on disk drives, CD-ROM, USB, tape back-up, server
Graphs may include:	• bar • line • pie • scatter • stack • 3D
Creating graphs may include:	• data range • keys and legends • labels and titles • naming • sizing (if possible) • using graph menu • X and Y axis

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBLED401A Develop teams and individuals

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine development needs	1.1. Systematically identify and implement ***learning and development needs*** in line with ***organisational requirements*** 1.2. Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented 1.3. Encourage individuals to self-evaluate performance and identify areas for improvement 1.4. Collect ***feedback on performance*** of team members from relevant sources and compare with established team learning needs
2. Develop individuals and teams	2.1. Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry 2.2. Ensure that ***learning delivery methods*** are appropriate to the learning goals, the learning style of participants, and availability of ***equipment and resources*** 2.3. Provide workplace learning opportunities, and ***coaching and mentoring assistance*** to facilitate individual and team achievement of competencies 2.4. Create development opportunities that incorporates a

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ELEMENT	PERFORMANCE CRITERIA
	range of activities and support materials appropriate to the achievement of identified competencies 2.5. Identify and approve resources and time lines required for learning activities in accordance with organisational requirements
3. Monitor and evaluate workplace learning	3.1. Use feedback from individuals or teams to identify and implement improvements in future learning arrangements 3.2. Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support 3.3. Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning 3.4. Document and maintain records and reports of competency according to organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- leadership skills to gain trust and confidence of clients and colleagues
- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- negotiation skills to achieve mutually acceptable outcomes
- technology skills to support effective communication and presentation.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles

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REQUIRED SKILLS AND KNOWLEDGE
• codes of practice • privacy laws • occupational health and safety (OHS) • facilitation techniques to encourage team development and improvement • organisational policies, plans and procedures • career paths and competency standards relevant to the industry.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying and implementing learning opportunities for others • giving and receiving feedback from team members to encourage participation in and effectiveness of team • creating learning plans to match skill needs • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of learning and development plans, policies and procedures • examples of documents relating to diversity policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios

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EVIDENCE GUIDE	
	• oral or written questioning to assess knowledge of career paths and competency standards relevant to the industry • review of records and reports of competency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • management units • other learning and development units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Learning and development needs may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • recognition of current competence/skills recognition • work experience/exchange/opportunities • workplace skills assessment
Organisational requirements may include:	• access and equity principles and practices • anti-discrimination and related policy • business and performance plans • confidentiality and security requirements • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements

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RANGE STATEMENT	
	• OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Learning delivery methods may include:	• conference and seminar attendance • formal course participation • induction • involvement in professional networks • on-the-job coaching or mentoring • presentations/demonstrations • problem-solving • work experience
Equipment and resources may include:	• facilities • funding • guest speakers • technological tools and equipment • time • training equipment such as whiteboards and audio-visual equipment
Coaching and mentoring assistance may include:	• fair and ethical practice • non-discriminatory processes and activities • presenting and promoting a positive image of the collective group • problem-solving • providing encouragement • providing feedback to another team member • respecting the contribution of all participants and giving credit for achievements

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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BSBLED501A Develop a workplace learning environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning, and to monitor and improve learning performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers. All managers have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together. At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Create learning opportunities	1.1. Identify potential formal and informal ***learning opportunities*** 1.2. Identify ***learning needs*** of individuals in relation to the needs of the team and/or enterprise, and available learning opportunities 1.3. Develop and implement ***learning plans*** as an integral part of individual and team performance plans 1.4. Develop strategies to ensure that learning plans reflect the ***diversity of needs*** 1.5. Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities 1.6. Ensure effective liaison occurs with ***training and development specialists*** and contributes to learning opportunities which enhance individual, team and organisational performance

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ELEMENT	PERFORMANCE CRITERIA
2. Facilitate and promote learning	2.1. Develop strategies to ensure that workplace learning opportunities are used and that team members are encouraged to share their skills and knowledge to ***encourage a learning culture*** within the team 2.2. Implement organisational procedures to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes 2.3. Implement policies and procedures to encourage team members to assess their own competencies, and to identify their own learning and development needs 2.4. Share the benefits of learning with others in the team and organisation 2.5. Recognise workplace achievement by timely and appropriate recognition, feedback and rewards
3. Monitor and improve learning effectiveness	3.1. Use strategies to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required, and any occupational health and safety (OHS) issues 3.2. Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements 3.3. Make adjustments, negotiated with training and development specialists, for improvements to the efficiency and effectiveness of learning 3.4. Use processes to ensure that records and reports of competency are documented and maintained within the organisation's systems and procedures to inform future planning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to: • deal with people openly and fairly

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REQUIRED SKILLS AND KNOWLEDGE
• encourage colleagues to share their knowledge and skills • gain the trust and confidence of colleagues • use consultation skills effectively • literacy skills to access and use workplace information • planning and organisational skills to facilitate, promote and monitor learning by: • developing learning plans • establishing a workplace which is conducive to learning • evaluating the effectiveness of learning • identifying learning needs • negotiating learning arrangements with training and development specialists • selecting and using work activities to create learning opportunities • using coaching and mentoring to support learning.
Required knowledge
• management of relationships to achieve a learning environment • principles and techniques involved in the management and organisation of: • adult learning • coaching and mentoring • consultation and communication • improvement strategies • leadership • learning environment and learning culture • monitoring and reviewing workplace learning • problem identification and resolution • record keeping and management methods • structured learning • work-based learning.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • methods for reviewing performance development needs and techniques for providing feedback on those needs • models for planning professional development • options available for professional development • knowledge of relationship management required to achieve a learning environment.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of the principles and techniques involved in the management and organisation of adult learning • review of the development and implementation of learning plans • evaluation of how workplace achievement is recognised • review of processes used to record and report competency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Learning opportunities may include:	• structured learning activities conducted outside and within the workplace such as:
	  • accredited training through an independent organisation such as a state/territory OHS authority
	  • action learning
	  • short courses
	  • training through a Registered Training Organisation (RTO) leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment
	  • workshops
	• workplace learning activities, that may also contribute to a recognised credential, such as:
	  • coaching
	  • exchange/rotation
	  • induction
	  • mentoring
	  • shadowing

Learning needs may include:	• developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles • gaps between the competencies held by the employee, and the skills and knowledge required to effectively undertake workplace tasks
Learning plans may include:	• codes of conduct • key performance indicators • negotiated agreement with individual/s • OHS requirements • performance standards • team competencies • team roles and responsibilities • work outputs and processes

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RANGE STATEMENT	
Diversity of needs may include:	• learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches
Training and development specialists may be:	• internal • external
Encourage a learning culture may refer to:	• encouraging learning and sharing skills and knowledge across the work team and the wider organisation to develop competencies of individual team members and the team as a whole

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMED301B Interpret and apply medical terminology appropriately

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to understand and respond to instructions; to carry out routine tasks and communicate with a range of internal/external clients in a medical environment; and to use appropriate advanced medical terminology. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various medical administration contexts. They may exercise discretion and judgment using appropriate knowledge to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond appropriately to instructions which contain medical terminology	1.1. Receive, interpret and document ***written and oral instructions*** using ***medical terminology*** 1.2. Use checklists where appropriate 1.3. Ensure own understanding of abbreviations for specialised medical terminology and associated processes 1.4. Ensure own understanding of and adhere to, the ***policies and procedures*** of the enterprise 1.5. Seek ***clarification*** when necessary
2. Carry out routine tasks	2.1. Use medical terminology correctly in the completion of ***routine tasks*** 2.2. Seek assistance from supervisor or experienced staff member as required
3. Use appropriate medical terminology in oral and written communication	3.1. Use appropriate medical terminology as directed, in ***oral communication*** with patients, fellow workers and health professionals 3.2. Use appropriate medical terminology as directed, in ***written communication*** with patients, fellow workers and health professionals 3.3. Present written communication to a ***designated***

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ELEMENT	PERFORMANCE CRITERIA
	person for verification if required 3.4. Spell and pronounce medical terminology correctly

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to interpret policies, signs and instructions and to use correct spelling, grammar and punctuation • learning skills to research and increase own knowledge of medical terminology • communication skills to understand, clarify and explain instructions and procedures.
Required knowledge

• medical terminology, including the fundamental word structure used in medical terms
• basic systems of the body
• organisational documentation and recording requirements
• source of information relating to medical terminology
• key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
  • anti-discrimination legislation
  • ethical principles
  • privacy laws
  • Freedom of Information Act.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • using medical terminology in written and verbal communication • identifying and appropriately using abbreviations for medical terms and associated processes • managing own learning to maintain knowledge of up-to-date medical terminology • knowledge of relevant legislation from all levels of government that impacts on business operations, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of documentation and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning • observation of performance in role plays • review of written communication with patients for use of appropriate medical terminology • oral or written questioning to assess knowledge of workplace emergencies, risks and hazards • assessment of documentation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration or medical services administration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Written and oral instructions may include:	• diary entries • drugs orders • instructions for postoperative care • notices • occupational health and safety (OHS) signs and instructions • patient notes • referrals • routine reports • telephone calls • test results • theatre lists • verbal instructions
Medical terminology may include:	• abbreviations for medical and pharmacological terms (e.g. BCG, HRT, IVP, tab, ante, ung) • causes to changes in the systems of the body (e.g. changes to the musculo-skeletal system may include inflammation due to repeated strain on the system) • common medical conditions including illnesses, injuries and diseases • departments/sections in a hospital • health insurance terminology • interrelated functions of the body, locations and diseases (e.g. functions of the skeletal system, locations of skeletal injuries, skeletal diseases • knowledge of medical specialties and the names and titles of doctors working in specialist fields • medical conditions • medical equipment and instruments • medical investigations and procedures • Medicare terminology

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RANGE STATEMENT	
	• medications • referrals • terms to describe onset and/or nature of disease
Policies and procedures may include:	• abiding by local, state/territory and commonwealth legislation • accessing and updating files • cleanliness and hygiene • correspondence format • emergency procedures • following instructions • information specific to the enterprise • office practice manual • OHS • Royal Australian College of General Practitioners (RACGP) Code of Practice for the Management of Health Information in General Practice • RACGP Entry Standards for General Practices • telephone protocol • recording information • security, confidentiality and privacy procedures
Clarification may be sought from:	• drug and prescription information sources/databases • experienced staff member/s • medical dictionary • office practice manual • relevant handbook • supervisor
Routine tasks may include:	• answering patient enquiries • contributing to meetings • dealing with patient complaints • entering patient details into computer system • filing patient notes • maintaining information to assist patients • maintaining patient information • maintaining reception area, waiting room, consultation room • ordering stock (e.g. stationery, medical supplies) • preparing medical equipment

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RANGE STATEMENT	
	• preparing reports • processing correspondence • producing a range of complex medical documents (e.g. patient history, case report) • providing information to patients • receiving and making telephone calls • receiving visitors and patients • recording information • storing and maintaining security of drugs • word processing
Oral communication may include:	• answering routine telephone enquiries • communicating with a range of medical/hospital professionals on patient related matters • confirming appointments • dealing with difficult patients/customers • paging staff • reporting to staff at meetings • transferring calls • verbal instructions
Written communication may include:	• appointment diaries, cards • case reports • complex correspondence to a range of medical/hospital professionals on patient related matters • forms • letters • memoranda • minutes • patient histories • patient history questionnaires • patient records • telephone messages
Designated person may include:	• doctor • practice manager • supervisor

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - Medical Services Administration

Co-requisite units

Co-requisite units		

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BSBMGT402A Implement operational plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement the operational plan by monitoring and adjusting operational performance, producing short term plans for the department/section, planning and acquiring resources and providing reports on performance as required. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers are actively engaged in planning activities to achieve the measurable, stated objectives of the team and the organisation. This key role is carried out to provide safe, efficient and effective products and services to customer satisfaction within the organisation's productivity and profitability plans. At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning, evaluation, leadership and guidance of others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Implement operational plan	1.1. Collate, analyse and organise details of ***resource requirements*** in consultation with ***relevant personnel***, ***colleagues and specialist resource managers*** 1.2. Implement ***operational plans*** to contribute to the achievement of organisation's performance/business plan 1.3. Identify and use ***key performance indicators*** (KPIs) to monitor operational performance 1.4. Undertake ***contingency planning*** and ***consultation processes*** 1.5. Provide assistance in the development and presentation of proposals for resource requirements in line with operational planning processes
2. Implement resource acquisition	2.1. Recruit and induct employees within ***organisation's policies***, ***practices and procedures*** 2.2. Implement plans for acquisition of physical

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ELEMENT	PERFORMANCE CRITERIA
	resources and services within organisation's policies, practices and procedures and in consultation with relevant personnel
3. Monitor operational performance	3.1. Monitor ***performance systems and processes*** to assess progress in achieving profit/productivity plans and targets 3.2. Analyse and use budget and actual financial information to monitor profit/productivity performance 3.3. Identify unsatisfactory performance and take prompt action to rectify the situation according to organisational policies 3.4. Provide mentoring, coaching and supervision to support individuals and teams to use resources effectively, economically and safely 3.5. Present recommendations for variation to operational plans to the ***designated persons***/***groups*** and gain approval 3.6. Implement ***systems***, ***procedures and records*** associated with performance in accordance with organisation's requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- coaching and mentoring skills to provide support to colleagues
- literacy skills to access and use workplace information, and to prepare reports
- planning and organising skills to monitor performance and to sequence work of self and others to achieve planned outcomes.

Required knowledge

- principles and techniques associated with:
  - contingency planning
  - methods for monitoring and reporting on performance
  - monitoring and implementing operations and procedures
  - problem identification and methods of resolution

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REQUIRED SKILLS AND KNOWLEDGE
• relevant budgeting and financial analysis, interpretation and reporting requirements • resource management systems at the tactical implementation level • resource planning and acquisition • tactical risk analysis including identification and reporting requirements.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to monitor and adjust operational performance, produce short-term plans for the department or section, plan and acquire resources, and provide reports on performance as required • knowledge of principles and techniques associated with monitoring and implementing operations and procedures.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation outlining contingency planning and consultation processes undertaken • demonstration of techniques in managing performance • evaluation of mentoring, coaching and supervision provided to support individuals and teams to use resources effectively, economically and safely.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Resource requirements may refer to:	• goods and services to be purchased and ordered • human, physical and financial resources - both current and projected • stock requirements and requisitions
Relevant personnel, ***colleagues and specialist resource managers*** may include:	• colleagues and specialist resource managers • managers • occupational health and safety committees and other people with specialist responsibilities • other employees • people from a wide range of social, cultural and ethnic backgrounds, and people with a range of physical and mental abilities • supervisors
Operational plans may refer to:	• organisational plans • tactical plans developed by the department or section to detail product and service performance
Key performance indicators may refer to:	• measures for monitoring or evaluating the efficiency or effectiveness of a system, and which may be used to demonstrate accountability and to identify areas for improvements

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RANGE STATEMENT	
Contingency planning may refer to:	• contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-use • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
Consultation processes may refer to:	• mechanisms used to provide feedback to the work team in relation to outcomes of consultation • meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans
Organisation's policies, ***practices and procedures*** may include:	• organisational culture • Standard Operating Procedures • organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources • undocumented practices in line with organisational operations

Performance systems and processes may refer to:	• informal systems used by frontline managers for the work team in the place of existing organisation-wide systems
	• formal processes within the organisation to measure performance, such as:
	  • feedback arrangements
	  • individual and teamwork plans

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RANGE STATEMENT	
	• KPIs • specified work outcomes
Designated persons*/*groups may include:	• other affected work groups or teams and groups designated in workplace policies and procedures • those who have the authority to make decisions and/or recommendations about operations such as workplace supervisors, other managers
Systems*, *procedures and records may include:	• databases and other recording mechanisms for ensuring records are kept in accordance with organisational requirements • individual and team performance plans • organisational policies and procedures relative to performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT403A Implement continuous improvement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement the organisation's continuous improvement systems and processes. Particular emphasis is on using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have an active role in implementing the continuous improvement process to achieve the organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they have an important role in influencing the ongoing development of the organisation. At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning and evaluation, and leadership and guidance of others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Implement continuous improvement systems and processes	1.1. Implement ***systems*** to ensure that individuals and teams are actively encouraged and supported to ***participate in decision making processes***, assume responsibility and exercise initiative 1.2. Communicate the organisation's ***continuous improvement processes*** to individuals and teams, and obtain feedback 1.3. Ensure effective ***mentoring and coaching*** allows individuals and teams to implement the organisation's continuous improvement processes
2. Monitor and review performance	2.1. Use the organisation's systems and ***technology*** to monitor and review progress and to identify ways in which planning and operations could be improved 2.2. Improve ***customer service*** through continuous improvement techniques and processes

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation
3. Provide opportunities for further improvement	3.1. Implement ***processes to ensure that team members are informed of savings and productivity/service improvements*** in achieving the business plan 3.2. Document work performance to aid the identification of further opportunities for improvement 3.3. Manage records, reports and recommendations for improvement within the organisation's systems and processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• communication skills to:
  • coach and mentor team members
  • gain the commitment of individuals and teams to continuously improve
• innovation skills to design better ways of performing work.

Required knowledge

• principles and techniques associated with:
  • benchmarking
  • best practice
  • change management
  • continuous improvement systems and processes
  • quality systems.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance • supporting others to implement the continuous improvement system/processes, and to identify and report opportunities for further improvement • knowledge of principles and techniques associated with continuous improvement systems and processes.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of principles and techniques associated with change management • review of how the organisation's continuous improvement processeswascommunicated to individuals and teams • review of documentation of work performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Systems may refer to:	• forums, meetings • newsletters and reports • organisational policies and procedures • web-based communication devices
Participation in decision making processes may include:	• feedback in relation to outcomes of the consultative process • processes which ensures all employees have the opportunity to contribute to organisational issues
Continuous improvement processes may include:	• cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • implementation of quality systems, such as International Standardization for Organization (ISO) • modifications and improvements to systems, processes, services and products • policies and procedures which allow the organisation to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders
Mentoring and coaching may refer to:	• providing assistance with problem-solving • providing feedback, support and encouragement • teaching another member of the team, usually focusing on a specific work task or skill
Technology may include:	• computerised systems and software such as databases, project management and word processing • telecommunications devices • any other technology used to carry out work roles and responsibilities

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RANGE STATEMENT	
Customer service may be:	• internal or external • to existing, new or potential clients
Processes to ensure that team members are informed of savings and productivity/service improvements may refer to:	• email/intranet, newsletters or other communication devices • newsletters and bulletins • staff reward mechanisms • team meetings

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT502B Manage people performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to all managers and team leaders who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement. The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers. This is a unit that all managers/prospective managers who have responsibility for other employees should strongly consider undertaking.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Allocate work	1.1. Consult relevant groups and individuals on work to be allocated and resources available 1.2. Develop work plans in accordance with operational plans 1.3. Allocate work in a way that is efficient, cost effective and outcome focussed 1.4. Confirm ***performance standards***, ***Code of Conduct*** and work outputs with relevant teams and individuals 1.5. Develop and agree ***performance indicators*** with relevant staff prior to commencement of work 1.6. Conduct ***risk analysis*** in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1. Design ***performance management*** and review processes to ensure consistency with organisational

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ELEMENT	PERFORMANCE CRITERIA
	objectives and policies 2.2. Train participants in the performance management and review process 2.3. Conduct performance management in accordance with organisational protocols and time lines 2.4. Monitor and evaluate performance on a continuous basis
3. Provide feedback	3.1. Provide informal feedback to staff on a regular basis 3.2. Advise relevant people where there is poor performance and take necessary actions 3.3. Provide on-the-job coaching when necessary to improve performance and to confirm ***excellence in performance*** 3.4. Document performance in accordance with the organisational performance management system 3.5. Conduct formal structured feedback sessions as necessary and in accordance with organisational policy
4. Manage follow up	4.1. Write and agree performance improvement and development plans in accordance with organisational policies 4.2. Seek assistance from human resources specialists where appropriate 4.3. Reinforce excellence in performance through recognition and continuous feedback 4.4. Monitor and coach individuals with poor performance 4.5. Provide support services where necessary 4.6. Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary 4.7. ***Terminate*** staff in accordance with legal and organisational requirements where serious misconduct occurs or ongoing poor-performance continues

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to articulate expected standards of performance, to provide effective feedback and to coach staff who need development • risk management skills to analyse, identify and develop mitigation strategies for identified risks • planning and organisation skills to ensure a planned and objective approach to the performance management system.
Required knowledge
• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant awards and certified agreements • performance measurement systems utilised within the organisation • unlawful dismissal rules and due process • staff development options and information.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documented performance indicators and a critical description and analysis of performance management system from the workplace • techniques in providing feedback and coaching for improvement in performance • knowledge of relevant awards and certified agreements.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.

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EVIDENCE GUIDE	
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of techniques in providing feedback and coaching • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of work plans, performance indicators, risk analysis,performance management and review processes, performance improvement and development plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other management units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Performance standards mean:	• level of performance sought from an individual or group which may be expressed either quantitatively or qualitatively
Code of Conduct means:	• agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or an agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or customers
Performance indicators mean:	• measures against which performance outcomes are gauged

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RANGE STATEMENT	
Risk analysis means:	• determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
Performance management means:	• in accordance with relevant industrial agreements • process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing and developing individuals in a way which increases the probability it will be achieved in both the short- and long-term
Excellence in performance means:	• regularly and consistently exceeding the performance targets established while meeting the organisation's performance standards
Termination means:	• cessation of the contract of employment between an employer and an employee, at the initiative of the employer within relevant industrial agreements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT515A Manage operational plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans. Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to people who manage the work of others and operate within the parameters of a broader strategic and/or business plan. The task of the manager at this level is to develop and implement an operational plan to ensure that the objectives and strategies outlined in the strategic and/or business plan are met by work teams. However in some larger organisations operational plans may be developed by a strategic planning unit. At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop operational plan	1.1. Research, analyse and document ***resource requirements*** and develop an operational plan in consultation with ***relevant personnel***, ***colleagues and specialist resource managers*** 1.2. Develop and/or implement ***consultation processes*** as an integral part of the operational planning process 1.3. Ensure details of the operational plan include the development of ***key performance indicators*** to measure organisational performance 1.4. Develop and implement ***contingency plans*** at appropriate stages of operational planning 1.5. Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist

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ELEMENT	PERFORMANCE CRITERIA
	advice as required 1.6. Obtain approval for plan from relevant parties and ensure understanding among work teams involved
2. Plan and manage resource acquisition	2.1. Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation's human resources management policies and practices 2.2. Develop and implement strategies to ensure that physical resources and services are acquired in accordance with the ***organisation's policies***, ***practices and procedures***
3. Monitor and review operational performance	3.1. Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets 3.2. Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance 3.3. Identify areas of under performance, recommend solutions, and take prompt action to rectify the situation 3.4. Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources 3.5. Negotiate recommendations for variations to operational plans and gain approval from ***designated persons***/***groups*** 3.6. Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to access and use workplace information and to write a succinct and

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REQUIRED SKILLS AND KNOWLEDGE
practical plan • technology skills to use software to produce and monitor the plan against performance indicators • planning and organisational skills • coaching skills to work with people with poor performance • numeracy skills to allocate and manage financial resources.
Required knowledge
• models and methods for operational plans • budgeting processes • alternative approaches to improving resource usage and eliminating resource inefficiencies and waste.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of an operational plan with details of how it will be implemented and monitored • knowledge of models and methods for operational plans.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of budgeting processes • review of operational plan, key performance

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EVIDENCE GUIDE	
	indicators and contingency plans • evaluation of employee recruitment and induction strategies • evaluation of processes implemented to acquire physical resources and services.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Resource requirements may include:	• goods and services to be purchased and ordered • human, physical and financial resources - both current and projected • stock requirements and requisitions
Relevant personnel, ***colleagues and specialist resource managers*** may include:	• employees at the same level or more senior managers • managers • occupational health and safety committee/s and other people with specialist responsibilities • supervisors • union or employee representatives
Consultation processes may refer to:	• email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans • mechanisms used to provide feedback to the work team in relation to outcomes of

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RANGE STATEMENT	
	consultation • meetings, interviews, brainstorming sessions
Operational plans may also be termed:	• action plans • annual plans • management plans • tactical plans
Key performance indicators may refer to:	• measures for monitoring or evaluating the efficiency or effectiveness of a system which may be used to demonstrate accountability and to identify areas for improvements
Contingency plans may include:	• contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-using • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
Organisation's policies, ***practices and procedures*** may include:	• organisational culture • organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources • Standard Operating Procedures • undocumented practices in line with organisational operations
Designated persons/***groups*** may include:	• groups designated in workplace policies and procedures • managers or supervisors whose roles and responsibilities include decision making on operations • other stakeholders such as Board members

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RANGE STATEMENT	
	• other work groups or teams whose work will be affected by recommendations for variations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT516A Facilitate continuous improvement

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to managers who take an active role in managing the continuous improvement process in order to achieve the organisation's objectives. Particularly where managers are closely associated with the creation and delivery of products and services, they play an important part in influencing the ongoing development and betterment of the organisation.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Lead continuous improvement systems and processes	1.1. Develop ***strategies*** to ensure that team members are actively encouraged and supported to participate in decision making processes, and to assume responsibility and exercise initiative as appropriate 1.2. Establish ***systems*** to ensure that the organisation's ***continuous improvement processes*** are communicated to all ***stakeholders*** 1.3. Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes
2. Monitor and adjust performance strategies	2.1. Develop strategies to ensure that systems and processes are used to monitor ***operational progress*** and to identify ways in which planning and operations could be improved 2.2. Adjust and communicate strategies to all stakeholders according to organisational procedures
3. Manage opportunities for further improvement	3.1. Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts 3.2. Ensure processes include ***documentation of work team performance*** to aid the identification of further opportunities for improvement 3.3. Consider areas identified for further improvement when undertaking future planning

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.
Required skills
• innovation and lateral thinking skills to design better ways for achieving work outcomes • leadership skills to gain the confidence and trust of others • communication skills to communicate opportunities for improvement, and to coach and mentor staff.
Required knowledge
• continuous improvement models • quality systems.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • examples of strategies and approaches to improve work outcomes or organisational functioning • methods for monitoring performance and customer service • knowledge of continuous improvement models.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • direct questioning combined with review of

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	portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of quality systems • review of strategies developed to ensure that team members are actively encouraged and supported to participate in decision making processes, and to assume responsibility and exercise initiative • evaluation of how customer service strategies were communicated to all stakeholders • review of documentation outlining work team performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Strategies may refer to:	• clarification of roles and expectations • communication devices and processes, such as intranet and email communication systems, to facilitate input into workplace decisions • long-term or short-term plans factoring in opportunities for team input • mentoring and 'buddy' systems to support team members to participate in decision making • performance plans • reward/recognition programs for high performing staff • training and development activities
Systems may refer to:	• forums, meetings • newsletters and reports

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	• policies and procedures • web-based communication devices
Continuous improvement processes may include:	• cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • modifications and improvements to systems, processes, services and products • policies and procedures which allow an organisation to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders
Stakeholders may include:	• business or government contacts • funding bodies • individuals within the work team • internal and external contacts • organisation's clients and customers • professional associations • senior management and board members • unions/employee groups
Operational progress may refer to:	• customer service indicators • occupational health and safety indicators • productivity gains • success in meeting agreed goals and performance indicators
Documentation of work team performance may include:	• annotated performance plans • quantitative data such as production figures • recommendations for improvement • records and reports

Unit Sector(s)

Management and Leadership - Management

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BSBMGT605B Provide leadership across the organisation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to demonstrate senior leadership behaviour, and personal and professional competence. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to senior managers who have a role in inspiring and motivating others to achieve organisational goals and to model professionalism in their organisation and industry. Leadership is seen in the context of the organisational mission. Business ethics are also addressed in this unit. The unit may relate equally to leadership of a small to medium sized organisation or to a business unit or area in a large organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate organisational mission and goals	1.1. Clarify objectives, values and standards in accordance with organisation's strategic direction 1.2. Establish linkages between organisational objectives, values and standards and the responsibilities of relevant groups and individuals 1.3. Ensure media and language used is appropriate to individuals and group circumstances 1.4. State clear expectations of internal groups and individuals and explain in a manner which builds commitment to the organisation 1.5. Address ***expectations of the organisation*** 1.6. Investigate ***incidents*** promptly and communicate results clearly to relevant groups and individuals
2. Influence groups and individuals	2.1. Build trust, confidence and respect of diverse groups and individuals, through positive role modelling, and effective communication and consultation 2.2. Embrace, resource and effectively implement improvements to organisational and workplace culture 2.3. Demonstrate understanding of the global environment and new technology in work activities 2.4. Ensure actions convey flexibility and adaptability to

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ELEMENT	PERFORMANCE CRITERIA
	change and accessibility 2.5. Ensure consultation and participation in decision making occurs with relevant groups and individuals where appropriate 2.6. Ensure decision making takes into account needs and expectations of both internal and external groups 2.7. Ensure decision making occurs in accordance with ***risk management*** plans for all options, and within appropriate timeframes 2.8. Ensure that the organisation is represented positively in the media and community
3. Build and support teams	3.1. Assign ***accountabilities and responsibilities*** to teams consistent with their competencies and operational plans 3.2. Ensure teams are resourced to allow them to achieve their objectives 3.3. Empower teams and individuals through effective delegation and support for their initiatives 3.4. Create and maintain ***a positive work environment*** 3.5. Encourage teams and individuals to develop innovative approaches to the performance of work
4. Demonstrate personal and professional competence	4.1. Model ethical conduct in all areas of work and encourage others to adopt business ethics 4.2. Adapt appropriate interpersonal and leadership styles to meet particular circumstances and situations 4.3. Set and achieve personal objectives and work program outcomes 4.4. Ensure self performance and professional competence is continuously improved through engagement in a range of professional development activities 4.5. Participate regularly in industry/professional networks and groups

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• interpersonal skills to communicate and inspire trust and confidence of others and to ensure their cooperation and support • networking skills to ensure support from key groups and individuals for concepts/ideas/products/services • risk management skills to analyse, identify and develop mitigation strategies for identified risks.
Required knowledge
• business ethics and their application • leadership styles and their application • legislation, codes and by-laws relevant to the organisation's operations • organisation mission, purpose and values • organisation objectives, plans and strategies • organisational change processes.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • input from a wide range of sources providing evidence in respect to a broad range of activities and application of business ethics • demonstration of personal competence that links to the organisation's requirements for managers • effective communication skills and an ability to win commitment to the organisation and its activities • knowledge of leadership styles and their application • knowledge of legislation, codes and by-laws relevant to the organisation's operations.
Context of and specific resources for	Assessment must ensure:

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EVIDENCE GUIDE	
assessment	• access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated leadership techniques • observation of presentations • review of media and language used when communicating with individuals and groups • evaluation of accountabilities and responsibilitiesassigned to teams • review of documentation outlining personal objectives and work program outcomes • review of professional development activities undertaken to improve self performance and professional competence.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Advanced Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Expectations of the organisation include:	• environmental management • occupational health and safety • product safety

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RANGE STATEMENT	
	• service • values and ethics • other relevant factors
Incidents may include:	• emergency response • environmental event (emissions, noise, etc.) • product failure • workplace accident
Risk management means:	• process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Accountabilities and responsibilities means:	• clarification of who is to be accountable for a decision or action prior to its execution, and identification of groups, individuals and activities for which a person is responsible for managing
Positive work environment means:	• environment where employees identify with the organisation and its purpose and where communication is free-flowing, decisions are transparent and conflict is positive and constructive

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBMGT608B Manage innovation and continuous improvement

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to people who have managerial responsibilities which include building a better and more effective work environment. Continuous improvement and innovation have links with the model of the learning organisation and people working at this level play an important role in building the culture, values and attitudes of the organisation.

Links may be made between continuous improvement and formal quality systems such as International Standardization for Organization (ISO) or quality software. However it is not assumed that formal quality systems or software are in the workplace.

Innovation is seen as an important attitude and set of practices which should be fostered by people working at this level in teams and across the organisation.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review programs, systems and processes	1.1. Establish strategies to monitor and evaluate performance of key systems and processes 1.2. Undertake detailed analyses of ***supply chains***, operational and product/service delivery systems 1.3. Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness 1.4. Analyse ***performance reports*** and variance from plans for all key result areas of the organisation 1.5. Identify and analyse changing trends and opportunities relevant to the organisation 1.6. Seek advice from ***specialists***, where appropriate, to identify technology and electronic commerce opportunities
2. Develop options for continuous improvement	2.1. Brief groups on performance improvement strategies and innovation as an essential element of competition 2.2. Foster ***creative climate*** and ***organisational learning*** through the promotion of interaction within and between work groups 2.3. Encourage, test and recognise new ideas and entrepreneurial behaviour where successful 2.4. Accept failure of an idea during trialling, and recognise, celebrate and embed success into systems 2.5. Undertake ***risk management*** and ***cost benefit analyses*** for each option/idea approved for trial 2.6. Approve innovations through agreed organisational processes

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3. Implement innovative processes	3.1. Promote ***continuous improvement*** as an essential part of doing business 3.2. Address impact of change and consequences for people, and implement ***transition plans*** 3.3. Ensure objectives, timeframes, measures and communication plans are in place to manage implementation 3.4. Implement ***contingency plans*** in the event of non-performance 3.5. Follow-up failure by prompt investigation and analysis of causes 3.6. Manage emerging challenges and opportunities effectively 3.7. Evaluate continuous improvement systems and processes regularly 3.8. Communicate costs and benefits of innovations and improvements to all relevant groups and individuals

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to identify improvement opportunities in relation to the services/products delivered or concepts/ideas developed
- flexibility and creativity skills to think laterally
- leadership skills to foster a commitment to quality and an openness to innovation.

Required knowledge

- quality management and continuous improvement theories
- creativity/innovation theories/concepts
- risk management.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the

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Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documentation of consultation processes to introduce or evaluate an existing continuous improvement process or system, including suggested actions or an action plan • generation of an idea or concept which exhibits creative thinking and which offers the possibility of advantaging the organisation • how the concept or idea was introduced, tested and evaluated - the idea or concept does not have to have been shown to work or to be adopted by the business • knowledge of quality management and continuous improvement theories.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of creativity/innovation theories/concepts • evaluation of strategies established to monitor and evaluate performance of key systems and processes • review of briefing of groups on performance improvement strategies and innovation • review of documentation communicating costs and benefits of innovations and improvements to relevant groups and individuals.
Guidance information for	Holistic assessment with other units relevant to the

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assessment	industry sector, workplace and job role is recommended, for example: • other units from the Advanced Diploma of Management.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Supply chains includes:	• network of facilities that procures raw materials, transforms them into intermediate products (or services) and then finished goods (or services), and delivers them through a distribution system • procurement, production and distribution, which are viewed as being interlinked not as discrete elements
Performance reports may include:	• budget/cost variance • customer service • environmental • financial • occupational health and safety • quality • other operating parameters
Specialists refers to:	• those people inside and outside the organisation who are expert in the application of technology to process systems and procedures, relevant to the organisation's business
Creative climate means:	• climate of high motivation with extensive expertise, and deliberative and lateral thinking time to think through and test out ideas
Organisational learning refers to:	• extent to which groups and individuals within an organisation are given the opportunity to learn from each other and encouraged to share their learning
Risk management means:	• process of identification of potential negative events and the development of plans to

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	mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Cost benefit analyses means:	• calculation to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and risks in taking that action
Continuous improvement means:	• consistently reviewing what we do in search of a better way and improving the organisation in every aspect of its activities
Transition plan means:	• process of communication and education to help people through major change programs which impact on the way they do their work or them personally
Contingency plan means:	• plan which will deal with the uncertainty of a proposal and will come into operation in the event of a failure or non-conformance

Unit Sector(s)

Management and Leadership - Management

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BSBMGT616A Develop and implement strategic plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish the strategic direction of the organisation, and to sustain competitive advantage and enhance competitiveness. It requires analysis and interpretation of relevant markets, capability assessment of the organisation, and its existing and potential competitors and allies. It also covers implementation of the strategic plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in senior roles in the organisation, who have responsibility for ensuring that the organisation is positioned to ensure its long term viability and success. The unit covers the requirements for analysing the organisation's present position, and for developing specific actions and initiatives that will be undertaken by people working in various roles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Confirm organisational vision and mission	1.1. Check with ***stakeholders*** that organisational vision and mission are still held to be current and are supported 1.2. Make any changes or refinements to vision or mission statement as required 1.3. Review or develop organisational values to support the vision and mission statement 1.4. Gain support for strategic planning process from all relevant stakeholders
2. Analyse the internal and external environment	2.1. Determine information requirements and undertake or commission ***research*** to deliver relevant information 2.2. Analyse political, economic, social, and technological developments in a ***global context*** 2.3. Seek advice from appropriate experts wherever necessary 2.4. Identify and consider strengths and weaknesses of

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ELEMENT	PERFORMANCE CRITERIA
	existing and potential competitors and allies 2.5. Analyse organisation's strengths, weaknesses, opportunities and threats 2.6. Consider co-operative ventures that are supported by risk and cost-benefit analyses, are consistent with the organisational vision, mission and values, and provide for ***due diligence*** 2.7. Check that analysis of internal and external environment is consistent with the perspectives of other informed people
3. Write strategic plan	3.1. Document relevant research and background for inclusion in the strategic plan 3.2. Formulate strategic objectives and strategies needed for the future 3.3. Detail each strategy with an assigned priority, a timeframe, responsible parties and measurable performance indicators 3.4. Circulate strategic plan for comment, support and endorsement
4. Implement strategic plan	4.1. Communicate strategic plan to all relevant parties 4.2. Brief people with a specific role in relation to strategies 4.3. Use performance indicators to monitor progress in implementing plan 4.4. Make necessary refinements to plan 4.5. Evaluate achievement of objectives at agreed milestones 4.6. Review effectiveness of plan and consider methods for improving strategic planning processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to undertake value chain analysis, to review strengths and weaknesses, and to collate and interpret statistical data including trend analysis

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REQUIRED SKILLS AND KNOWLEDGE
• financial skills to consider resource implications of proposed strategies • research skills to ensure accurate, up-to-date information is available for the environmental analysis • risk management skills to plan and undertake appropriate due diligence.
Required knowledge
• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • strategic planning methodologies including political, economic, social and technological (PEST) analysis and strengths, weaknesses, opportunities and threats analysis (SWOT) • competitor knowledge • codes and by-laws relevant to the organisation's operations.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • thorough analysis of the organisation's own capabilities, those of their existing potential competitors and allies, and the external environment • strategic plan which includes objectives, strategies, timeframes, performance indicators and methods for monitoring the implementation of the plan • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of

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EVIDENCE GUIDE	
	portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of strategic planning methodologies • review of documentation outlining strengths and weaknesses of existing and potential competitors and allies • review of strategies and their assigned priority, timeframe, responsible parties and performance indicators.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Advanced Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Stakeholders may include:	• Board • customers • employees • government agencies • owners • shareholders • technical advisers
Research may include:	• commissioned research • demographics • economics • internal research • market segmentation

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RANGE STATEMENT	
	• political • product • social • technological
Global context means:	• examination on a world-wide basis of factors which may impact on the long-term strategic direction of the business
Due diligence means:	• process by which an investor, lawyer, auditor, or other qualified person, verifies the accuracy of data provided by another organisation

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT617A Develop and implement a business plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to run a business operation and covers the steps required to develop and implement a business plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are running an organisation or who take a senior role in determining the effective functioning and success of the organisation. As such, they may oversee the work of a number of teams and other managers. Business plans are critical tools for business growth and development. They will vary depending on the needs of the organisation. This unit covers the typical elements of a business plan and the standard approaches to be used in implementing a business plan. The business plan should be supported by a strategic plan, and may also be supported by a marketing plan and cash flow forecasts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop business plan	1.1. Review and evaluate pre-existing ***strategic***, ***business and operational plan***, if available 1.2. Analyse and interpret business vision, mission, values and objectives 1.3. Consult with ***key stakeholders*** 1.4. Review market requirements for the product or service, profile customer needs and research pricing options 1.5. Develop ***performance objectives and measures*** through consultation with key stakeholders 1.6. Identify financial, human and physical resource requirements for the business 1.7. Consider any permits or licences that may be required for new activity 1.8. Write ***business plan***

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ELEMENT	PERFORMANCE CRITERIA
2. Monitor performance	2.1. Communicate business plan to all relevant parties and ensure understanding of performance requirements and timeframes 2.2. Ensure skilled labour is available to implement plan 2.3. Test performance measurement systems and refine, if necessary 2.4. Ensure timely reports on all key aspects of the business are available, user-friendly and balanced in terms of financial and non-financial performance 2.5. Report system failures, product failures and variances to the business plan as they occur
3. Respond to performance data	3.1. Analyse performance reports against planned objectives 3.2. Review performance indicators and refine if necessary 3.3. Ensure groups and individuals contributing to under-performance are ***coached***, and provide training where appropriate 3.4. Review system processes and work methods regularly as part of continuous improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical and research skills to review the market, to research competitors and to review pricing structures • coaching and communication skills to remediate any under-performance in the work group or individuals • planning and organising skills to sequence activities and to develop a logical structure.
Required knowledge
• performance measurement approaches and benchmarking • options for developing business plans.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analysis of the strengths and weaknesses of a range of business plans • implementation of a business plan including evaluation of performance against documented indicators in key results areas • knowledge of performance measurement approaches and benchmarking.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports/examples of business plans and their outcomes • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of options for developing business plans • review of development of performance objectives and measures • review of how business plan was communicated to all relevant parties.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Advanced Diploma of Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Strategic**, **business and operational plan may include:	• previously formulated:
	  • action plan
	  • business goals
	  • competitor analysis
	  • financing arrangements or financial targets
	  • management arrangements and/or personnel requirements
	  • marketing approaches
	  • product or service research or analysis

Key stakeholders may include:	• business partners or financiers • customers • shareholders • staff • technical experts or advisers
Performance objectives and measures may relate to:	• efficiency measures • input measures such as staff time or dollars allocated • outcomes measures • qualitative indicators such as feedback from customers, effect on the wider market or competitors, staff reports • quantitative indicators, such as numbers produced and sold, turnover, customer satisfaction ranking, lower staff turnover

Business plan includes:	• description of the business
	• business products and services
	• marketing activity
	• financial indicators
	• productivity and performance targets for key result areas such as:
	  • community awareness or branding
	  • environmental impact

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RANGE STATEMENT	
	• governance or management • quality • sales • triple bottom line • workforce
Coaching refers to:	• informal on-the-job and off-the-job advice and training to improve performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMKG401B Profile the market

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to profile a target market or market segments in accordance with a marketing plan and to develop market positioning strategies. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in a marketing team who are responsible for segmenting a target market to review alignment with organisational marketing objectives. This involves identifying viable market segments and profiling target consumers, and then defining the target market in more detail and developing strategies to position products and services. This unit is relevant to individuals working in a variety of marketing communications occupational roles, including advertising, direct marketing, promotional marketing, personal selling and public relations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Segment the market	1.1. Identify ***criteria*** for use in segmenting the market in accordance with the marketing plan 1.2. Identify and access ***sources of information for segmenting and profiling markets*** in accordance with the marketing plan 1.3. Segment the market in accordance with identified criteria 1.4. Review market segments for their usefulness in terms of factors such as their ***size***, ***potential***, ***distinctive needs***, ***easy identification of members*** or ***distinctive media use patterns*** 1.5. Select ***market segments*** to meet marketing objectives, and choose and apply new segmentation criteria if required
2. Identify the target	2.1. Evaluate ***approaches*** to determining and describing

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ELEMENT	PERFORMANCE CRITERIA
market	the total market for a product or service 2.2. Define the target market in terms of the consumers to be included as ***prospective users*** of a product or service, and the selected market segments 2.3. Use ***segment descriptors*** to describe the target market 2.4. Identify available ***strategic marketing options*** and select ***targeting strategies*** that best meet the requirements of the marketing plan
3. Profile the target audience	3.1. Describe the total market and selected market segments in the form of a consumer profile 3.2. Identify consumer characteristics in ***standard statistical terms*** and/or the descriptive terms used in media selection in the consumer profile 3.3. Use ***demographic*** and/or ***psychographic descriptions*** in the consumer profile in accordance with the requirements of the marketing plan 3.4. Describe consumer attitudes to products or services being offered 3.5. Ensure profile meets organisational requirements in terms of language, format, content and level of detail
4. Develop a positioning strategy	4.1. Identify available ***positioning strategies*** and choose a strategy to meet ***marketing requirements*** and consumer profile 4.2. Write a positioning implementation plan containing several options, in accordance with organisational requirements 4.3. Submit plan to supervisor within specified time lines and make appropriate adjustments based on feedback

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• creativity and innovation skills to select targeting and positioning strategies that meet organisation's requirements • culturally appropriate communication skills to relate to people from diverse

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REQUIRED SKILLS AND KNOWLEDGE

backgrounds and people with diverse abilities
• key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
  • Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  • Free TV Australia Commercial Television Industry Code of Practice
  • privacy laws
  • sweepstakes regulations
  • Trade Practices Act
• literacy skills to prepare reports and to interpret internal and external marketing information
• research skills to identify and analyse market segments and target markets.

Required knowledge

• Australian Marketing Institute Code of Professional Conduct
• data collection and analysis techniques
• industry knowledge including:
  • components of the marketing mix
  • elements of marketing planning
• marketing communications concepts and processes
• organisational structures, roles, responsibilities, business and marketing plans
• product and service standards and best practice models
• relevant legislation from all forms of government that may affect aspects of business operation in addition to those listed above, especially in relation to occupational health and safety, environmental issues, equal opportunity, industrial relations and anti-discrimination
• statistical terms used by the Australian Bureau of Statistics.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and	Evidence of the following is essential:

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EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	• developing a market positioning strategy that documents market segmentation, consumer profiling, targeting and strategies relevant to a product or service being offered to the marketplace.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace • access to information on past profiling, segmentation and targeting performed for a product or service.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit: • assessment of positioning implementation plan • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of the application of criteria to segment markets, selection of targeting strategies • oral or written questioning to assess knowledge and understanding • presentation of marketing profiling activities • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG402B Analyse consumer behaviour for specific markets • BSBMKG507AInterpret market trends and developments.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Criteria may include:	• attitude • average order value in units and dollars • desired benefits • business characteristics • consumer needs • demographics • geography • lifestyle • lifetime value in units, dollars and number of transactions • product or service usage • psychographics • recency and frequency of response to direct marketing activities • social and cultural factors
Sources of information for segmenting and profiling markets may include:	• advertising sales representatives • existing research data • industry sources • media representatives • original a priori research (where the market segments are assumed at the beginning and research is used to confirm them) • original response based research • owners or brokers of mail, email and phone lists • sales representatives • website operators
Usefulness in terms of ***size*** may include:	• segments which are large enough to justify the expense of creating distinctive offers and creative executions • small segments which are viable if telephone and email are used as communication media rather than other types of media
Potential may include:	• high response of market segment members to test campaigns • high response to previous campaigns by members of market segments

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RANGE STATEMENT	

Distinctive needs may include:	• specific price points
	• specific products or services
	• specific response vehicles such as:
	  • store visiting only
	  • website only response
	• specific timing of communications such as:
	  • day of week
	  • seasonality
	  • time of day

Easy identification of members may include:	• flags such as:
	  • postcode
	  • date of last purchase
	• geographical location of segment members, such as:
	  • city
	  • metropolitan region
	  • regional centre
	  • rural region
	  • state or territory
	• spending habits such as:
	  • one-off purchasers
	  • subscribers

Distinctive media use patterns may include:	• age • email use • ethnic language television, newspapers and radio • gender • internet use • mobile phone use • special interests
Selection of ***market segments*** may be contingent upon:	• expected frequency of purchase • expected lifetime as customers • expected volume of purchase • how efficiently segment members can be reached with targeted communications • one or more segments
Approaches may include:	• describing total market in dollar or unit terms as gross sales of all other products or services similar to those offered by the organisation

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RANGE STATEMENT	
	• describing total market in prospect terms as those most similar to current customers • identifying consumers with relevant needs • identifying current users of a product or service • identifying people with related characteristics
Prospective users may include:	• market segment users most similar to current customers

Segment descriptors may include:	• demographic descriptions
	• geographic descriptions
	• historic descriptions such as:
	  • volume of purchase
	  • frequency of purchase
	• psychographic descriptions

Strategic marketing options may include:	• advertising strategies such as:
	  • most cost effective creative executions
	  • most cost effective media or media vehicle for each segment
	  • most cost-effective media or media vehicle
	• distribution strategies such as:
	  • one-step
	  • multi-step
	• innovative strategies

Targeting strategies may include:	• anniversary of first purchase • concentrated, differentiated and mass strategies • de-duping prospect lists against customer lists • differentiation and segmentation • ease of entry • frequency of purchase • gender • geography of home or workplace • growth considerations • innovation • market share • media usage • niche markets • price sensitivity • purchasing power • recency of purchase • sales volume

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RANGE STATEMENT	

Standard statistical terms may include:	• categories used by the Australian Bureau of Statistics in collecting and reporting census data
	• media selection terms such as:
	  • behaviouristics
	  • demographics
	  • geo-demographic analysis of census data available from proprietary research suppliers
	  • geographic selections and segmentations

Demographic descriptions may include:	• age • date and place of birth • disability • education • first language • gender • household income • indigenous Australian • languages spoken at home • marital status • nationality • number and age of children • occupation
Psychographic descriptions may include:	• activities • affiliations • attitudes • interests • lifestyle • opinions • political views • values
Positioning strategies may include:	• competitive positioning • conspicuous positioning • convenience of use • convenience to buy • image perceptions • market follower positions • market leader positions • Me-Too positioning • prestige and exclusive positioning

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RANGE STATEMENT	
	• pricing • quality • repositioning • service positioning • uniqueness • value positioning
Marketing requirements may include:	• business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG402B Analyse consumer behaviour for specific markets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to analyse consumer behaviour to target marketing to specific markets and specific needs. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in a marketing team who need to analyse consumer behaviour to examine the factors that impact on decisions to purchase products or services. Having thoroughly analysed consumer attitudes and behaviour, recommendations can be made on marketing strategies to increase consumption of the product or service being marketed. This unit analyses consumer behaviour in greater detail than BSBMKG401B Profile the market, which covers more generic profiling, targeting, and positioning strategy development and planning. This unit is relevant to individuals working within a variety of marketing communications occupational roles including advertising, public relations, direct marketing, promotional marketing or personal selling roles.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Confirm product or service market	1.1. Gather ***information on the market or market segment*** for a product or service in accordance with the marketing plan 1.2. Identify consumer attributes for the market or market segment from the market profile or existing customer data 1.3. Identify and test features of the product or service in accordance with the marketing plan
2. Assess the reasons for existing levels of consumer interest	2.1. Investigate consumer need for the product or service through analysis of trends and past performance 2.2. Review past ***marketing*** or positioning of a product or service in relation to the effectiveness of its focus of appeal 2.3. Assess, test and estimate the impact of ***individual***,

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ELEMENT	PERFORMANCE CRITERIA
	social and lifestyle influences on consumer behaviour for a product or service 2.4. Analyse ***consumer responses*** to previous marketing communications 2.5. Assess ***organisational behaviour*** capability to respond quickly to consumer demand for products or services in accordance with the marketing plan
3. Recommend a focus of appeal for marketing strategies for a product or service	3.1. Ensure marketing strategies address innate and acquired needs of consumers and appeal to the motives that influence decision making 3.2. Present a rationale for the focus of appeal that outlines how influences on consumer behaviour will be used to target effective marketing strategies 3.3. Ensure the focus of appeal meets ***legal and ethical obligations*** and the budgetary requirements of the marketing plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to prepare reports with complex marketing concepts
- research skills to investigate overall market trends, past product/service performance and consumer behaviour characteristics.

Required knowledge

- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
  - anti-discrimination legislation and the principles of equal opportunity, equity, and diversity
  - ethical principles
  - Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  - Free TV Australia Commercial Television Industry Code of Practice

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REQUIRED SKILLS AND KNOWLEDGE
• privacy laws • industry and product or service knowledge • marketing communication concepts and processes • organisational structure, procedures and marketing objectives.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documenting and presenting an analysis of consumer behaviour including recommendations on what marketing strategies should be developed to influence consumers to be more inclined to purchase a product or service • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to past marketing performance review documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports containing analysis of consumer behaviour and recommendations • demonstration of techniques to analyse consumer behaviour • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations of analysis conducted and resulting recommendations • oral or written questioning to assess knowledge and

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EVIDENCE GUIDE	
	understanding • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG401B Profile the market • other marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Information on the market or market segment may include:	• customer segments such as:
	  • active customers
	  • inactive customers
	  • former customers
	• demographics
	• existing product usage
	• lifestyle
	• non-customer segments such as:
	  • core prospects
	  • non-core prospects
	• social and cultural factors
	• values or attitude factors

Marketing may include:	• business-to-consumer marketing • business-to-business marketing • direct marketing • ideas marketing • marketing of goods

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RANGE STATEMENT	
	• public sector marketing • services marketing • telemarketing
Individual influences may include:	• attitudes • beliefs • learning • past experience • perception • personality • self-image
Social influences may include:	• culture • family background • family decision-maker/s • social class • socioeconomic factors
Lifestyle influences may include:	• aspirations • interests • leisure activities
Consumer responses may include:	• average order value • preferred frequency of contact • preferred medium of contact • preferred medium of response • preferred order size • preferred price point for typical purchase • preferred range of options within a single offer
Organisational behaviour may include:	• contract buying • group decision making • modified re-purchase • new purchases • re-purchase

Legal and ethical obligations may include:	• codes of practice
	• cultural expectations and influences
	• ethical principles
	• relevant legislation
	• policies and guidelines
	• regulations
	• social responsibilities such as:
	  • protection of children
	  • environmental issues

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RANGE STATEMENT	
	• societal expectations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG413A Promote products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate and review the promotion of an organisation's products and services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan promotional activities	1.1. Identify and assess ***promotional activities*** to ensure compatibility with ***organisational requirements*** 1.2. Plan and schedule promotional activities according to the marketing needs of the organisation 1.3. Determine overall promotional objectives in consultation with ***designated individuals and groups*** 1.4. Ensure that time lines and costs for promotion of activities are realistic and consistent with budget resources 1.5. Develop action plans to provide details of products and services being promoted
2. Coordinate promotional activities	2.1. Ensure ***personnel and resources*** to support promotional activities are identified and prepared to facilitate the achievement of promotional goals 2.2. Identify and agree ***roles and responsibilities*** for delivery of promotional services and allocate to relevant personnel 2.3. Establish and conduct relationships with targeted groups in a manner which enhances the positive image of the organisation 2.4. Use ***networks*** to assist in the implementation of promotional activities
3. Review and report on	3.1. Analyse audience feedback and data to determine

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ELEMENT	PERFORMANCE CRITERIA
promotional activities	the impact of the promotional activity on the delivery of products and services 3.2. Assess effectiveness of planning processes to identify possible improvements in future activities 3.3. Collect ***feedback*** and provide to personnel and agencies involved in promotional activity 3.4. Analyse costs and time lines to evaluate the benefits accruing from the promotional activities 3.5. Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of promotional activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read a variety of texts; to prepare general information and papers; and to write formal and informal letters according to target audience
- technology skills to select and use technology appropriate to a task
- problem-solving skills to manage contingencies in promotional activities
- numeracy skills to analyse data and to compare time lines and promotional costs against budgets.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety (OHS)
- planning processes for organising promotional activities
- organisational marketing plan and associated budgets.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • designing and delivering promotional presentations • evaluating promotional impacts • presenting and advocating promotional strategies within the organisation • assessing and reporting on customer satisfaction
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of products/services and promotional strategies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of action plans developed for products and services being promoted • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • assessment of written reports.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other marketing, sales or public relations units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Promotional activities may include:	• advertisements • client functions • employee functions • media announcements • product launches • web pages
Organisational requirements may include:	• access and equity principles and practices • confidentiality and security requirements • defined resource parameters • ethical standards • filing and documentation storage processes • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services
Designated individuals and groups may include:	• colleagues • committees • customers • external organisations • line management • supervisor
Personnel and resources may include:	• management • marketing funds • organisational personnel • promotional products

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RANGE STATEMENT	
	• samples • technology • time • venue
Roles and responsibilities may include:	• Code of Conduct • job description and employment arrangements • marketing plans • organisation's policy relevant to work role • skills, training and competencies • supervision and accountability requirements including OHS • team structures
Networks may include:	• company • customer • internal • media and promotional • professional • social
Feedback may include:	• customer/client response • employee data • sales orders • market share data • focus groups

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

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Co-requisite units

Co-requisite units		

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BSBMKG502B Establish and adjust the marketing mix

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine the optimum marketing mix for a business through analysis of inter related marketing components. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals in marketing management roles responsible for developing the marketing and promotional mix within an organisation. They may also adjust the marketing mix when new marketing opportunities have been identified. The skills and knowledge required to evaluate and identify new market opportunities are covered in BSBMKG501B Identify and evaluate marketing opportunities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Evaluate each component of the marketing mix	1.1. Identify key ***characteristics of products or services*** and estimate their significance to the market 1.2. Review pricing policy and analyse ***pricing variables*** to determine their effect on demand 1.3. Analyse ***promotional methods*** to determine their importance to ***marketing*** outcomes 1.4. Review ***channels of distribution*** and estimate their significance in relation to marketing outcomes 1.5. Identify and analyse ***level of customer service*** provision to determine its significance to marketing outcomes 1.6. Identify potential customer base and key pressure points for success 1.7. Analyse and test the effect of the components of ***marketing mix*** on each other, and establish their relative importance to customer base
2. Determine marketing	2.1. Identify and asses environmental factors for their

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ELEMENT	PERFORMANCE CRITERIA
mix for specific markets	impact on marketing mix 2.2. Identify ***consumer priorities***, ***needs and preferences*** that affect marketing mix 2.3. Consider product, pricing, promotional, distribution and service variations, and evaluate these against marketing objectives, target market characteristics and desired positioning 2.4. Select marketing mix that best satisfies target market and meets marketing objectives 2.5. Ensure marketing mix decision meets organisational, strategic and operational marketing objectives
3. Monitor and adjust marketing mix	3.1. Monitor marketing mix against marketing performance and isolate components for testing 3.2. Evaluate implications of altering one or more components of marketing mix in relation to market factors and consumer response 3.3. Adjust components of marketing mix in response to test results and evaluation of market response 3.4. Ensure adjusted marketing mix meets budgetary requirements 3.5. Ensure adjusted marketing mix continues to meet organisational, strategic and operational marketing objectives, and desired positioning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • literacy skills to identify market information, to write in a range of styles for different audiences and to interpret requirements • numeracy skills to interpret testing results and to manage marketing budgets • organisational and time management skills to design and adjust a marketing mix.
Required knowledge
• key provisions of relevant legislation from all forms of government that may affect

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REQUIRED SKILLS AND KNOWLEDGE
aspects business operations, codes of practice and national standards such as: • anti-discrimination legislation and principles of equal opportunity, equity and diversity • ethical principles • marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice; Free TV Australia Commercial Television Industry Code of Practice • privacy laws • Trade Practices Act • organisational policies, procedures, products and services • principles and concepts of marketing such as consumer or buyer behaviour and elements of marketing mix • statistical techniques.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing a report containing a description of activities undertaken to establish a marketing mix in an organisation, including information on each element of the marketing mix, such as: • levels of customer service to be provided • how a product or service will be distributed • how a product or service will be priced • whether additional products or services will be offered • how the product or service will be promoted • reporting on at least one review of the success of marketing mix activities developed including coverage of any necessary adjustments made.
Context of and specific resources for	Assessment must ensure:

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EVIDENCE GUIDE	
assessment	• access to an actual or simulated workplace • access to office equipment and resources • access to organisational and marketing strategic plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports on the marketing mix • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on the marketing mix or changes made to the marketing mix • oral or written questioning to assess knowledge and understanding • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG501B Identify and evaluate marketing opportunities • other marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Characteristics of products or services may include:	• brand • brand loyalty

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RANGE STATEMENT	
	• compatibility with other products, services or equipment • degree of customisation • design • durability • ease of maintenance • features • flexibility • functional performance • innovativeness • occupational health and safety issues • packaging • pollution hazard reduction • quality • range of size, colour or other factors • reduction of risks to health and safety, such as noise • robustness • styling • technical features • upgrading • volumes available
Pricing variables may include:	• cost of ownership • credit terms • discount percentages • discount structure • financial deals • leasing arrangements • price point chosen • psychological elements • residual value • sales • special offers • stage payments

Promotional methods may include:	• impersonal promotion such as:
	  • advertising
	  • sales promotion
	• personal promotion such as:
	  • direct marketing
	  • face-to-face selling

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RANGE STATEMENT	
	• personal selling • segmentation
Marketing may include:	• business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
Channels of distribution may include:	• dealers • delivery service • distributors • e-business • franchisees • internet • mail order • podcasts • re-seller • retail • self-service • telesales • wholesale
Level of customer service may include:	• after sales service • call centre support • electronic client service • no customer service • one-on-one personal service • sales assistance for problems or queries only
Marketing mix may include:	• customer service variables • distribution variables • pricing variables • product or service variables • promotional variables
Customer priorities, ***needs and preferences*** may include:	• required or preferred products/services • preferred price point • preferred purchase volume in units and in dollars • preferred method of payment • preferred time and place for responding

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RANGE STATEMENT	

	• preferred time and place to take delivery
	• preferred medium to respond to direct response offers such as:
	  • in person
	  • mail
	  • phone
	  • website

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG507A Interpret Market Trends And Developments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct an analysis of market data in order to determine organisational and competitor business performance, and to prepare market and business forecasts that assist in targeting marketing activities and in drawing up a marketing plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to marketing professionals who use statistical techniques to analyse organisational and competitor marketing performance, and to interpret new and emerging trends when forecasting future business needs. Information gathered is used to assist in developing an organisation's marketing plan and to determine the current or potential future success of marketing strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Interpret trends and market developments	1.1. Use ***statistical analysis*** of market ***data*** to interpret ***market trends and developments*** 1.2. Analyse market trends and developments for their potential impact on the business 1.3. Use ***measures of central tendency or dispersion and correlations*** between ***sets of data*** for quantitative interpretation of comparative market data 1.4. Perform qualitative analysis of ***comparative market information*** as a basis for reviewing business performance 1.5. Analyse the market ***performance of existing and potential competitors*** and their products or services, to identify potential ***opportunities*** or ***threats***
2. Analyse qualitative results	2.1. Analyse performance data from all areas of the business to determine success of marketing activities 2.2. Identify over-performing and under-performing

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ELEMENT	PERFORMANCE CRITERIA
	products and services to be considered for redevelopment or withdrawal 2.3. Forecast existing and emerging market needs based on information available using ***forecasting techniques***
3. Report on market data	3.1. Prepare, plot and interpret data for visual presentation 3.2. Assess visual presentation for potential problems, and take any necessary corrective action 3.3. Report on analysis of market data to meet organisational requirements in terms of content, format, level of detail and scheduling

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- facilitation and presentation skills to present statistical findings
- literacy skills to prepare reports containing complex ideas and concepts
- numeracy skills to use a range of statistical analysis techniques and elementary probability.

Required knowledge

- economic, social, and industry directions and trends
- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
  - anti-discrimination legislation
  - consumer laws including appropriate state/territory legislation
  - ethical principles
  - marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  - privacy laws
  - Trade Practices Act
- software applications especially spreadsheets and statistical packages, and use of the internet

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REQUIRED SKILLS AND KNOWLEDGE
• statistical methods and techniques, and reporting formats.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying a range of statistical techniques to analyse market trends and developments, current marketing performance and comparative market information • documenting analysis of market data including visual presentation of findings.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports presenting findings of statistical analysis • demonstration of statistical and forecasting techniques in the workplace • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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EVIDENCE GUIDE	
	for example: • BSBMKG401B Profile the market • BSBMKG402B Analyse consumer behaviour for specific markets • BSBMKG501B Identify and evaluate marketing opportunities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Statistical analysis may include:	• conversion rate of leads to sales
	• measures of central tendency particularly for such things as:
	  • average order value
	  • average response rate
	• measures of dispersion
	• nature and degree of relationship between variables
	• net response rate
	• normal distribution probability curve
	• sampling
	• time series analysis such as:
	  • speed of response curve
	  • recency or frequency grids
	  • lifetime value of customers
	  • net present value of customers

Data may include:	• charts • curves • graphs • spreadsheets
Market trends and developments	• changes in technology

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RANGE STATEMENT	
may include:	• changes in supplier prices • demographic trends • ecological and environmental trends • economic trends (local, regional, national, international) • government activities e.g. interest rates, deregulation • industrial trends • penetration of new technologies • social and cultural factors
Measures of central tendency or dispersion and correlations may include:	• cross-tabulations for grouped or ungrouped data • mean • median • mode • Z, T and chi square tests

Sets of data may include:	• geodemographic segmentations available from proprietary suppliers such as:
	  • ACORN
	  • MOSAIC
	  • PRIZM
	• segmentation by customer lists such as:
	  • average order value by units or dollars
	  • geography
	  • lifetime value by units, dollars and transactions
	  • recency and frequency or response/purchase
	• segmentation of the prospect list by:
	  • demographic match with customers
	  • geographic match with customers
	  • psychographic match with customers

Comparative market information may include:	• best practice information
	• books and articles, including:
	  • academic
	  • business
	  • general
	  • industry
	• brochures

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RANGE STATEMENT	
	• direct mail packages • documentaries and interviews on broadcast media • inter-firm comparison data • international benchmarking • internet • public or proprietary research • speeches

Performance of existing and potential competitors may include:	• comparisons about:
	  • corporate share price
	  • market share
	  • number of customers
	  • profitability
	  • sales in units or dollars

Opportunities may include:	• alliances
	• cooperative ventures
	• exports
	• extending, expanding or otherwise changing an existing business through:
	  • increasing customer numbers
	  • increasing average order value
	  • increasing lifetime value of the customer
	  • reducing costs of marketing
	  • improving current products/services
	  • developing new distribution channels
	• franchising
	• joint ventures
	• new products or services for existing markets
	• new products or services for new markets
	• potential for greater penetration of existing markets with existing products or services
	• strategic alliances

Threats may include:	• new competitor entering the market • new products or services being launched by existing competitors • increased number of inactive customers resulting in reduced average lifetime • reduced average order value resulting in reduced average lifetime value

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RANGE STATEMENT	
Forecasting techniques may include:	• Delphi techniques • model building • projection • scenario planning • surveys of intentions • top-down forecasting bottom-up forecasting

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG514A Implement and monitor marketing activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement marketing activities described in a marketing plan, to monitor their effectiveness in meeting organisational marketing objectives, and take actions to improve marketing performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in marketing management positions who are responsible for implementing and monitoring organisational marketing strategies. In this role they would usually lead and coordinate a marketing team, implement the marketing plan, monitor the performance of marketing strategies and evaluate their effectiveness. They also involve team members in identifying improvements to marketing strategies and formulating recommendations for future marketing activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Implement marketing strategies and tactics	1.1. Brief ***stakeholders*** who participated in the ***marketing*** planning process on their implementation roles and responsibilities 1.2. Identify and brief marketing and ***non-marketing personnel*** critical to the success of the marketing plan, on the objectives of the plan, performance measures, and their roles and responsibilities 1.3. Prioritise marketing strategies and identify ***resources*** for their implementation, in accordance with organisational requirements 1.4. Implement communication and team building strategies to ensure that personnel responsible for each element of the ***marketing mix*** work together to meet the organisation's marketing objectives 1.5. Implement strategies for monitoring marketing activities and analysing marketing performance, in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with the marketing plan
2. Monitor marketing strategies and tactics	2.1. Monitor and implement promotional activity against communication objectives in the marketing plan 2.2. Monitor product, pricing and distribution decisions against organisational policy and the objectives of the marketing plan 2.3. Monitor marketing results against targets in the marketing plan 2.4. Monitor marketing revenue and costs against budget, and analyse record variations 2.5. Prepare and present marketing reports that indicate ongoing progress towards marketing objectives
3. Evaluate and improve marketing performance	3.1. Regularly assess marketing performance against objectives 3.2. Identify opportunities for improvement through discussion with customers and personnel responsible for each element of the marketing mix 3.3. Change business practices in line with changing customer requirements to maintain business relevance and viability 3.4. Document recommendations for improvement in accordance with organisational requirements 3.5. Communicate changes to marketing objectives and targets with relevant stakeholders, to facilitate implementation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • literacy skills to prepare complex reports on marketing performance • numeracy skills to analyse marketing performance, revenue and cost • teamwork skills to manage a marketing team.
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• organisational strategic and marketing objectives, plans and performance measures
• principles of the marketing mix
• key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
  • anti-discrimination legislation and principles of equal opportunity, equity, and diversity
  • ethical principles
  • marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  • privacy laws
  • Trade Practices Act.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • successfully implementing marketing strategies identified in an organisation's marketing plan • coordinating personnel involved in conducting marketing activities • monitoring, evaluating and reporting on marketing activities against defined objectives • modifying marketing activities in line with new or emerging trends.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to organisational and marketing strategic plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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EVIDENCE GUIDE	
	• analysis of responses to case studies and scenarios • assessment of written reports on marketing performance • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of team management activities • observation of presentations on marketing performance reports • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Stakeholders may include:	• Board of directors • finance staff • human resources staff • IT staff • managers • marketing personnel • owners • production staff • supervisors
Marketing may include:	• business-to-business marketing • direct marketing

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RANGE STATEMENT	
	• ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
Non-marketing personnel may include:	• advertising personnel • managers • public relations personnel • sales manager • sales team • staff • supervisors
Resources may include:	• financial • human • IT • physical • technical

Marketing mix may include:	• distribution
	• level of service
	• pricing
	• product or service variables such as:
	  • design
	  • quality
	  • range
	  • safety features
	  • technical features
	• promotion

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

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Co-requisite units

Co-requisite units		

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BSBMKG608A Develop organisational marketing objectives

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct a strategic analysis to develop organisational marketing objectives. This involves reviewing the organisation's internal and external environments, evaluating past and current marketing performance, and exploring and evaluating new marketing opportunities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to senior marketing professionals who are responsible for providing strategic direction to the marketing function of an organisation. Their responsibilities include analysing information on the internal and external business and marketing environment; examining current marketing performance; identifying new marketing opportunities arising from emerging trends; and devising strategies to achieve overall business objectives. Individuals operating at this level will generally conduct these activities using information gathered by people working under their direct and indirect supervision at lower levels of the organisation. This unit should be assessed either before or in conjunction with BSBMKG609A Develop a marketing plan, which covers the skills and knowledge to devise specific marketing strategies and tactics arising from formulation of marketing objectives.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify strategic direction	1.1. Confirm organisation's mission, vision, purpose and values from current organisational materials or from owners, directors or senior management 1.2. Analyse ***strategic organisational documents*** to identify organisational directions and targets 1.3. Complete a ***situational analysis*** that identifies factors impacting on the direction and performance of the business 1.4. Identify ***legal and ethical requirements*** for the

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ELEMENT	PERFORMANCE CRITERIA
	organisation 1.5. Document and confirm the strategic direction of the organisation with owners, directors or senior management, and identify its impact on marketing activities
2. Review marketing performance	2.1. Evaluate the effectiveness of previous marketing and positioning strategies to identify lessons learned 2.2. Analyse current key products or services and major markets for strengths, weaknesses, opportunities and threats 2.3. Evaluate previous marketing opportunities captured by the organisation, and examine and document their profitability 2.4. ***Evaluate marketing performance*** against previous objectives, targets to identify critical success factors, and areas for improvement
3. Scope marketing opportunities	3.1. Identify and analyse marketing opportunities in terms of their viability and likely contribution to the business 3.2. Use an assessment of external factors, costs, benefits, risks and opportunities to determine the scope of each marketing opportunity 3.3. Analyse opportunities in terms of their likely fit with organisational goals and capabilities 3.4. Evaluate each opportunity to determine its likely impact on current business and customer base
4. Formulate marketing objectives	4.1. Develop objectives in consultation with ***key internal stakeholders*** that are attainable and measurable, and that identify the nature and extent of what is to be achieved 4.2. Ensure objectives are consistent with the forecast needs of the business and the market 4.3. Ensure objectives are compatible with the organisation's projected capabilities, resources and financial position 4.4. Ensure objectives are compatible with the organisation's direction and purpose, and meet legal and ethical requirements 4.5. Formulate long term strategic objectives and related key performance indicators by product or service, market segment and overall 4.6. Develop a risk management strategy to identify risks

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ELEMENT	PERFORMANCE CRITERIA
	and manage contingencies, and to ensure that marketing objectives are met in accordance with overall organisational requirements 4.7. Document marketing objectives

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to question, clarify and report • information management skills to extract relevant details when conducting strategic analysis • literacy skills to write in a range of styles for different audiences, and to interpret legal requirements and strategic organisational documents • numeracy skills to analyse marketing performance data.
Required knowledge

• financial management techniques
• key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
  • Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  • Australian E-commerce Best Practice Model
  • Australian Government Policy Framework for Consumer Protection in Electronic Commerce
  • confidentiality requirements
  • copyright laws
  • defamation laws
  • Free TV Australia Commercial Television Industry Code of Practice
  • anti-discrimination legislation and principles of equal opportunity, equity, and diversity
  • privacy laws
  • sweepstakes regulations
  • Trade Practices Act
• organisational structure, policies, procedures, products or services and overall

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REQUIRED SKILLS AND KNOWLEDGE
strategic plans • principles and concepts of marketing and evaluation methodologies • strategic, operational and tactical analysis techniques.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• developing marketing objectives for an organisationincluding:
	  • undertaking strategic analysis reviewing current marketing performance
	  • formulating short and long term marketing objectives
	• developing a marketing risk management strategy.

Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to examples of previous strategic and marketing strategic, analyses and plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports on strategic analysis conducted and formulated objectives • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on marketing performance and objectives • oral or written questioning • review of authenticated documents from the

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EVIDENCE GUIDE	
	workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG609A Develop a marketing plan • other marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Strategic organisational documents may include:	• annual reports • codes of practice • company policy • customer service charter • security and privacy policies • strategic marketing plans • strategic plans
Situational analysis may include:	• collaborators analysis • competitive analysis • environmental analysis • market analysis • market measurements • productivity or profitability analysis
Legal and ethical requirements may include:	• codes of practice • cultural expectations and influences • environmental issues • ethical principles • health and safety of workplace personnel • legislation

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RANGE STATEMENT	
	• policies and guidelines • regulations • security and privacy issues • social responsibilities • societal expectations
Evaluating marketing performance may include:	• comparative analysis • competitive analysis • life cycle models • product portfolio analysis • strengths, weaknesses, opportunities, threats (SWOT) analysis • value chain analysis
Key internal stakeholders may include:	• Board of directors • finance staff • human resources staff • IT staff • managers • marketing personnel • owners • production staff • supervisors

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBMKG609A Develop a marketing plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research, develop and present a marketing plan for an organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in senior marketing positions who are responsible for formulating a marketing plan by developing specific marketing strategies and tactics in accordance with the organisation's overall marketing objectives. Individuals operating at this level may receive input from people working under their supervision who collect information required to devise specific marketing strategies and tactics. This unit builds on BSBMKG608A Develop organisational marketing objectives, which covers the skills and knowledge required to conduct a strategic analysis to formulate organisational marketing objectives.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Devise marketing strategies	1.1. Evaluate ***marketing opportunity options*** that address organisational objectives, and evaluate their risks and returns in the selection process 1.2. Develop ***marketing strategies*** that address strengths and opportunities within the organisation's projected capabilities and resources 1.3. Develop strategies which increase resources or organisational expertise where gaps exist between current capability and marketing objectives 1.4. Develop feasible marketing strategies and communicate reasons that justifies their selection 1.5. Ensure strategies align with organisation's strategic direction 1.6. Develop a ***marketing performance review strategy***,

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ELEMENT	PERFORMANCE CRITERIA
	incorporating appropriate marketing metrics to review of organisational performance against marketing objectives
2. Plan marketing tactics	2.1. Detail tactics to implement each marketing strategy in terms of scheduling, costing, accountabilities and persons responsible 2.2. Identify coordination and monitoring mechanisms for scheduled activities 2.3. Ensure tactics are achievable within organisation's projected capabilities and budget 2.4. Ensure tactics meet ***legal and ethical requirements*** 2.5. Ensure tactics provide for ongoing review of performance against objectives and budgets, and allow marketing targets to be adjusted if necessary
3. Prepare and present a marketing plan	3.1. Ensure marketing plan meets organisational, as well as marketing, objectives and incorporates ***marketing approaches*** and a strategic ***marketing mix*** 3.2. Ensure marketing plan contains a rationale for objectives and information that supports the choice of strategies and tactics 3.3. Present marketing plan for approval in the required format and timeframe 3.4. Adjust marketing plan in response to feedback from key stakeholders and disseminate for implementation within the required timeframe

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • leadership skills to gain trust and confidence of colleagues and clients • literacy skills to identify company and product or service information, to interpret strategic reports, to write in a range of styles for different audiences and to interpret legal requirements, company policies and procedures • numeracy skills to analyse, create and manage budgets for marketing activities

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REQUIRED SKILLS AND KNOWLEDGE
• organisational and time management skills to sequence tasks and meet time lines • presentation and facilitation skills to present a marketing plan.
Required knowledge

• organisational structure, products and services, overall strategic and marketing objectives
• key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
  • anti-discrimination legislation and principles of equal opportunity, equity, and diversity
  • Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  • Australian E-commerce Best Practice Model
  • Australian Government Policy Framework for Consumer Protection in Electronic Commerce
  • confidentiality requirements
  • copyright laws
  • defamation laws
  • Free TV Australia Commercial Television Industry Code of Practice
  • privacy laws
  • sweepstakes regulations
  • Trade Practices Act
• industry products and services knowledge.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • devising, documenting and presenting a marketing plan detailing approaches and the marketing mix to achieve organisational marketing objectives.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to strategic plans and marketing objectives.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written marketing plans outlining marketing strategies and tactics to be used in achieving organisational marketing objectives • demonstration of techniques used to develop marketing strategies in conjunction with relevant persons • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentation of marketing plan to relevant persons • oral or written questioning • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG608A Develop organisational marketing objectives • other marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Marketing opportunity options	• cooperative ventures • exports

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RANGE STATEMENT	
may include:	• extending, expanding or otherwise changing an existing business • franchising • joint ventures • new businesses • new products or services for existing markets • new products or services for new markets • potential for greater penetration of existing markets with existing products or services • strategic alliances • take-overs
Marketing strategies may include:	• achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products or services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership or product differentiation within a specialist market segment
Marketing performance review strategy may include:	• comparative analysis • competitive analysis • life cycle models • product portfolio analysis • strengths, weaknesses, opportunities, threats (SWOT) analysis • value chain analysis
Legal and ethical requirements may include:	• codes of practice • cultural expectations and influences • environmental issues • ethical principles • legislation • policies and guidelines • regulations • safety issues • security and privacy issues

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RANGE STATEMENT	
	• social responsibilities • societal expectations
Marketing approaches may include:	• differentiated target marketing • direct marketing • direct response marketing • e-business • mass distribution • mass marketing • personal selling • product variety marketing • promotion marketing

Marketing mix may include:	• product or service variables such as:
	  • technical features
	  • design
	  • quality
	  • range
	  • safety features
	• pricing
	• promotion
	• distribution
	• level of service

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBOHS509A Ensure a safe workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish, maintain and evaluate the organisation's occupational health and safety (OHS) policies, procedures and programs in the relevant work area in accordance with OHS legal requirements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Managers play an important role in ensuring the safety of the workplace and the wellbeing of their staff. This unit applies to managers working in a range of contexts. It takes a systems approach and ensures compliance with relevant legislative requirements. All those who have, or are likely to have, a management responsibility for OHS should undertake this unit. It is relevant for those with managerial responsibilities, either as an owner or employee-manager of a business.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Establish and maintain an OHS system	1.1. Locate and communicate OHS policies which clearly express the organisation's commitment to implement relevant ***OHS legislation*** in the enterprise 1.2. Define OHS responsibilities for all workplace personnel in accordance with OHS policies, procedures and programs 1.3. Identify and approve financial and human resources for the effective operation of the OHS system
2. Establish and maintain participative arrangements for the management of OHS	2.1. Establish and maintain participative arrangements with employees and their representatives in accordance with relevant OHS legislation 2.2. Appropriately resolve issues raised through participative arrangements and consultation 2.3. Promptly provide information about the outcomes of participation and consultation in a manner accessible to employees
3. Establish and	3.1. Develop procedures for ongoing hazard

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ELEMENT	PERFORMANCE CRITERIA
maintain procedures for identifying hazards, and assessing and controlling risks	identification, and assessment and ***control of associated risks*** 3.2. Include hazard identification at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created by the proposed changes 3.3. Develop and maintain procedures for selection and implementation of risk control measures in accordance with the hierarchy of control 3.4. Identify inadequacies in existing risk control measures in accordance with the hierarchy of control and promptly provide resources to enable implementation of new measures 3.5. Identify intervention points for expert OHS advice
4. Establish and maintain a quality OHS management system	4.1. Develop and provide an OHS induction and training program for all employees as part of the organisation's training program 4.2. Utilise system for ***OHS record keeping*** to allow identification of patterns of occupational injury and disease in the organisation 4.3. Measure and evaluate the OHS system in line with the organisation's quality systems framework 4.4. Develop and implement improvements to the OHS system to achieve organisational OHS objectives 4.5. Ensure compliance with the OHS legislative framework so that legal OHS standards are maintained as a minimum

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytic skills to analyse relevant workplace data in order to identify hazards, and to assess and control risks • communication skills to consult with staff and to promote a safe workplace • problem-solving skills to deal with complex and non-routine difficulties • technology skills to store and retrieve relevant workplace data.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• application of the hierarchy of control (the preferred order of risk control measures from most to least preferred, that is, elimination, engineering controls, administrative controls, personal protective equipment) • hazard identification and risk management • relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • reporting requirements.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • detailed knowledge and application of all relevant OHS legislative frameworks • establishment and maintenance of arrangements for managing OHS within the organisations' business systems and practices • identification of intervention points for expert OHS advice • principles and practice of effective OHS management in a small, medium or large business.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of techniques

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EVIDENCE GUIDE	
	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of OHS policies, information provided on the OHS system, information about the outcomes of participation and consultation provided to employees • oral or written questioning to assess knowledge of OHS and OHS legislation • evaluation of OHS induction and training • review of OHS record keeping system.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other OHS units • units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
OHS legislation will depend on state/territory legislation and requirements, and will include:	• common law duties to meet general duty of care requirements • regulations and approved codes of practice relating to hazards in the work area • requirements for establishment of consultative arrangements including those for health and safety representatives, and health and safety committees • requirements for effective management of hazards • requirements for provision of information and training including training in safe operating procedures, procedures for workplace hazards, hazard identification, risk assessment and risk control, and emergency and evacuation

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RANGE STATEMENT	
	procedures • requirements for the maintenance and confidentiality of records of occupational injury and disease
Control of associated risks may include:	• administrative • counselling/disciplinary processes • elimination • engineering • housekeeping and storage • issue resolution • OHS records maintenance and analysis • personal protective equipment • purchasing of supplies and equipment • workplace inspections including plant and equipment
Organisational health and safety record keeping may relate to:	• audit and inspection reports • workplace environmental monitoring records • consultation e.g. meetings of health & safety committees, work group meeting agendas including OHS items and actions • induction, instruction and training • manufacturers' and suppliers' information including dangerous goods storage lists • hazardous substances registers • plant and equipment maintenance and testing reports • workers compensation and rehabilitation records • first aid/medical post records

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBREL401A Establish networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and maintain effective work relationships and networks. It covers the relationship building and negotiation skills required by workers within an organisation as well as freelance or contract workers. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of networking and negotiation who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain business networks	1.1. Use appropriate ***network strategies*** to establish and maintain relationships that promote the development of business opportunities 1.2. Identify and pursue network opportunities to maximise a range of contacts 1.3. Communicate information regarding new networks to inform individuals, colleagues and clients of potential benefits 1.4. Participate in ***professional networks and associations*** to obtain and maintain personal knowledge and skills
2. Establish and maintain business relationships	2.1. Develop and maintain relationships to promote benefits consistent with ***organisational/client requirements*** 2.2. Gain and maintain trust and confidence of contacts through demonstration of high standards of business practices 2.3. Use a high level of ***negotiation skills*** to encourage positive outcomes 2.4. Identify difficult situations and negotiate solutions using collaborative problem-solving techniques

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Seek specialist advice in the development of contacts where appropriate
3. Promote the relationship	3.1. Develop strategies to represent and promote the interests and requirements of the relationship 3.2. Use appropriate presentation skills to communicate the goals and objectives of the relationship 3.3. Effectively communicate issues, policies and practices of the relationship to a range of audiences, in writing and verbally 3.4. Obtain ***feedback*** to identify and develop ways to improve promotional activities within available opportunities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • leadership skills to gain trust and confidence of clients and colleagues • negotiation skills to achieve mutually acceptable outcomes • technology skills to support effective communication and presentation.
Required knowledge
• client or organisational policies, plans and procedures • related organisations, agencies and networks • trends and forecasts for relevant industries, services and products.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishing contacts and participating in networks • identifying opportunities for networking • knowledge of related organisations, agencies and networks • maintaining records of relevant contacts.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of networking strategies and documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation communicating issues, policies and practices of the relationship to a range of audiences • evaluation of promotional strategies • observation of negotiation of solutions between groups and individuals • observation of promotional presentations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • interpersonal communication units • other relationship management units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Network strategies may include:	• association memberships • conference participation • distributing materials • individual marketing • maintaining regular contact • seminar attendance
Professional networks and associations may include:	• advisory committees • colleagues • committees • government agencies • internal/external customers • lobby groups • local inter-agency groups • other organisations • professional/occupational associations • project specific ad hoc consultative/reference groups • specific interest or support groups • suppliers • work team
Organisational/client requirements may be included in:	• access and equity principles and practices • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • marketing plan • occupational health and safety policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals

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RANGE STATEMENT	
Negotiation skills may include:	• assertiveness • bargaining • collaboration • confidence building • conflict reduction • empathising • offers and counter offers • solution designing • stress management
Feedback may include:	• accuracy and sufficiency of information • appropriateness of audience • benefits to organisation • impact of message • liaison with networks • participation of competitors • use of media

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Relationship Management

Co-requisite units

Co-requisite units		

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BSBRES401A Analyse and present research information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to gather, organise and present workplace information using available systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather and organise information	1.1. Gather and organise ***information*** in a format suitable for analysis, interpretation and dissemination in accordance with ***organisational requirements*** 1.2. Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements 1.3. Ensure that ***methods of collecting information*** are reliable and make efficient use of resources in accordance with organisational requirements 1.4. Identify research requirements for combining online research with non-electronic sources of information 1.5. Use ***business technology*** to access, organise and monitor information in accordance with organisational requirements 1.6. Update, modify, maintain and store information, in accordance with organisational requirements
2. Research and analyse information	2.1. Clearly define ***objectives of research*** ensuring consistency with organisational requirements 2.2. Ensure that data and ***research strategies*** used are valid and relevant to the requirements of the research and make efficient use of available resources 2.3. Identify ***key words and phrases*** for use as part of any online search strategy, including the use of ***Boolean operators*** and other search tools

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Use reliable ***methods of data analysis*** that are suitable to research purposes 2.5. Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and ***business objectives***
3. Present information	3.1. Present recommendations and issues in an appropriate format, style and structure using suitable business technology 3.2. Structure and format reports in a clear manner that conforms to organisational requirements 3.3. Report and distribute research findings in accordance with organisational requirements 3.4. Obtain ***feedback*** and comments on suitability and sufficiency of findings in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- technology skills to select and use technology appropriate to a task
- research skills to identify and access information.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational record keeping/filing systems, security procedures and safe

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REQUIRED SKILLS AND KNOWLEDGE
recording practices • organisational policies and procedures relating to distribution of workplace information, and legal and ethical obligations • research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • presenting information and data • maintaining and handling data and documents systematically • analysing and interpreting data to support organisational activities • knowledge of research processes and strategies to identify new sources of information.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of research tasks and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • review of documentation outlining recommendations and issues

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EVIDENCE GUIDE	
	• review of reports outlining research findings.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • IT use units • Governance units

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Information may include:	• demographic data • service delivery records • computer databases (library catalogue, customer records, subscription database, internet) • computer files (letters, memos and other documents) • correspondence (faxes, memos, letters, email) • financial figures • forms (insurance forms, membership forms) • information on training needs • invoices (from suppliers, to debtors) • marketing reports/plans/budgets • personnel records (personal details, salary rates) • production targets • sales records (monthly forecasts, targets achieved)
Organisational requirements may include:	• anti-discrimination and related policy • business and performance plans • Code of Conduct/Code of Ethics

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RANGE STATEMENT	
	• defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • information protocols • legal and organisational policies, guidelines and requirements • management and accountability channels • OHS policies, procedures and programs • procedures for updating records • quality assurance and/or procedures manuals • security and confidentiality requirements
Methods of collecting information may include:	• checking research provided by others • checking written material including referrals and client files • individual research • information from other organisations • interviews with community members, colleagues/customers • observation and listening • previous file records • questioning (in person or indirect) • recruitment applications and other forms
Business technology may include:	• answering machine • computer • fax machine • photocopier • telephone
Objectives of research may include:	• comparative analysis • hypothesis testing • identification of trends • industry pricing policies • process mapping • situational diagnosis
Research strategies may include:	• data analysis • documentation reviews • focus groups • interviewing colleagues and clients • online searching • product sampling • subscription databases

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RANGE STATEMENT	
Key words and phrases may include:	• American spellings when searching online • cultural or geographic terms • using different thesauri in different databases
Boolean operators may include:	• exclude - / NOT • include +/ AND • or • phrase searching " "/( ) • variations, depending on the resource being used
Methods of data analysis may include:	• data sampling • feedback on results • peer review • review of previous research • statistical analysis
Business objectives may include:	• community capacity building • community development • service provision • business planning • financial performance • flexibility, responsiveness • interpersonal communication • marketing and customer service • organisational values and behaviours • people management • work procedures and quality assurance manuals
Feedback may include:	• audit documentation and reports • comments from community, board members, clients and colleagues • customer satisfaction questionnaires • quality assurance data • returned goods

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Knowledge Management - Research

Co-requisite units

Co-requisite units		

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BSBRKG304B Maintain business records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain the records of a business or records system in good order on a day to day basis. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals requiring some understanding of relevant theoretical knowledge relating to recordkeeping functions. It is not assumed that individuals at this level would have responsibility for supervising the work of others; however it is assumed that as a recordkeeping practitioner their work will support effective recordkeeping and governance practices across the organisation. The application is in relation to the maintenance of records from an existing business or records system that has guidelines and processes to assist in the process. Work carried out in the interest of system maintenance will be performed under supervision or in consultation with more senior staff or users of the system.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Collate business records	1.1. Identify individual ***records*** or ***information*** which should be incorporated into ***business or records system*** according to organisational criteria 1.2. Sort records in accordance with workplace requirements 1.3. Adhere to ***security and access requirements*** in accordance with organisational procedures
2. Update business or records system	2.1. Identify and record control information for describing new records to be incorporated into business or records system 2.2. Update control information describing movement or use of records within business or records system 2.3. Accurately record and update control information in business or records system 2.4. Identify and remove records of completed business

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ELEMENT	PERFORMANCE CRITERIA
	activities from current system for disposal
3. Prepare reports from the business or records system	3.1. Interpret requests for ***reports*** and clarify the content and frequency sought, where necessary 3.2. Prepare reports from business or records system in accordance with instructions or request 3.3. Prepare reports in accordance with organisational security and access procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain and clarify procedures, and to interview users to identify their records/information needs
- literacy skills to read and interpret nature of record content, functions and problems
- problem-solving and analysis skills to identify and manage records.

Required knowledge

- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
  - AS 5044.1:2002 AGLS Metadata element set
  - AS 5090:2003 Work process analysis for recordkeeping
  - AS ISO 15489:2004 Records management
  - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
  - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
  - ethical principles
  - codes of practice
  - privacy and freedom of information
  - archives and records legislation
  - occupational health and safety
- general principles and processes of records management and records management systems, such as:
  - systems of control
  - records continuum theory

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REQUIRED SKILLS AND KNOWLEDGE
• mandate and ownership of business process • environmental context • records characteristics.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • complying with organisational procedures and workplace requirements • knowledge and understanding of business or records systems • accurately recording information.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated work environment • access to office equipment and resources • access to examples of records, recordkeeping systems and policies • access to workplace reference materials such as procedural manuals and company policies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of

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EVIDENCE GUIDE	
	general principles and processes of business or records systems.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other knowledge management units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Records may be:	• at different stages of use:
	  • active
	  • archival
	• digital:
	  • remote drives
	  • servers
	  • CDs
	  • DVDs
	  • imaging systems
	  • PC-based applications
	  • mainframe
	• physical:
	  • audio-visual or multimedia
	  • graphic
	  • microform
	  • paper-based (acid free or multiple copies
	• from a variety of sources:
	  • already in the custody of the organisation
	  • in the process of being transferred between organisations

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RANGE STATEMENT	
Information may include:	• customer relationship management • expenditure • human resources management • invoicing/sales • legislative/regulatory/licensing compliance • risk management • stock control • taxation, asset management

Business or records systems may be:	• archival control systems
	• business systems
	• cash register-based systems
	• characteristics relating to:
	  • aggregations
	  • context
	  • entities
	  • metadata
	• current business or records systems
	• electronic records and document management system (ERDMS)
	• informal
	• paper-based accumulation and card systems
	• PC-based accounting systems, employee and tax records systems
	• proprietary recordkeeping package
	• storage facilities systems
	• systems unique to individual workplaces and organisations

Security and access requirements may relate to:	• individuals or positions of individuals • protection of privacy • security restrictions • trade secrets or commercial-in-confidence information
Reports may be:	• ad hoc • computer generated • hand prepared • part of a management solution for another support/operational function • regular records management reports • system management reports

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Recordkeeping

Co-requisite units

Co-requisite units		

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BSBRSK501A Manage risk

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage risks in a range of contexts across the organisation or for a specific business unit or area. The unit has been designed to be consistent with AS/NZS 4360:2004 Risk management. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit addresses the management of the risk across the organisation or within a business unit or area. It does not assume any given industry setting. This unit applies to individuals who are working in positions of authority and are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Establish risk context	1.1. Review organisational processes, procedures and requirements for undertaking ***risk*** management 1.2. Determine ***scope*** for risk management process 1.3. Identify internal and external stakeholders and their issues 1.4. Review political, economic, social, legal, technological and policy context 1.5. Review strengths and weaknesses of existing arrangements 1.6. Document critical success factors, goals or objectives for area included in scope 1.7. Obtain support for risk management activities 1.8. Communicate with ***relevant parties*** about the risk management process and invite participation

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ELEMENT	PERFORMANCE CRITERIA
2. Identify risks	2.1. Invite relevant parties to assist in the identification of risks 2.2. ***Research*** risks that may apply to scope 2.3. Use ***tools and techniques*** to generate a list of risks that apply to the scope, in consultation with relevant parties
3. Analyse risks	3.1. Assess ***likelihood*** of risks occurring 3.2. Assess ***impact or consequence*** if risks occur 3.3. ***Evaluate*** and prioritise risks for treatment
4. Select and implement treatments	4.1. Determine and select most appropriate ***options*** for treating risks 4.2. Develop an ***action plan*** for implementing risk treatment 4.3. Communicate risk management processes to relevant parties 4.4. Ensure all documentation is in order and appropriately stored 4.5. Implement and monitor action plan 4.6. Evaluate risk management process

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication and literacy skills to consult and negotiate, to prepare communications about risk management, and to encourage stakeholder involvement • organisational and management skills to plan and implement risk management processes • problem-solving and innovation skills to find practical ways to manage identified risks.
Required knowledge
• AS/NZS 4360:2004 Risk management. • legislation, codes of practice and national standards, for example: • duty of care

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REQUIRED SKILLS AND KNOWLEDGE
• company law • contract law • environmental law • freedom of information • industrial relations law • privacy and confidentiality • legislation relevant to organisation's operations • legislation relevant to operation as a business entity • organisational policies and procedures, including: • risk management strategy • policies and procedures for risk management • overall operations of organisation • reasonable adjustment in the workplace for people with a disability • types of available insurance and insurance providers.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • risk management plan which includes a detailed stakeholder analysis, explanation of the risk context, critical success factors, identified and analysed risks, and treatments for prioritised risks • details of monitoring arrangements for risk management plan and an evaluation of the risk management plan's efficacy in treating risks • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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EVIDENCE GUIDE	
	are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of risk management policies and procedures • review of documented critical success factors, and goals or objectives for area • review of risks prioritised for treatment • evaluation of action plan for implementing risk treatment • evaluation of documentation communicating risk management processes to relevant parties.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • financial management units, governance units, human resource management units, or technology units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Risks may include those relating to:	• commercial relationships • economic circumstances and scenarios • human behaviour • individual activities • legislation • management activities and controls • natural events • political circumstances

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RANGE STATEMENT	
	• technology

Scope may apply to:	• given project
	• specific business unit or area
	• specific functional such as:
	  • financial management
	  • OHS
	  • governance
	• external environment
	• internal environment
	• whole organisation

Relevant parties may include:	• all staff • internal and external stakeholders • senior management • specific teams or business units • technical experts
Research may include:	• data or statistical information • information from other business areas • lessons learned from other projects or activities • market research • previous experience • public consultation • review of literature and other information sources
Tools and techniques may inlcude:	• brainstorms • checklists • fishbone diagrams • flowcharts • scenario analysis

Likelihood may refer to:	• probability of a given risk occurring, such as:
	  • very likely
	  • likely
	  • possible
	  • unlikely
	  • rare

Impact or consequence may refer to:	• significance of outcomes if the risk occurs, such as:
	  • disastrous
	  • severe
	  • moderate impact

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RANGE STATEMENT	
	• minimal impact
Evaluation of risks includes:	• considering the likelihood of the risk occurring • considering the impact of the risk • determining which risks are most significant and are therefore priorities for treatment
Options may include:	• avoiding the risk • changing the consequences • changing the likelihood • retaining the risk • sharing the risk with a third party
Action plans should include:	• what actions are required • who is taking responsibility • time lines • monitoring processes

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBSMB301A Investigate micro business opportunities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop business ideas, and to investigate market needs and factors affecting potential markets. Specific legal requirements apply to the management of a micro business.

Application of the Unit

Application of the unit	This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Describe business ideas	1.1. Gather information for ***business ideas*** from ***appropriate sources*** 1.2. List details of business ideas and opportunities 1.3. Research alternative business ideas in light of the resources available 1.4. Specify and list products and services to match business ideas 1.5. Identify and research potential ***customer information*** for business ideas 1.6. Identify and take into account financial, business and technical skills available when researching business opportunities
2. Identify market needs	2.1. Collect information regarding market size and potential from appropriate sources 2.2. Investigate market trends and developments to identify market needs relative to business ideas 2.3. Gather market information from ***primary and secondary sources*** to identify possible market needs in relation to business ideas 2.4. Identify ***ethical and cultural requirements*** of the market and their impact on business ideas 2.5. Identify ***new and emerging markets*** and document their features

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ELEMENT	PERFORMANCE CRITERIA
	2.6. Identify and organise information on expected market growth or decline and associated risk factors
3. Investigate factors affecting the market	3.1. Identify projected changes in population, economic activity and the labour force that may affect business ideas 3.2. Identify movements in prices and projected changes in availability of resources 3.3. Review ***trends and developments*** and identify their potential impact on business ideas

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to identify market trends and developments, and to assess their impact on products and services • communication skills to request information from diverse sources • lateral thinking skills to generate ideas for potential businesses • literacy skills to interpret business and market information • numeracy skills to analyse data to aid business/market research • research skills to investigate market needs.
Required knowledge
• ethical and cultural requirements • research methods and data collection tools • sources of business and market information.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • thorough investigation of business opportunities and ideas • clearly identified products/services and customer information for each business idea • thorough collection and analysis of market information and associated factors relating to business ideas • knowledge of ethical and cultural requirements.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a micro business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence relating to the development of the candidate's own business idea • review of report on an existing micro or small business known to the candidate • oral or written questioning to assess knowledge of research methods and data collection tools • review of market information gathered to identify possible market needs in relation to business ideas • assessment of reviewof trends and developments and their potential impact on business ideas.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB302A Develop a micro business proposal.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Business ideas may be influenced by:	• amount and type of finance available • cultural, family and/or community expectations • expected financial viability • finance required • lifestyle sought • number and type of competitors • returns expected or required by owner • skills of owner/operator
Appropriate sources may include:	• Aboriginal and cultural councils and incorporated bodies • accountants • Australian Bureau of Statistics • business advisory services • business brokers • business consultants • business incubators • business mentors and peers • current affairs • databases • financial institutions • government agencies set up to provide and assist business development for example Indigenous Business Australia (IBA), Business Entry Point (www.business.gov.au) • industry/trade associations • internet • lawyers and providers of legal advice • local councils • friends, family and community • market research publications • national and international publications • online gateways • role models and other successful businesses • training providers
Customer information may	• customer characteristics

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RANGE STATEMENT	
include:	• marketing issues to meet needs • specialised needs of customers
Primary sources may include:	• group interviews • market testing a segment of the market • interviews (face-to-face and telephone) • observation • questionnaires • samples • surveys
Secondary sources may include:	• chambers of commerce data • data held by research and industry specific organisations • polls published by advertising and media companies • published government statistics • university databases

Ethical and cultural requirements may include:	• codes of practice
	• cultural expectations and influences
	• ethical principles
	  • government policies and guidelines
	  • societal expectations
	  • social responsibilities, for example protection of children, environmental issues

New and emerging markets may include:	• e-commerce • export market • niche or segment of the market not currently penetrated
Trends and developments may include:	• changes in technology • demographic trends • ecological/environmental trends • economic trends (local, regional, national, international) • government activities, fro example interest rates, deregulation • industrial trends • social and cultural factors

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB401A Establish legal and risk management requirements of small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and comply with the regulatory, legal, taxation and insurance requirements, and risk management needs of small business. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or setting up a new business or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and implement business legal requirements	1.1. Identify and research possible ***options for the business legal structure*** using ***appropriate sources*** 1.2. Determine ***legislation and regulatory requirements*** affecting the operations of the business under its chosen structure 1.3. Develop and implement procedures to ensure full compliance with relevant legislation and regulatory requirements
2. Comply with legislation, codes and regulatory requirements	2.1. Establish systems to ensure the ***legal rights and responsibilities*** of the business are identified and the business is adequately protected, specifically in relation to ***occupational health and safety*** (***OHS***), business registration and environmental requirements 2.2. Identify ***taxation principles and requirements*** relative to the business and follow procedures to ensure compliance 2.3. Identify and carefully maintain ***legal documents*** and maintain and update relevant ***records*** to ensure their ongoing security and accessibility 2.4. Monitor the provision of products and services of the business to protect legal rights and to comply with legal responsibilities 2.5. Conduct investigations to identify areas of

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ELEMENT	PERFORMANCE CRITERIA
	non-compliance with legal and regulatory requirements and take corrective action where necessary
3. Negotiate and arrange contracts	3.1. Seek legal advice on contractual rights and obligations, if required, to clarify business liabilities 3.2. Investigate and assess potential products/services to determine ***procurement rights*** and to ensure protection of business interests where applicable 3.3. Negotiate and secure contractual procurement rights for goods and services including ***contracts with relevant people***, as required, in accordance with the business plan 3.4. Identify ***insurance requirements*** and acquire adequate cover 3.5. Identify options for leasing/ownership of business premises and complete contractual arrangements in accordance with the business plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication, reporting, record keeping and consultation skills to operate the business • literacy skills to interpret legal requirements, to develop policies and procedures and to analyse compliance information • research skills to investigate legal structures, and taxation and insurance requirements • time management skills to prioritise tasks and to meet key dates.
Required knowledge
• business registration and licensing requirements • commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations, anti-discrimination, taxation • creation and termination of relevant legal contracts

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REQUIRED SKILLS AND KNOWLEDGE
• cultural differences and legal implications • duty of care imposed by Law of Torts • legal rights and obligations of alternative ownership structures • record keeping to meet minimum legal and taxation requirements • relevant consumer legislation • relevant industry codes of practice • relevant insurance requirements and products.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • implementation of a systematic approach to identifying, managing and meeting legal and business requirements within culturally appropriate contexts • interpreting compliance data and formulating appropriate action • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including contracts negotiated and arranged • oral or written questioning to assess knowledge of relevant consumer legislation • review of procedures developed and implemented to ensure full compliance with relevant legislation and regulatory requirements

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EVIDENCE GUIDE	
	• review of insurance cover acquired.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB402A Plan small business finances • BSBSMB404A Undertake small business planning.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Options for the business legal structure may include:	• company • cooperative • corporation • government owned enterprise • partnership • profit or not-for-profit legal structure • sole trader • trust
Options for the business legal structure may be influenced by:	• confidentiality • contractual requirements • family/community/cultural expectations • ownership transfer • partnership considerations • preferences of owners/stakeholders • protection of stakeholders and assets • requirements of financial backers • superannuation • taxation
Appropriate sources may include:	• business advisers • financial planners • government agencies

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RANGE STATEMENT	
	• industry/trade associations • mentors • professional advisers (e.g. solicitors, accountants)

Legislation and regulatory requirements may include:	• local, state/territory, commonwealth and international legislation, regulations and codes of practice affecting business operations such as:
	  • relevant Acts and regulations
	  • industry and OHS codes of practice
	  • business registrations and licences
	  • planning and other permissions
	  • environmental legislation
	  • industrial law, agency law, property law, consumer legislation and standards, Torts Law and duty of care
	  • equal employment opportunity (EEO) and anti-discrimination legislation, anti-competition regulations

Legal rights and responsibilities may include:	• culturally appropriate processes and protocols • marketing the business in accordance with consumer legislation • obligations imposed by choice of business structure • operating the business with a duty of care (Law of Torts)
Occupational health and safety and requirements must include:	• complying with relevant OHS codes of practice • establishing and maintaining a system for managing OHS • establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures • establishing OHS record keeping arrangements in accordance with regulatory requirements • OHS duty of care responsibilities • registering with state/territory workers compensation authority if applicable
Taxation principles and requirements may include:	• relevant taxation requirements/obligations for business • tax file number, Australian Business number, goods and services tax registration, PAYG and

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RANGE STATEMENT	
	withholding arrangements
Legal documents may include:	• appropriate software for financial records • certificate of incorporation • constitution documents • franchise agreements and financial documentation • partnership agreements • statutory books for companies (register of members, register of directors and minute books)
Records may include:	• environmental • financial • OHS • personnel • taxation
OHS records may include:	• accident reports and investigations • first aid and medical • hazardous substances register • instruction and training • manufacturers' and suppliers' information • material safety data sheets • OHS audits and inspections • plant maintenance and testing • workers compensation and rehabilitation
Procurement rights to products and services may include:	• any form of licensing • royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software licenses, franchises, agencies
Contracts with relevant people may include:	• any person with whom the business has, or seeks to have, a performance-based relationship • owners, suppliers, employees, landlords, agents, distributors, customers
Insurance requirements may include:	• comprehensive insurance for vehicles/property • professional indemnity insurance • public liability insurance • third party insurance on motor vehicles • workers compensation • other insurance cover as required by state/territory or commonwealth legislation,

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RANGE STATEMENT	
	contractual obligations or as recommended for the industry/type of business

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB402A Plan small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop a financial plan to support business viability. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify costs, calculate prices and prepare profit statement	1.1. Identify and document ***costs*** associated with the production and delivery of the business' products/services 1.2. Calculate prices based on costs and profit margin, as an hourly charge out rate for labour or unit price for products 1.3. Calculate break-even sales point to establish business viability and profit margins 1.4. Identify appropriate ***pricing strategies*** in relation to market conditions to meet business profit targets 1.5. Prepare projected profit statement to supplement the business plan
2. Develop a FINANCIAL PLAN	2.1. Set ***profit targets***/***goals*** to reflect owner's desired returns 2.2. Identify working capital requirements necessary to attain profit projections 2.3. Identify non-current asset requirements and consider alternative asset management strategies 2.4. Prepare ***cash flow projections*** to enable business operation in accordance with business plan and ***legal requirements*** 2.5. Identify capital investment requirements accurately for each operational period 2.6. Select budget targets to enable ongoing monitoring of financial performance
3. Acquire finance	3.1. Identify start-up and ongoing financial requirements according to financial plan/budget

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Identify ***sources of finance***, including potential ***financial backers***, to provide required liquidity for the business to complement business goals and objectives 3.3. Investigate cost of securing finance on optimal terms 3.4. Identify strategies to obtain finance as required to ensure financial viability of the business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to interpret financial data
- communication skills to secure finance
- literacy skills to develop a financial plan and to interpret legal requirements and financial reports
- numeracy skills to calculate costs, prices, profit and other financial information
- research skills to identify costs and sources of finance.

Required knowledge

- break-even analysis
- costing for the business, including margin/mark-up, hourly charge out rates and unit costs
- financial decision making relevant to the business
- methods and relative costs of obtaining finance
- principles for preparation of balance sheets
- principles for preparation of cash flow forecasts
- principles for preparation of profit and loss statements
- purpose of financial reports
- relevant accounting terminology
- working capital cycles.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a financial plan which identifies the financial requirements of the business, including profit targets, cash flow projections and strategies for the acquisition of finance • knowledge of financial decision making relevant to the business.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including financial plan and records • review of projected profit statement prepared to supplement the business plan • review of cash flow projections • oral or written questioning to asses knowledge of principles for preparation of cash flow forecasts.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB401A Establish legal and risk management requirements of small business • BSBSMB404A Undertake small business planning • BSBSMB405A Monitor and manage small business operations • BSBSMB406A Manage small business finances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Costs may include:	• direct/indirect costs • fixed, variable, semi-variable costs • overheads and employee costs
Pricing strategies may include:	• competitor analysis • cost/volume/profit analysis • cost factors • cost plus pricing • demand-based pricing • discounting • market conditions • penetration pricing • perceived value • product mix • skimming
Financial plan may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff,

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RANGE STATEMENT	
	materials, plant and equipment) • review of financial inputs required (sources and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital • working in conjunction with external consultants e.g. investment analysts, accountants, financiers
Profit targets*/*goals may include:	• break-even point • cost of goods/services sold • gross profit/net profit • desired actual/notional salary for owners/managers • desired return on investment • sales turnover/gross fees or income
Cash flow projections may include:	• anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
Legal requirements may include:	• contractual arrangements (partnership agreements, trust deeds) • corporations law • industrial law (for payroll records) • taxation law
Sources of finance may include:	• personal, financial institutions, trade/industry sources • government sources, for example commonwealth and state/territory governments which provide various forms of technical and financial assistance including direct cash grants, loans, subsidies, tax concessions, and professional and technical advice
Financial backers may include:	• financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB403A Market the small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement marketing strategies, and to monitor and improve market performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. This unit is suitable for micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop marketing strategies	1.1. Analyse the business and its key products or services to determine the focus of marketing activities, in accordance with the objectives of the business plan 1.2. Evaluate the customer base and target market for the small business as a basis for the ***marketing objectives and strategies*** 1.3. Determine marketing objectives and strategies that are ethically and culturally appropriate, in consultation with ***relevant people*** and in accordance with the business plan
2. Determine a marketing mix for the business	2.1. Balance product mix, volumes and pricing to optimise sales and profit 2.2. Evaluate the costs and benefits of using different ***distribution channels*** and/or providing different ***levels of customer service*** and consider the results in determining the ***marketing mix*** 2.3. Determine promotional activities to suit the target market 2.4. Consider customer needs and preferences in determining the marketing mix 2.5. Determine the marketing mix according to market and business needs
3. Implement marketing	3.1. Brief persons involved in the marketing effort on their roles and responsibilities, to ensure the success

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ELEMENT	PERFORMANCE CRITERIA
strategies	of marketing strategies 3.2. Plan and implement ***promotional activities***, in accordance with marketing objectives and budgetary requirements
4. Monitor and improve marketing performance	4.1. Monitor marketing activities and evaluate business performance according to the objectives and targets of the business plan 4.2. Analyse ***performance gaps*** and take corrective action or set new targets 4.3. Encourage all relevant people to propose ways to improve marketing performance 4.4. Seek and analyse ***customer reaction*** to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes 4.5. Conduct ongoing research of customer requirements to identify opportunities for change and improvement 4.6. Monitor and investigate changes in the market for new opportunities to aid business development

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to question, clarify and report • literacy and numeracy skills to research information, to analyse data and to interpret market data.
Required knowledge
• industry market trends • methods of analysing costs and benefits of marketing strategies • methods of developing marketing objectives and marketing mix • methods of monitoring customer satisfaction • relevant market analysis and research • relevant marketing concepts and methods.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing a marketing strategy and choosing a marketing mix for the small business that are culturally appropriate and that complement the business plan • implementing and monitoring the marketing strategy/plan to optimise the chances of small business success • knowledge of relevant marketing concepts and methods.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including marketing strategy and monitoring of marketing performance • oral or written questioning to assess knowledge of industry market trends • review of analysis of performance gaps and corrective action taken or new targets set • review of promotional activities implemented.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB404A Undertake small business planning.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Marketing objectives and strategies may include:	• achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products/services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership and/or product differentiation within a specialist market segment
Relevant people may include:	• accountant or other specialist services • family members, work team members, sub-contractors, community members • franchise agency • financial backers, clients • owner/operator, partners, directors, shareholders • regulatory bodies • trade or industry associations
Distribution channels may include:	• dealer, re-seller, franchisee • distributor, delivery service, mail order, telesales • self-access, wholesale, retail
Levels of customer service may include:	• after sales service • one-on-one personal service • sales assistance for problems/queries only
Marketing mix may include:	• distribution • level of service • pricing

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RANGE STATEMENT	
	• promotion • quality, range • safety features • technical features, design
Promotional activities may include:	• advertising in national, suburban or local newspapers • advertising on radio or television • canvassing • development of networks and strategic alliances • display posters • exhibitions, in-store promotions • involvement in community projects • mail drops • professional/industry journals • sponsorship • staff development programs to enhance customer service orientation • website • word of mouth, referral, testimonials
Performance gaps may include:	• over achievement of performance targets • under achievement of performance targets
Customer reaction may be determined through:	• customer meetings, focus groups • identification of new business opportunities • informal discussion • sales to contact ratio • survey/other feedback mechanisms • trend analysis

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB404A Undertake small business planning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. This unit is suitable for micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify elements of the business plan	1.1. Identify purpose of the ***business plan***
	1.2. Identify and review the essential components of the business plan
	1.3. Identify and document ***business goals and objectives*** as a basis for measuring business performance
2. Develop a business plan	2.1. Research resources, legal and compliance requirements, specifically in relation to ***occupational health and safety*** (***OHS***), in accordance with business goals and objectives
	2.2. Research market needs, and market size and potential
	2.3. Identify sources and costs of finance, from the ***financial plan***, to provide required liquidity and profitability for the business
	2.4. Identify methods, from the ***marketing strategies***, to promote the market exposure of the business
	2.5. Identify methods/means of production/operation from the ***production***/***operations plan*** to conform with business goals and objectives
	2.6. Identify ***staffing requirements*** to effectively produce/deliver products/services
	2.7. Identify ***specialist services*** and sources of advice, where required, and cost in accordance with resources available
3. Develop strategies for minimising risks	3.1. Identify specific interests and objectives of ***relevant people*** and seek and confirm their support of the planned business direction
	3.2. Identify and develop ***risk management strategies***

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ELEMENT	PERFORMANCE CRITERIA
	according to business goals and objectives, and relevant legal requirements 3.3. Develop ***contingency plan*** to address possible areas of non-conformance with the plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to assess business performance • literacy skills to enable interpretation of business information • numeracy skills to analyse data.
Required knowledge
• commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations and anti-discrimination • methods of evaluation • OHS responsibilities and procedures for identifying hazards relevant to the business • planning processes • preparation of a business plan • principles of risk management relevant to business planning • reasons for and benefits of, business planning • relevant industry codes of practice • setting goals and objectives • types of business planning - feasibility studies; strategic, operational, financial and marketing planning.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a business plan which provides for finance, marketing and provision of products/services to facilitate the business goals and objectives • identification of and planning for, OHS and duty of care responsibilities • development of risk management strategies • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including a business plan and risk management strategies • oral or written questioning to assess knowledge of OHS responsibilities and procedures for identifying hazards relevant to the business • demonstration of practical skills • review of documented business goals and objectives • review of contingency plans developed to address possible areas of non-conformance with the business plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB401A Establish legal and risk management requirements of small business • BSBSMB402A Plan small business finances • BSBSMB403A Market the small business.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Business plan may include:	• business opportunities, which may be influenced by:
	  • amount and types of finance available
	  • expected financial viability
	  • skills of operator
	• details of ownership/management
	• finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment
	• level of risk involved, risk assessment and management
	• market focus of the business
	• marketing requirements
	• need to raise finance and requirements of lenders
	• organisation/operational arrangements
	• proposed size and scale of the business
	• recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the business
	• resources required and available
	• sources of funding
	• specialist services and sources of advice that may be required
	• staffing
	• stages in the business development

Business goals and objectives may include:	• customer needs/marketing projections • family or community benefits

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RANGE STATEMENT	
	• financial projections • goals, objectives, plans, systems and processes • lifestyle issues • market focus of the business • proposed size and scale of the business • short-, medium- or long-term goals • social responsibility
Occupational health and safety issues must include:	• identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances • management of the organisation and operation of OHS as part of the business plan • procedures for managing hazards in the workplace (identify, assess and control) • provisions for ensuring safety of members of the public and contractors visiting the premises/worksite
Financial plan may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment) • review of financial inputs required (sources

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RANGE STATEMENT	
	and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital
Marketing strategies may include:	• achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products/services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership and/or product differentiation within a specialist market segment
Production/operations plan may include:	• customer requirements, market expectations, budgetary constraints • industrial relations climate and quality assurance considerations • means of supply and distribution • operational targets and action plan, which may include short-, medium- or long-term goals • options for production, delivery, technical and customer service and support
Staffing requirements may include:	• full-time, part-time staff, permanent, temporary or casual staff • owner/operator • sub-contractors or external advisers/consultants
Specialist services may include:	• accountants • business advisors and consultants • business brokers • contractors • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors

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RANGE STATEMENT	
	• online gateways
Relevant people may include:	• clients • family members • franchise agency • owner/operator, partners, financial backers • regulatory bodies • suppliers • trade or industry associations
Risk management strategies may include:	• breach of contract, product liability • knowledge management • measures to manage risk including professional indemnity, securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft • security systems to provide physical security of premises, plant, equipment, goods and services • security of intellectual property
Risk management strategies must include:	• OHS requirements
Contingency plan may include:	• disturbances to cash flow, supply and/or distribution • sickness or personal considerations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

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Co-requisite units

Co-requisite units		

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BSBSMB405A Monitor and manage small business operations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to operate a small business and to implement a business plan. The strategies involve monitoring, managing and reviewing operational procedures. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop OPERATIONAL STRATEGIES AND PROCEDURES	1.1. Develop an action plan to provide a clear and coherent direction, in accordance with the ***business goals and objectives*** 1.2. Identify ***occupational health and safety*** (***OHS***) ***and environmental issues*** and implement strategies to minimise risk factors 1.3. Develop a ***quality system*** for the business in line with industry standards, compliance requirements and cultural criteria 1.4. Develop performance measures and ***operational targets*** to conform with the business plan 1.5. Develop strategies for innovation, including the utilisation of existing, new or emerging technologies, where practicable, to optimise business performance
2. Implement operational strategies and procedures	2.1. Implement systems and key performance indicators/targets to monitor business performance and customer satisfaction 2.2. Implement systems to control stock, expenditure/cost, wastage/shrinkage and risks to health and safety in accordance with the business plan 2.3. Maintain staffing requirements, where applicable, within budget to maximise productivity

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Carry out the provision of goods/services in accordance with established legal, ethical cultural and ***technical standards***
	2.5. Provide goods/services in accordance with time, cost and quality specifications, and customer requirements
	2.6. Apply quality procedures to address product/service and customer requirements
3. Monitor business performance	3.1. Regularly monitor/review the achievement of operational targets to ensure optimum business performance, in accordance with the business plan goals and objectives
	3.2. Review systems and structures, with a view to more effectively supporting business performance
	3.3. Investigate and analyse operating problems to establish causes and implement changes as required as part of the business quality system
	3.4. Amend operational policies and procedures to incorporate corrective action
4. Review business operations	4.1. Review and adjust business plan, as required, to maintain business viability, in accordance with business goals and objectives
	4.2. Clearly record proposed changes to aid future planning and evaluation
	4.3. Undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to develop criteria and targets for the business plan • communication skills to question, clarify and report • literacy skills to interpret legal requirements, company policies and procedures • numeracy skills to manage performance information and to control the finances • technology skills to use relevant business equipment.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• methods for developing and maintaining networks • methods for implementing operation and revenue control systems • methods for monitoring performance and implementing improvements • OHS responsibilities and procedures for managing hazards • principles of risk management relevant to the business, including risk assessment • quality system principles and methods • relevant industry codes of practice • relevant marketing, sales and financial concepts • relevant performance measures • role of innovation • systems to manage staff, stock, expenditure, services and customer service • technical or specialist skills relevant to the business operation.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing strategies and procedures to successfully manage the operation of the business • making appropriate adjustments to the business operations as required • knowledge of quality system principles and methods.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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EVIDENCE GUIDE	
	• portfolio of evidence including operational strategies and procedures • oral or written questioning to assess knowledge of principles of risk management relevant to the business, including risk assessment • review of analysis of operating problems (establishing causes and implementing changes as required as part of the business quality system) • review of records proposing changes to the business operations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB406A Manage small business finances • BSBSMB407A Manage a small team.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Operational strategies and procedures may be determined by:	• business premises (size, location, layout) • financial control systems and procedures • management and administrative systems and procedures • methods/techniques/technology • physical and natural resources • plant and equipment , including OHS requirements • premises, plant and equipment, which may be new or previously owned • purchase (sole or shared ownership) or leasing • raw materials • requirements, which may be one-off requirements or recurrent requirements (such as

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RANGE STATEMENT	
	equipment maintenance) specific to the nature of the business • technology • use of existing, new and emerging technologies including e-commerce
Business goals and objectives may include:	• customer needs/marketing projections • family or community benefits • financial projections • goals, objectives, plans, systems and processes • lifestyle issues • proposed size and scale of the business, market focus of the business • short-, medium- or long-term goals • social responsibility
Occupational health and safety and environmental issues must include:	• controls, which may include instructions to workplace personnel concerning site hazards and controls, material safety data sheets, use of personal protective equipment, vehicle access, signs and barricades, traffic control, outside contractors • establishment and maintenance of procedures for assessing and controlling risks • establishment and maintenance of procedures for identifying risks to health and safety • waste and by-products
Quality system may include:	• manual or computer quality control systems • quality assurance/management approaches • random inspections and assessments of goods and services against predetermined standards • random inspections and assessments of processes against predetermined standards • random sampling and follow-up of customers
Operational targets may include:	• external targets, which may relate to market share and positioning and may involve exploring new markets, building national or international trade links • internal targets, which may relate to size, quality, quantity and diversity, wages to sales, sales to area/stock levels/stock turnover/average debtor payment periods and levels • staffing level and skills mix • targets, which may be short-, medium- or

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RANGE STATEMENT	
	long-term
Technical standards may include:	• current and generally agreed descriptions of what the product/service is, how it should be produced/delivered and the quality, safety, efficiency or other measures to determine the activity is done effectively

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB406A Manage small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement, monitor and review strategies for the ongoing management of a small business's finances. It also includes day to day financial management of the small business. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement financial plan	1.1. Identify ***financial information*** requirements and obtain ***specialist services***, as required, to profitably operate and extend the business in accordance with the business plan 1.2. Produce financial budgets/projections, including ***cash flow*** estimates, as required for each forward period, and distribute to ***relevant people*** in accordance with legal requirements 1.3. Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet the requirements of ***financial backers*** 1.4. Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements 1.5. Develop, monitor and maintain client ***credit policies***, including contingencies for debtors in default, to maximise cash flow 1.6. Select key performance indicators to enable ongoing monitoring of financial performance 1.7. Record and communicate financial procedures to relevant people to facilitate implementation of the business plan
2. Monitor financial performance	2.1. Regularly monitor and report on financial performance targets and analyse data to establish the

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ELEMENT	PERFORMANCE CRITERIA
	extent to which the ***financial plan*** has been met 2.2. Monitor marketing and operational strategies for their effects on the financial plan 2.3. Calculate and evaluate ***financial ratios*** according to own/industry benchmarks 2.4. Assess financial plan to determine whether variations or alternative plans are needed, and change as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to interpret financial data • communication skills to negotiate capital and to report on performance • literacy skills to interpret legal requirements and financial reports • numeracy skills to calculate costs, prices, profit and other financial information.
Required knowledge
The following knowledge must be assessed as part of this unit: • benchmarking • financial decision making relevant to the business • financial indicators • purpose of financial reports • preparation and interpretation of budget/actual reports • principles for preparation of balance sheets and their interpretation • principles for preparation of profit and loss statements and their interpretation • stock records/stock control relevant to the business.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development, implementation and review of strategies for the ongoing management of finance • maintenance of day-to-day financial management of the business as well as implementation of broad financial strategies • knowledge of purpose of financial reports.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including financial reports • preparation and review of financial ratios • review of cash flow projections • analysis of development, monitoring and maintenance of client credit policies • oral or written questioning to assess knowledge of principles for preparation of balance sheets and their interpretation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB402A Plan small business finances • BSBSMB405A Monitor and manage small business operations.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Financial plan may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment) • review of financial inputs required (sources and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital • working in conjunction with external consultants e.g. investment analysts, accountants, financiers

Financial information may include:	• accrual of staff leave/entitlements
	• asset management strategies which may include:
	  • owning, leasing, sharing, syndicating
	  • maintaining and deploying assets
	• asset registers
	• balance sheets
	• bookkeeping/accounting/stock/job costing records
	• business activity statements
	• business capital
	• cash book

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RANGE STATEMENT	
	• cash flow forecasts • financial budgets • financial indicators, which may be short-, medium- and/or long-term • payroll records, superannuation entitlements • profit and loss statements • ratios for profitability, liquidity/efficiency/financial structure • risk management • statements/forecasts • taxation returns including goods and services tax
Specialist services may include:	• accountants • business brokers/business consultants • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors • online gateways • providers of training in accounting software
Cash flow may include:	• anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
Relevant people may include:	• family members • financial backers • franchise agency • owner/operator • partners • regulatory bodies • trade or industry associations
Financial backers may include:	• financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends
Credit policies may include:	• collateral • credit limits • credit references • debt collection • payment options • proof of Indigenous identity

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RANGE STATEMENT	
	• trading terms
Financial ratios may include:	• current ratio • days debtors outstanding • days stock on hand • expense percentages • gross profit percentage • liquid ratio • net profit percentage • proprietary/debt ratio • return on investment/return on total assets • staff productivity measures • stock turn rates

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB407A Manage a small team

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan for the management of and to manage staff. It involves industrial relations, staff selection, staff records, induction, training, team development and career planning to enhance business operations through retaining a competent, committed and motivated team in the workplace. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop staffing plan	1.1. Determine ***staffing requirements*** to allow the business to run effectively, in accordance with the business requirements as outlined in the business plan 1.2. Identify and compare the existing skills/competencies of owner/s and staff with business requirements to identify any gaps 1.3. Develop ***policies and procedures*** for owner/s and staff, in accordance with the business plan
2. Recruit, induct, train and retain the team	2.1. Develop job/position descriptions, competencies required and selection criteria to meet the needs of the business 2.2. Judge information obtained from each candidate against specified selection criteria and decide selection in accordance with business needs and legal requirements 2.3. Induct new staff members in accordance with the policies and procedures of the business 2.4. Make team members aware of their responsibilities and performance requirements as soon as practicable and take opportunities to coach team members who

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ELEMENT	PERFORMANCE CRITERIA
	are unfamiliar with the procedures of the business 2.5. Develop and implement a ***staff development program and career paths*** based on the requirements of business and staff competencies 2.6. ***Advertise staff vacancies*** appropriately in accordance with staffing plan
3. Comply with INDUSTRIAL RELATIONS obligations	3.1. Clarify workplace rights and obligations of employers and employees, in accordance with ***legal requirements and codes of practice*** 3.2. Counsel staff, if required, in a positive and constructive manner and record outcomes accurately
4. Maintain staff records	4.1. Develop ***staff records system*** to provide timely and accurate information, in accordance with confidentiality, legal and taxation requirements 4.2. Monitor and accurately maintain the system for recording and retrieving personnel and payroll information and seek specialist advice where required
5. Manage staff	5.1. Regularly review contribution and skills of self and other team members to ensure performance is in line with agreed ***performance measures*** 5.2. Monitor and adjust staffing requirements to respond to any changes in tasks and functions required by the business 5.3. Support and encourage staff, and acknowledge and reward their contribution to the business 5.4. Regularly provide opportunities for staff to discuss work related issues 5.5. Develop ***contingency plans*** to cope with unexpected or extreme situations and take appropriate corrective action as required
6. Review team performance	6.1. Develop positive and constructive relationships with and between ***team members*** 6.2. Review and update team objectives in support of business goals on a regular basis in consultation with team members 6.3. Identify strengths and weaknesses of team against current and expected work requirements 6.4. Schedule time, on a regular basis, for team members to review work operations in order to maintain and improve operational efficiency 6.5. Encourage team members to monitor their own

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ELEMENT	PERFORMANCE CRITERIA
	performance, suggest improvements and to identify professional development needs, in accordance with personal and business requirements 6.6. Monitor and review staff turnover rate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to identify workplace skill gaps • coaching skills • communication skills to relate to staff • conflict resolution skills • literacy skills to interpret legal requirements, to compile reports and to prepare a job/position description • team building and motivation skills.
Required knowledge
• commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal employment opportunity (EEO), industrial relations and anti-discrimination • OHS responsibilities and procedures for managing hazards • relevant industry awards/enterprise agreements • staff development and career planning • staff counselling, grievance and disciplinary procedures • unfair dismissal legislation and procedures.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • managing a small team including staff selection, staff records, induction, training and development • developing and maintaining team performance to enhance business operations • knowledge of relevant legislative requirements affecting business operation.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including staff policies and records, and contingency plans • oral or written questioning to assess knowledge of staff recruitment procedures, staff development and review programs • review of job/position descriptions and selection criteria developed • review of documentation monitoring and reviewing staff turnover rate.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB405A Monitor and manage small business operations.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Staffing requirements may include:	• full-time, part-time, permanent, temporary or casual • number of staff • responsibilities, competencies required • self, other owners, family and/or friends • sub-contractors or external advisors/consultants • time commitment, performance expectations
Policies and procedures must include:	• complaint and grievance procedures • culturally appropriate entitlements e.g. funeral leave, national/religious days • culturally appropriate procedures e.g. how business will enact cultural requirements for relationships between owner/operator, employees and service providers • employment conditions, equal opportunity, anti-discrimination, cultural diversity • induction and training • OHS • recruitment and selection • performance measures • professional development
Staff development program and career paths may include	• attendance at courses • career planning • coaching • flexible learning • job rotation • mentoring • on-the-job training • professional development • staff exchanges • succession planning
Advertising staff vacancies may include:	• electronic (radio, television and internet) • noticeboards • print media • word-of-mouth
Industrial relations may include:	• awards and/or industrial agreements and

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RANGE STATEMENT	
	relevant industrial instruments • counselling, dismissal procedures
Legal requirements and codes of practice may include:	• award and enterprise agreements and relevant industrial instruments • commonwealth, state/territory and local government legislative requirements affecting business operation, especially in regard to OHS and environmental issues, EEO, industrial relations and anti-discrimination • relevant industry codes of practice
Staff records system must include:	• disciplinary and grievance procedures • employee records (including tax file number, remuneration, leave and training records) • job/position descriptions • OHS record • records of taxation and superannuation payments made
Performance measures may include:	• overall staff productivity • percentage of chargeable hours/days per week • performance of key people • ratio of direct workers to those who support, supervise or manage them • ratio of sales dollars per employee • staff morale, work ethic, work satisfaction
Contingency plans may include:	• accidents or emergencies • environmental issues • fluctuating workloads • OHS • unpredicted customer demand/busy periods • unpredicted staff shortages
Team members may include:	• employees, trainees/apprentices, sub-contractors or external advisers/consultants • owner/s, partners, family members

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSUS201A Participate in environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices. This unit requires the ability to access industry information, and applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit applies to operators/team members under supervision or guidance, who are required to follow workplace procedures and instructions, and to work in an environmentally sustainable manner. It covers: efficient resource use potential environmental hazards regulatory compliance improving environmental performance (within the scope of competency, authority and own level of responsibility). It addresses the knowledge, processes and techniques necessary to participate in environmentally sustainable work practices.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify current resource use	1.1. Identify workplace ***environmental and resource efficiency issues*** 1.2. Identify resources used in own work role 1.3. Document and measure current usage of resources using ***appropriate techniques*** 1.4. Record and file documentation measuring current usage, using technology (such as software systems) where applicable 1.5. Identify and report workplace environmental

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ELEMENT	PERFORMANCE CRITERIA
	hazards to appropriate personnel
2. Comply with environmental regulations	2.1. Follow workplace procedures to ensure ***compliance*** 2.2. Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1. Follow ***organisational plans*** to improve environmental practices and resource efficiency 3.2. Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3. Make ***suggestions*** for improvements to workplace practices in own work area

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to comply with all relevant legislation associated with job specifications and procedures
- communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency
- communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation
- literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use
- technology skills to select and use technology appropriate for a task.

Required knowledge

- environmental and resource hazards/risks
- environmental or sustainability legislation, regulations and codes of practice applicable to own work role
- OHS issues and requirements
- organisational structure, and reporting channels and procedures
- relevant environmental and resource efficiency systems and procedures
- sustainability in the workplace
- terms and conditions of employment including policies and procedures, such as

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REQUIRED SKILLS AND KNOWLEDGE
daily tasks, employee and employer rights, equal opportunity.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities • accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required • developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role • identifying organisational improvements by applying efficient resource use to daily activities • knowledge of environmental and resource hazards/risks.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation • review of current work area directly relating to own work, to assess measurement of resources used, hazards and compliance • individual or team discussion about potential for increased resource efficiency within current work area • access to workplace documents, information and resources (such as compliance obligations, enterprise

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EVIDENCE GUIDE	
	plans, work responsibilities).
Method of assessment	A range of assessment methods should be used t assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques over time and in a range of situations • analysis of responses to case studies and scenarios • review of documentation measuring current resource usage • evaluation of techniques used to document and measure current usage of resources • review of identified and reported workplace environmental hazards • evidence of active participation in organisational plans to improve environmental practices and resource efficiency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBINN201A Contribute to workplace innovation • BSBSMB301A Investigate micro business opportunities • BSBWOR202A Organise and complete daily work activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Environmental and resource	• maximising opportunities to improve business environmental performance

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RANGE STATEMENT	
efficiency issues may include:	• minimising environmental risks • promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system • using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage
Appropriate techniques may include:	• examining and documenting resources in work area • examining invoices from suppliers • examining relevant information and data • measuring resource usage under different conditions • reports from other parties involved in the process of identifying and implementing improvements

Compliance may include:	• meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  • international
	  • commonwealth
	  • state/territory
	  • local government
	  • industry
	  • organisation

Organisational plans may include:	• documented policies and procedures • work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework
Suggestions may include ideas that help to:	• improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate

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RANGE STATEMENT	
	• prevent and minimise risks • reduce emissions of greenhouse gases • reduce use of non-renewable resources

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

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BSBSUS301A Implement and monitor environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness. This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit applies to those with responsibility for a specific area of work or who lead a work group or team. It addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools, such as: • identifying areas for improvement • developing plans to make improvements • implementing and monitoring improvements in environmental performance. A person who demonstrates competence in this unit must be able to provide evidence of the ability to implement and monitor integrated environmental and resource efficiency management policies and procedures within an organisation. Evidence must be strictly relevant to the

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	particular workplace role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Investigate current practices in relation to resource usage	1.1. Identify environmental regulations applying to the enterprise 1.2. Analyse procedures for assessing ***compliance*** with environmental/sustainability regulations 1.3. Collect information on environmental and resource

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ELEMENT	PERFORMANCE CRITERIA
	efficiency systems and procedures, and provide to the work group where appropriate 1.4. Collect, analyse and organise information from a range of ***sources*** to provide information/advice and tools/resources for improvement opportunities 1.5. Measure and document current resource usage of members of the work group 1.6. Analyse and document current ***purchasing strategies*** 1.7. Analyse current work processes to access information and data to assist in identifying areas for improvement
2. Set targets for improvements	2.1. Seek input from ***stakeholders***, ***key personnel and specialists*** 2.2. Access external sources of information and data as required 2.3. Evaluate alternative solutions to workplace environmental issues 2.4. Set efficiency targets
3. Implement performance improvement strategies	3.1. Source and use appropriate ***techniques and tools*** to assist in achieving efficiency targets 3.2. Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management 3.3. Implement and integrate ***environmental and resource efficiency improvement plans*** for own work group with other operational activities 3.4. Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area 3.5. Seek ***suggestions*** and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate 3.6. Implement costing strategies to fully value environmental assets
4. Monitor performance	4.1. Use and/or develop evaluation and monitoring, tools and technology 4.2. Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders 4.3. Evaluate strategies and improvement plans

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ELEMENT	PERFORMANCE CRITERIA
	4.4. Set new efficiency targets, and investigate and apply new tools and strategies 4.5. Promote successful strategies and reward participants where possible

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to analyse problems, to devise solutions and to reflect on approaches taken • change management skills • communication skills to answer questions, clarify and acknowledge suggestions relating to work requirements and efficiency • communication/consultation skills to support information flow from stakeholders to the work group • innovation skills to identify improvements, to apply knowledge about resource use to organisational activities and to develop tools • literacy skills to comprehend documentation, to interpret environmental and energy efficiency requirements, to create tools to measure and monitor improvements and to report outcomes • numeracy skills to analyse data on organisational resource consumption and waste product volumes • planning and organising skills to implement environmental and energy efficiency management polices and procedures relevant to own work area • problem-solving skills to devise approaches to improved environmental sustainability and to develop alternative approaches as required • technology skills to operate and shut down equipment; where relevant, to use software systems for recording and filing documentation to measure current usage; and to use word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information • supervisory skills to work effectively with a team
Required knowledge
• best practice approaches relevant to own area of responsibility and industry • compliance requirements within work area for all relevant environmental/sustainability legislation, regulations and codes of practice including resource hazards/risks associated with work area, job specifications and procedures

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REQUIRED SKILLS AND KNOWLEDGE
• environmental and energy efficiency issues, systems and procedures specific to industry practice • external benchmarks and support for particular benchmarks to be used within organisation, including approaches to improving resource use for work area and expected outcomes • OHS issues and requirements • organisational structure and reporting channels and procedures • quality assurance systems relevant to own work area • strategies to maximise opportunities and to minimise impact relevant to own work area • supply chain procedures • terms and conditions of employment including policies and procedures, such as daily tasks, work area responsibilities, employee, supervisor and employer rights, equal opportunity

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of relevant compliance requirements within work area • developing plans to make improvements • planning and organising work group activities in relation to measuring current use and devising strategies to improve usage • monitoring resource use and improvements for environmental performance relative to work area and supervision • ensuring appropriate action is taken within work area in relation to environmental/sustainability compliance and potential hazards • implementing new approaches to work area in an effort to resolve and improve environmental and resource efficiency issues and reporting as required.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to a range of environment/sustainability legislation, standards, guidelines and procedural requirements relevant to specific work area, daily responsibilities and supervision • access to a range of information, workplace documentation and resources such as compliance obligations, organisation plans, work supervision and responsibilities • access to reports from other parties involved in the process of identifying and implementing improvements • evidence is relevant to the particular workplace role, including work area, staff, stakeholders, equipment, systems and documentation.
Method of assessment	A range of assessment methods should be used t assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • response to case studies • review of reports of activities of work group in relation to measuring resource use and developing improvement strategies • review of work plans outlining approaches to improved practices with documented benchmarks • analysis of the way in which advice is sought and suggestions are made about improvements • observation over time and in a range of situations in relation to review of overall work area and staff, to assess and measure resource use, hazards and compliance • review of checklists to identify and assess resource usage at the beginning and end of the unit; reports on meetings around procedures and improvement processes and monitoring within the workplace; lists of environmental hazards/risks or inefficiencies or opportunities for improvements identified in the workplace • analysis of implementation of programs such as a

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EVIDENCE GUIDE	
	green office program, supply chain program for purchasing sustainable products, or an environmental management framework • oral or written questioning to assess knowledge of environmental and energy efficiency issues, systems and procedures specific to industry practice.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIC411C Communicate with the community • BSBINN301A Promote innovation in a team environment • BSBLED401A Develop teams and individuals • BSBMGT402A Implement operational plan • BSBMGT403A Implement continuous improvement • BSBRSK401A Identify risk and apply risk management processes.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Compliance may include:	• meeting relevant laws, by-laws and regulations or best practice or codes of practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): • international • commonwealth • state/territory • industry • organisation.

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RANGE STATEMENT	
Sources may include:	• organisation specifications • regulatory sources • relevant stakeholders • resource use.
Purchasing strategies may include:	• influencing suppliers to take up environmental sustainability approaches • researching and participating in programs such as a supply chain program to purchase sustainable products.

Stakeholders, ***key personnel and specialists*** may include:	• individuals and groups both inside and outside the organisation who have direct or indirect interest in the organisation's conduct, actions, products and services, including:
	  • customers
	  • employees at all levels of the organisation
	  • government
	  • investors
	  • local community
	  • other organisations
	  • suppliers
	• key personnel within the organisation, and specialists outside the organisation who may have particular technical expertise.

Techniques and tools may include:	• examination of invoices from suppliers • examination of relevant information and data • measurements made under different conditions • others as appropriate to the specific industry context.
Environmental and resource efficiency improvement plans may include:	• addressing environmental and resource sustainability initiatives such as environmental management systems, action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • determining organisation's most appropriate waste treatment including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • initiating and/or maintaining appropriate organisational procedures for operational energy consumption, including stationary

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RANGE STATEMENT	

	energy and non-stationary (transport)
	• preventing and minimising risks, and maximising opportunities such as:
	  • improving resource/energy efficiency
	  • reducing emissions of greenhouse gases
	• reducing use of non-renewable resources
	• referencing standards, guidelines and approaches such as:
	  • ecological footprinting
	  • Energy Efficiency Opportunities Bill 2005
	  • Global Reporting Initiative
	  • green office program - a cultural change program
	  • green purchasing
	  • Greenhouse Challenge Plus (Australian government initiative)
	  • ISO 14001:1996 Environmental management systems life cycle analyses
	  • product stewardship
	  • supply chain management
	  • sustainability covenants/compacts
	  • triple bottom line reporting.

Suggestions may include ideas that help to:	• prevent and minimise risks and maximise opportunities such as:
	  • usage of solar or renewable energies where appropriate
	  • reducing emissions of greenhouse gases
	  • reducing use of non-renewable resources
	  • making more efficient use of resources, energy and water
	• maximising opportunities to re-use, recycle and reclaim materials
	• identifying strategies to offset or mitigate environmental impacts:
	  • purchasing carbon credits
	  • energy conservation
	  • reducing chemical use
	  • reducing material consumption
	• expressing purchasing power through the selection of suppliers with improved

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RANGE STATEMENT	
	environmental performance e.g. purchasing renewable energy • eliminating the use of hazardous and toxic materials.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

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BSBSUS501A Develop workplace policy and procedures for sustainability

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances. This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit addresses the knowledge, processes and techniques necessary to develop approaches to sustainability within workplaces, including the development and implementation of policy. This unit applies to people with managerial responsibility who undertake work developing approaches to create strategies within workplaces, including the development and implementation of policy and includes: • communicating with relevant stakeholders • developing and monitoring policies • reviewing and improving policies. A person who demonstrates competence in this unit must be able to provide evidence of the ability to develop and implement integrated sustainability policies and

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	procedures within an enterprise. The review of the policy after implementation will also need to be evidenced. The context of the unit applies to all sectors of the business industry; it may be applied to all sections of an organisation, including the office, the factory floor, or work area. With such a broad application, the unit will need to be contextualised as it is applied across an organisation and across different industry sectors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop workplace sustainability policy	1.1. Define ***scope*** of sustainability policy 1.2. Gather information from a range of ***sources*** to plan and develop policy 1.3. Identify and consult ***stakeholders*** as a key component of the policy development process 1.4. Include appropriate ***strategies*** in policy at all stages of work for minimising resource use, reducing toxic material and hazardous chemical use, and employing life cycle management approaches 1.5. Make recommendations for policy options based on likely effectiveness, timeframes and cost 1.6. Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity 1.7. Agree to appropriate methods of implementation
2. Communicate workplace sustainability policy	2.1. Promote workplace sustainability policy, including its expected outcome to key stakeholders 2.2. Inform those involved in implementing the policy as to outcomes expected, activities to be undertaken and responsibilities assigned
3. Implement workplace sustainability policy	3.1. Develop and communicate procedures to help implement workplace sustainability policy 3.2. Implement strategies for continuous improvement in resource efficiency 3.3. Establish and assign responsibility to use recording systems for tracking continuous improvements in sustainability approaches
4. Review workplace sustainability policy implementation	4.1. Document outcomes and provide feedback to key personnel and stakeholders 4.2. Investigate successes or otherwise of policy 4.3. Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance 4.4. Modify policy and or procedures as required to ensure improvements are made

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to adjust communication to suit different audiences; to respond effectively to diversity; to work as a member of a team to consult on and validate policy • literacy skills to read and evaluate complex and formal documents such as policy and legislation • problem skills to effectively manage different points of view and dissenting stakeholders • research, analytical and writing skills to research, analyse and present information; to prepare written reports requiring precision of expression and language and structures suited to the intended audience
Required knowledge
• best practice approaches relevant to own work area • environmental or sustainability legislation, regulations and codes of practice applicable to industry and organisation • equal employment opportunity, equity and diversity principles and occupational health and safety implications of policy being developed • policy development processes and practices • principles, practices and available tools and techniques of sustainability management relevant to the particular industry context • quality assurance systems relevant to own organisation • relevant industry competency • relevant organisational polices, procedures and protocols • relevant systems and procedures to aid in the achievement of workplace sustainability

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • candidate's involvement as a key person in planning, developing and implementing organisational policy and that the developed policy complies with legislative requirements • implementation strategy, as part of the policy, that has been devised, implemented and reviewed showing a measurable improvement utilising the chosen benchmark indicators • communicating with stakeholders to discuss possible approaches to policy development and implementation, and contributing to the resolution of disputes among stakeholders • developing and monitoring policies for analysing data on enterprise resource consumption • using software systems for recording and filing documentation for measurement of current usage and using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information • reviewing and improving policies by identifying improvements and benchmarking against industry best practice and attempting new approaches continuously over time.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to relevant legislation/standards/guidelines • access to a range of workplace documentation and personnel, information and resources (such as compliance obligations, organisational plans, work responsibilities) • access to reports from other parties involved in the development and implementation of policy • evidence is collected over time, involving both formative and summative assessment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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EVIDENCE GUIDE	
	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate • response to case studies • review of policy developed and procedural documentation outlining the approach taken • review of implementation strategy, plans and work plans • analysis of methods used to involve stakeholders in policy development, implementation and review • analysis of inefficiencies or opportunities for improvements identified in the workplace • evaluation of participation in sustainability work practices and programs such as an environmental management framework • observation over time in relation to review of work area relating to policy and procedures being developed to assess measurement of resources used, hazards and compliance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIM419A Contribute to the development and implementation of organisational policies • BSBHRM506A Manage recruitment, selection and induction processes • BSBHRM602B Manage human resources strategic planning • BSBINN502A Build and sustain an innovative work environment • BSBMGT515A Manage operational plan • BSBMGT516C Facilitate continuous improvement • BSBMGT608C Manage innovation and continuous improvement • BSBMGT616A Develop and implement strategic plans • BSBMGT617A Develop and implement a business plan • BSBRSK501A Manage risk.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Scope of workplace sustainability policy may include:	• addressing sustainability initiatives through reference to standards, guidelines and approaches such as:
	  • ecological foot printing
	  • Energy Efficiency Opportunities Bill 2005l
	  • Global Reporting Initiative
	  • green office program
	  • green purchasing
	  • Greenhouse Challenge Plus (Australian government initiative)
	  • ISO 14001:1996 Environmental management systems life cycle analyses
	  • life cycle analyses
	  • product stewardship
	  • supply chain management
	  • sustainability covenants/compacts
	  • triple bottom line reporting
	• integrated approach to sustainability which includes environmental, economic and social aspects, or a specific approach that focuses on each aspect individually
	• investigating particular business and market context of the industry/organisation
	• meeting relevant laws, by laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  • international
	  • commonwealth
	  • state/territory
	  • industry

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RANGE STATEMENT	
	• organisation • parts of the organisation to which it is to apply, including whether it is for the whole organisation, one site, one work area or a combination of these.
Sources may include:	• regulatory sources • relevant personnel • organisational specifications.

Stakeholders may include:	• individuals and groups both inside and outside the organisation who have some direct interest in the organisation's conduct, actions, products and services, including:
	  • customers
	  • employees at all levels of the organisation
	  • government
	  • investors
	  • local community
	  • other organisations
	  • regulators
	  • suppliers
	• key personnel within the organisation and specialists outside the organisation who may have particular technical expertise.

Strategies may include:	• promotional activities • raising awareness among stakeholders • training staff in sustainability principles and techniques.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

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Co-requisite units

Co-requisite units		

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BSBWOR301A Organise personal work priorities and development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performance, and to maintain required levels of competence. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of work scheduling and performance improvement to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise and complete own work schedule	1.1. Ensure that ***work goals and objectives*** are understood, negotiated and agreed in accordance with ***organisational requirements*** 1.2. Assess and prioritise workload to ensure tasks are completed within identified timeframes 1.3. Identify ***factors affecting the achievement of work objectives*** and incorporate contingencies into work plans 1.4. Use ***business technology*** efficiently and effectively to manage and monitor scheduling and completion of tasks
2. Monitor own work performance	2.1. Accurately monitor and adjust personal work performance through self-assessment to ensure achievement of tasks 2.2. Ensure that ***feedback on performance*** is actively sought and evaluated from colleagues and clients in the context of individual and group requirements 2.3. Routinely identify and report on variations in the quality of service and products in accordance with organisational requirements 2.4. Identify ***signs of stress*** and effects on ***personal***

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ELEMENT	PERFORMANCE CRITERIA
	wellbeing 2.5. Identify ***sources of stress*** and access appropriate ***supports and resolution strategies***
3. Coordinate personal skill development and learning	3.1. Identify personal learning needs and skill gaps using self-assessment and advice from colleagues and clients in relation to role and organisational requirements 3.2. Identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel 3.3. Access, complete and record ***professional development opportunities*** to facilitate continuous learning and career development 3.4. Incorporate formal and informal feedback into review of further learning needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read and understand the organisation's procedures, own work goals and objectives
- planning skills to organise work priorities and arrangements
- problem-solving skills to solve routine problems
- communication skills to give and receive constructive feedback relating to development needs.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies, plans and procedures

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REQUIRED SKILLS AND KNOWLEDGE
• methods to elicit, analyse and interpret feedback • principles and techniques of goal setting, measuring performance, time management and personal assessment • competency standards and how to interpret them in relation to self • methods to identify and prioritise personal learning needs.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparing work plans • scheduling and prioritising work objectives and tasks • knowledge of the principles and techniques of goal setting, measuring performance, time management and personal assessment.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of work schedules and performance improvement plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of self-assessment documentation outlining learning and development needs • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of methods to identify and prioritise personal learning

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EVIDENCE GUIDE	
	needs • evaluation of planning for personal skill development activities and professional development opportunities.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other industry capability units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Work goals and objectives may include:	• budgetary targets • production targets • reporting deadlines • sales targets • team and individual learning goals • team participation
Organisational requirements may include:	• access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals
Factors affecting the achievement of work objectives may include:	• budget constraints • competing work demands • environmental factors such as time, weather

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RANGE STATEMENT	
	• resource and materials availability • technology/equipment breakdowns • unforeseen incidents • workplace hazards, risks and controls
Business technology may include:	• computer applications • computers • email • facsimile machines • internet/extranet/intranet • modems • personal schedulers • photocopiers • printers • scanners
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Signs of stress may include:	• absence from work • alcohol or other substance abuse • conflict • poor work performance
Personal wellbeing may include:	• cultural • emotional • social • spiritual
Sources of stress may include:	• complex tasks • cultural issues • work and family conflict • workloads
Supports and resolution strategies may include:	• awareness raising • counselling • employee assistance programs (EAP) • family support • group activities • job design

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RANGE STATEMENT	
	• mediation • sharing load • time off • training
Professional development opportunities may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • quality assurance assessments and recommendations • recognition of current competence/skills recognition • work experience/exchange/opportunities • workplace skills assessment

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBWOR401A Establish effective workplace relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to collect, analyse and communicate information and to use that information to develop and maintain effective working relationships and networks, with particular regard to communication and representation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers play an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs and outcomes. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and team members. At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning and evaluation, and leadership and guidance of others.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Collect, analyse and communicate information and ideas	1.1. Collect relevant ***information*** from appropriate sources and analyse and share with the work team to improve work performance 1.2. Communicate ideas and information in a manner which is appropriate and sensitive to the cultural and social diversity of the audience and any specific needs 1.3. Implement ***consultation processes*** to encourage employees to contribute to issues related to their work, and promptly relay feedback to the work team in regard to outcomes 1.4. Seek and value contributions from internal and external sources in developing and refining new ideas and approaches

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ELEMENT	PERFORMANCE CRITERIA
	1.5. Implement ***processes*** to ensure that issues raised are resolved promptly or referred to ***relevant personnel*** as required
2. Develop trust and confidence	2.1. Treat all internal and external contacts with integrity, respect and empathy 2.2. Use the ***organisation's social***, ***ethical and business standards*** to develop and maintain effective relationships 2.3. Gain and maintain the trust and confidence of ***colleagues***, ***customers and suppliers*** through competent performance 2.4. Adjust interpersonal styles and methods to meet organisation's social and cultural environment 2.5. Encourage other members of the work team to follow examples set, according to ***organisation's policies and procedures***
3. Develop and maintain networks and relationships	3.1. Use ***networks*** to identify and build relationships 3.2. Use networks and other work relationships to provide identifiable benefits for the team and organisation
4. Manage difficulties into positive outcomes	4.1. Identify and analyse difficulties, and take action to rectify the situation within the requirements of the organisation and relevant legislation 4.2. Guide and support colleagues to resolve work difficulties 4.3. Regularly review and improve ***workplace outcomes*** in consultation with relevant personnel 4.4. Manage ***poor work performance*** within the organisation's processes 4.5. Manage conflict constructively within the organisation's processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• coaching and mentoring skills to provide support to colleagues

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REQUIRED SKILLS AND KNOWLEDGE

• literacy skills to research, analyse, interpret and report information
• relationship management and communication skills to:
  • deal with people openly and fairly
  • forge effective relationships with internal and/or external people, and to develop and maintain these networks
  • gain the trust and confidence of colleagues
  • respond to unexpected demands from a range of people
  • use supportive and consultative processes effectively.

Required knowledge

• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS), and environmental issues, equal opportunity, industrial relations and anti-discrimination
• theory associated with managing work relationships to achieve planned outcomes:
  • developing trust and confidence
  • maintaining consistent behaviour in work relationships
  • understanding the cultural and social environment
  • identifying and assessing interpersonal styles
  • establishing, building and maintaining networks
  • identifying and resolving problems
  • resolving conflict
  • managing poor work performance
  • monitoring, analysing and introducing ways to improve work relationships.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • range of methods and techniques for communicating information and ideas to a range of stakeholders • range of methods and techniques for developing positive work relationships that build trust and

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EVIDENCE GUIDE	
	confidence in the team • accessing and analysing information to achieve planned outcomes • techniques for resolving problems and conflicts and dealing with poor performance • knowledge of the theory associated with managing work relationships to achieve planned outcomes.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • demonstration of techniques in managing poor performance and communicating effectively • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of relevant legislation • review of consultation processesimplemented to encourage employees to contribute to issues related to their work • review of documentation outlining reviewing ofworkplace outcomes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Information may include:	• data appropriate to work roles and organisational policies that is shared and retrieved in writing or verbally, electronically or manually such as: • archived, filed and historical background data • individual and team performance data • marketing and customer related data • planning and organisational documents including the outcomes of continuous improvement and quality assurance • policies and procedures
Consultation processes may include:	• feedback to the work team and relevant personnel in relation to outcomes of the consultation process • opportunities for all employees to contribute to ideas and information about organisational issues
Processes to ensure that issues raised are resolved promptly or referred may include:	• conducting informal meetings • coordinating surveys or questionnaires • distributing newsletters or reports • exchanging informal dialogue with relevant personnel • participating in planned organisational activities
Relevant personnel may include:	• managers • OHS committee and other people with specialist responsibilities • other employees • supervisors • union representatives/groups
Organisation's social, ethical and business standards may refer to:	• implied standards such as honesty and respect relative to the organisational culture and generally accepted within the wider community • rewards and recognition for high performing staff

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RANGE STATEMENT	

	• standards expressed in legislation and regulations such as anti-discrimination legislation
	• written standards such as those expressed in:
	  • code of workplace conduct/behaviour
	  • dress code
	  • policies
	  • statement of workplace values
	  • vision and mission statements

Colleagues, customers and suppliers may include:	• both internal and external contacts • employees at the same level and more senior managers • people from a wide variety of social, cultural and ethnic backgrounds • team members
Organisation's policies and procedures may refer to:	• Materials Safety Data Sheets • organisational tasks and activities undertaken to meet performance outcomes • sets of accepted actions approved by the organisation • Standard Operating Procedures
Networks may be:	• established structures or unstructured arrangements and may include business or professional associations • informal or formal and with individuals or groups • internal and/or external
Workplace outcomes may include:	• OHS processes and procedures • performance of the work team
Poor work performance may refer to:	• individual team members • organisation as a whole • self • whole work team

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBWOR402A Promote team effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have an important leadership role in the development of efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion. They provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan to achieve team outcomes	1.1. Identify, establish and document ***team purpose***, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** in ***consultation*** with team members 1.2. Support team members in meeting expected outcomes
2. Develop team cohesion	2.1. Provide opportunities for input of team members into planning, decision making and operational aspects of work team 2.2. Encourage and support team members to take ***responsibility for own work*** and to assist each other in undertaking required roles and responsibilities 2.3. Provide ***feedback*** to team members to encourage, value and reward individual and team efforts and contributions 2.4. Recognise and address issues, concerns and problems identified by team members or refer to ***relevant persons*** as required

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ELEMENT	PERFORMANCE CRITERIA
3. Participate in and facilitate work team	3.1. Actively encourage team members to participate in and take responsibility for team activities and communication processes 3.2. Give the team support to identify and resolve problems which impede its performance 3.3. Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers
4. Liaise with management	4.1. Maintain open ***communication*** with ***line manager***/***management*** at all times 4.2. Communicate information from line manager/management to the team 4.3. Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken 4.4. Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - boost team morale
  - deal with team conflict
  - deliver messages from management
  - facilitate discussion
  - mentor and coach
- leadership skills
- planning and organising skills.

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• organisational goals, objectives and plans
• organisational policy and procedures framework
• organisational structure, including organisational chart
• principles and techniques associated with:
  • delegation and work allocation
  • goal setting
  • group dynamics and processes
  • individual behaviour and difference
  • leadership
  • motivation
  • negotiation
  • planning.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • teamwork plan with details of how it was generated and how it will be monitored so that team goals can be met • techniques in communicating information, dealing with team conflict and resolving issues • knowledge of organisational goals, objectives and plans.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios

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EVIDENCE GUIDE	
	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques in working with team dynamics • observation of performance in role plays • oral or written questioning to assess knowledge of principles and techniques associated with group dynamics and processes • evaluation of opportunities provided for input of team members into planning, decision making and operational aspects of work team • review of feedback provided to team members • review of teamwork plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Team purpose, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** may include:	• action plans, business plans and operational plans linked to strategic plans • expected outcomes and outputs • goals for individuals and the work team • individual and team performance plans and key performance indicators • occupational health and safety (OHS) responsibilities
Consultation may include:	• attending meetings, interviews, brainstorming sessions

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RANGE STATEMENT	
	• using email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual effectiveness • using mechanisms to provide feedback to the work team in relation to consultation outcomes
Responsibility for own work may involve:	• individual and joint actions • individuals and teams
Feedback may refer to:	• formal/informal gatherings between team members where there is communication on work related matters • informal communication of ideas and thoughts on specific tasks, outcomes, decisions, issues or behaviours
Relevant persons may include:	• colleagues • direct superior or other management representatives • OHS committees and other people with specialist responsibilities
Communication may include:	• face-to-face • formal/informal interaction • verbal, written or electronic communication
Line manager*/*management may refer to:	• direct superior or other management representatives

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

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Co-requisite units

Co-requisite units		

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BSBWOR404A Develop work priorities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan one's own work schedules, to monitor and to obtain feedback on work performance and development. It also addresses the requirement to take responsibility for one's own career planning and professional development.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to individuals who are required to design their own work schedules and work plans, and to establish priorities for their work. They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and complete own work schedule	1.1. ***Workgroup*** plans are prepared to reflect consideration of resources, client needs and workgroup targets 1.2. ***Work objectives*** and priorities are analysed and incorporated into personal schedules and responsibilities 1.3. ***Factors affecting the achievement of work objectives*** are identified and contingencies established and incorporated into work plans 1.4. ***Business technology*** is used efficiently and effectively to manage and monitor planning completion and scheduling of tasks
2. Monitor own work performance	2.1. Personal performance standards are identified and analysed through self-assessment and feedback from others on the achievement of work objectives 2.2. ***Feedback on performance*** is actively sought from colleagues and clients and evaluated in context of individual and group requirements 2.3. Variations in the quality of service and products are routinely identified and reported in accordance with organisational requirements
3. Coordinate professional development	3.1. Personal knowledge and skills are assessed against organisational benchmarks to determine development needs and priorities 3.2. Opportunities for improvement and sources of learning are researched and planned in liaison with colleagues 3.3. ***Feedback*** is used to identify and develop ways to improve competence within available opportunities 3.4. New skills are identified and ***professional development activities*** are accessed and completed to facilitate continuous learning and career development 3.5. Records and documents relating to achievements and assessments are stored

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	and maintained in accordance with organisational requirements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.
Required skills
• learning skills to recognise and develop new and necessary skills and knowledge • literacy skills to understand the organisation's policies, procedures and communications, to write personal work plans and professional development plans, and to request and receive feedback about performance • organising skills to prioritise, manage time and meet deadlines • problem solving skills to develop contingency plans
Required knowledge
• knowledge of relevant business technology applications to schedule tasks and plan work • knowledge of techniques to prepare personal plans and establish priorities • methods to identify and prioritise personal learning needs • understanding of a range of professional development options • understanding of methods to elicit, analyse and interpret feedback • understanding of methods to evaluate own performance

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparing and communicating own work plan • scheduling work objectives and tasks to support the achievement of goals • seeking and acting on feedback from clients and colleagues • reviewing own work performance against achievements through self-assessment

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	• accessing learning opportunities to extend own personal work competencies • using business technology to monitor self development.
Context of and specific resources for assessment	Assessment must ensure: • the learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • review of work and professional development plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • Other units from the Certificate IV in Frontline Management.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Workgroup plans may include:	• budgetary plans • production plans • reporting plans • sales plans • team and individual learning goals • team participation • work schedules

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Work objectives may include:	• budgetary targets • production targets • reporting deadlines • sales targets • team and individual learning goals • team participation
Factors affecting the achievement of work objectives may include:	• budget constraints • competing work demands • environmental factors such as time, weather, etc • personnel • resource and materials availability • technology/equipment breakdowns • unforeseen incidents
Business technology may include:	• computer applications • computers • email and internet/intranet/extranet • facsimile machines • modems • personal schedules • photocopiers • printers • scanners
Feedback on performance may include:	• formal/informal performance appraisals • obtaining comments from clients • obtaining comments from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Professional development activities may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • Recognition of Prior Learning • work experience/exchange/opportunities • workplace skills assessment

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Unit Sector(s)

Management and Leadership - Management

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BSBWOR501A Manage personal work priorities and professional development

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to managers and focuses on the need for managers to be organised, focussed and skilled, in order to effectively manage the work of others. As such it is an important unit for most managers, particularly as managers serve as role models and have a significant influence on the work culture and patterns of behaviour.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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	with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish personal work goals	1.1. Serve as a positive role model in the workplace through personal work planning and organisation 1.2. Ensure personal work goals, plans and activities reflect the organisation's plans, and ***own responsibilities and accountabilities*** 1.3. Measure and maintain personal performance in varying work conditions, work contexts and contingencies
2. Set and meet own work priorities	2.1. Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives 2.2. Use ***technology*** efficiently and effectively to manage work priorities and commitments 2.3. Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1. Assess personal knowledge and skills against ***competency standards*** to determine development needs, priorities and plans 3.2. Seek feedback from employees, ***clients and colleagues*** and use this feedback to identify and develop ways to improve competence 3.3. Identify, evaluate, select and use ***development opportunities*** suitable to personal learning style/s to develop competence 3.4. Undertake participation in networks to enhance personal knowledge, skills and work relationships 3.5. Identify and develop new skills to achieve and maintain a competitive edge

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to receive, analyse and report on feedback • literacy skills to interpret written and verbal information about workplace requirements • organisational skills to set and achieve priorities.
Required knowledge

• principles and techniques involved in the management and organisation of:
  • performance measurement
  • personal behaviour, self-awareness and personality traits identification
  • personal development plan
  • personal goal setting
  • time management
• management development opportunities and options for self
• organisation's policies, plans and procedures
• types of learning style/s and how they relate to the individual
• types of work methods and practices that can improve personal performance.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • systems and processes (electronic or paper-based) used to organise and prioritise tasks, which show how work is managed • personal development plan, with career objectives and an action plan • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.

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Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to asses knowledge of work methods and practices that can improve personal performance • review of personal work goals, plans and activities • evaluation of work-life balance • review of documentation assessing personal knowledge and skills against competency standards.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Own responsibilities and accountabilities may include:	• expectations of workplace performance as expressed in a performance plan • outputs as expressed in position descriptions or duty statements • statement of conduct outlining an individual's responsibilities/actions/performance
Technology may include:	• computerised systems and software, databases, project management and word processing • electronic diary

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	• personal digital assistant (PDA)
Competency standards may include:	• enterprise-specific units of competency consistent with work requirements • nationally endorsed units of competency consistent with work requirements
Clients and colleagues may be:	• colleagues at the same level and more senior managers • internal or external customers • people from a wide range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • team members
Development opportunities may include:	• action learning • coaching • exchange/rotation • induction • mentoring • shadowing • structured training programs

Unit Sector(s)

Management and Leadership - Management

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BSBWOR502A Ensure team effectiveness

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to facilitate all aspects of teamwork within the organisation. It involves taking a leadership role in the development of team plans, leading and facilitating teamwork and actively engaging with the management of the organisation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to managers and addresses the need for managers to facilitate work teams and to build a positive culture within work teams. The unit takes a systematic and planned approach to developing teams. It includes the soft skills as well as more structured approaches to the management of teams.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish team performance plan	1.1. ***Consult*** team members to establish a common understanding of team purpose, roles, responsibilities and ***accountabilities*** in accordance with organisational goals, plans and objectives 1.2. Develop ***performance plans*** to establish expected ***outcomes***, ***outputs***, ***key performance indicators*** and goals for work team 1.3. Support team members in meeting expected performance outcomes
2. Develop and facilitate team cohesion	2.1. Develop ***strategies*** to ensure team members have input into planning, decision making and operational aspects of work team 2.2. Develop ***policies and procedures*** to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities 2.3. Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4. Develop ***processes*** to ensure that issues, concerns and problems identified by team members are recognised and addressed
3. Facilitate teamwork	3.1. Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes 3.2. Support the team in identifying and resolving work performance problems 3.3. Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all ***stakeholders***

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4. Liaise with stakeholders	4.1. Establish and maintain open communication processes with all stakeholders 4.2. Communicate information from ***line manager*/*management*** to the team 4.3. Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders 4.4. Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.
Required skills
• training skills to mentor and coach team members • communication skills to explain team goals, to address team conflict and to build an environment of trust • planning and organisational skills to keep team on track and focussed on work outcomes.
Required knowledge
• group behaviour • models for conflict resolution.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • range of techniques that can be used to build work teams, strengthen communications in the

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	team and resolve conflict • methods for engaging with stakeholders and obtaining advice from outside the work team, to ensure team is focussed and on track • knowledge of group behaviour.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of team building techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • review of performance plans developed for work team • review of policies and procedures developed to ensure team members take responsibility for own work.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Consultation may refer to:	• conducting meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other

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	processes and devices which ensure that all employees have the opportunity to contribute to team and individual performance plans • mechanisms used to provide feedback to the work team in relation to outcomes of consultation
Accountabilities may refer to:	• responsibilities as defined in position descriptions, codes of conduct/behaviour, duty statements or similar • statement of conduct outlining responsibilities/actions/performance
Performance plans may refer to:	• individual performance plans linked to team goals • team plans based on work assignments and responsibilities
Outcomes, ***outputs***, ***key performance indicators*** may refer to agreed:	• changes in work roles and responsibilities • improved individual and team, performance and participation • improvements to systems, operations • measures for monitoring and evaluating the efficiency or effectiveness of systems or services • quality standards and expectations • targets for productivity improvements such as reduced downtime, higher production levels, decreases in absenteeism • targets for training and development
Strategies may refer to:	• clarification of roles and expectations • electronic communication devices and processes, such as intranet and email communication systems, to facilitate input • long-term or short-term plans factoring in opportunities for team input • mentoring and 'buddy' systems to support team members in providing input • newsletters and briefings • training and development activities
Policies and procedures may refer to:	• organisational guidelines and systems that govern operational functions • procedures that detail the activities that must be carried out for the completion of actions and tasks • Standard Operating Procedures

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Processes may refer to:	• brainstorming options with the team for addressing concerns • creating a matrix of issues and concerns and distributing for comment • discussions with individuals regarding their concerns • distributing drafts for comment with a range of options for resolution of concerns • training and development sessions
Stakeholders may include:	• Board members • business or government contacts • funding bodies • union/employee groups and representatives • work team
Line manager/***management*** may refer to:	• chief executive officer • direct superior • other management representatives

Unit Sector(s)

Management and Leadership - Management

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BSBWRK410A Implement industrial relations procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work with industrial relations policies and procedures. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit addresses the knowledge and skills required to represent the organisation/employer in dealing with industrial relations matters in the workplace. The unit covers communicating and implementing industrial relations policies and procedures that meet statutory and legislative requirements; assisting in dealing with industrial relations conflicts and issues; and generally working towards a harmonious industrial relations climate within the workplace.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Communicate and implement organisation's industrial relations policies and procedures	1.1. Source and disseminate ***relevant legislation***, ***agreements***, ***policies and procedures*** to all relevant ***persons and groups*** 1.2. Implement agreements, policies and procedures in accordance with ***site***, ***enterprise and statutory requirements*** 1.3. Develop strategies to effectively communicate with relevant persons and groups on industrial relations matters 1.4. Promote the organisation's industrial relations procedures to relevant persons and groups 1.5. Represent the organisation appropriately in discussions with key stakeholders
2. Assist in minimising industrial relations conflict	2.1. Monitor the implementation of industrial relations policies and procedures 2.2. Process and report to ***management*** on potential industrial relations conflicts

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Prepare and forward documentation to management and other relevant parties about potential industrial relations conflicts 2.4. Work in conjunction with managers to contain industrial relations conflicts 2.5. Work with employees to resolve personal grievances and to prevent escalation of industrial relations conflicts
3. Enhance industrial relations	3.1. Trial and implement strategies to monitor the implementation of the organisation's industrial relations policies and procedures 3.2. Implement strategies to facilitate feedback on the industrial climate 3.3. Implement strategies to strengthen relationships with relevant persons and groups 3.4. Provide information and feedback to management on industrial relations 3.5. Provide information and advice to relevant persons and groups

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy and verbal communication skills to present information in clear and accessible ways to relevant persons • negotiation and conflict resolution skills to deal with sensitive information and resolve issues.
Required knowledge

• grievance resolution policy and procedures
• industrial relations policies and procedures, such as:
  • enterprise agreements
  • enterprise and workplace bargaining
  • role of employee representatives and employee organisations
• legislation, codes of practice and national standards, for example:

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REQUIRED SKILLS AND KNOWLEDGE
• equal employment opportunity (EEO), anti-discrimination • international industrial relations systems where work undertaken has an international focus or context • occupational health and safety (OHS) • relevant state/territory and federal industrial relations systems.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated experience in working with legislation, awards and agreements to provide written and verbal advice in industrial matters • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of workplace documentation relating to current industrial matters.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports/examples of industrial conflict that has been resolved • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques in providing advice about industrial matters • observation of performance in role plays • observation of presentations

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EVIDENCE GUIDE	
	• oral or written questioning to assess knowledge of industrial relations legislations and current issues • review of documentation promoting the organisation's industrial relations procedures • review of documentation prepared about potential industrial relations conflicts.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Human Resources.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Relevant legislation, ***agreements***, ***policies and procedures*** include:	• EEO, diversity, parental leave policies • employment contracts • enterprise agreements and workplace agreements • industrial awards, orders and decisions • industrial relations legislation • OHS policies and procedures • reasonable adjustments for workers with a disability
Persons and groups include:	• employee representatives • employer representatives • union representatives
Site, ***enterprise and statutory requirements*** refer to:	• award and enterprise agreements, and relevant industrial instruments • dispute settlement procedures • grievance mechanisms • relevant industry codes of practice

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RANGE STATEMENT	
	• relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • reporting channels and procedures
Management may include:	• chief executive officer, Board and other senior managers • industrial relations/human resources manager • line managers

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Workplace Relations

Co-requisite units

Co-requisite units		

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BSBWRK509A Manage industrial relations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage industrial relations matters within an organisation, with day to day involvement. It includes strategic planning and policy development for industrial relations as well as negotiation, conflict management and dispute resolution. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a well established, sound theoretical knowledge base in human resources management and industrial relations who are proficient in using a range of specialised technical and managerial techniques to plan, carry out and evaluate their own work and/or the work of a team. They may or may not have responsibility for supervising the work of others but are authorised to oversee industrial relations in the organisation. However they will have knowledge of current industrial relations trends and legislation. The unit addresses staff who have responsibility for working across the organisation to ensure that there is a policy infrastructure which ensures legislative compliance and clarifies issues. It also addresses the requirement for responding to industrial conflict and grievances.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop industrial relations strategies/policies	1.1. Analyse strategic plans and operational plans to determine ***long-term industrial relations objectives*** 1.2. Analyse existing industrial relations performance in relation to strategic industrial relations objectives 1.3. Evaluate options in terms of ***cost benefit***, ***risk analysis*** and current legislative requirements 1.4. Establish industrial relations strategies/policies within the management team 1.5. Identify the knowledge and skills needed by management and the workforce to effectively implement these strategies/policies
2. Implement industrial	2.1. Develop an ***implementation plan*** and contingency

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ELEMENT	PERFORMANCE CRITERIA
relations strategies/policies and plans	plan for the industrial relations strategies/policies 2.2. Make arrangements for training and development in accordance with identified needs, to support the industrial relations plan 2.3. Undertake ***associated industrial relations activities*** to agree to changes required by policies or implementation plan 2.4. Ensure procedures for addressing grievances and conflict are properly documented 2.5. Communicate key issues about procedures for addressing grievances and conflict
3. Manage negotiations, conflict and disputes	3.1. Train individuals in ***conflict management techniques/procedures*** 3.2. Identify and where possible alleviate or eliminate, sources of conflict or grievance in accordance with legal requirements 3.3. Check documentation and other information sources to clarify issues in dispute 3.4. Obtain expert or specialist advice and/or refer to precedents, if required 3.5. Determine desired negotiation outcomes, negotiation strategy and negotiation timeframes 3.6. Advocate the organisation's position in negotiation to obtain agreement 3.7. Document and if necessary, ***certify*** the agreed outcomes with the relevant jurisdiction 3.8. Implement agreements 3.9. Take remedial action where groups or individuals fail to abide by agreements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to advocate, consult, negotiate and mediate conflict • innovation and problem-solving skills to manage sensitive and important issues • planning and time management skills to meet critical deadlines, to sequence tasks,

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REQUIRED SKILLS AND KNOWLEDGE
to prepare submissions and to present cases.
Required knowledge
• enterprise and workplace bargaining processes • key entities in the Australian industrial relations system, including courts and tribunals, trade unions, employer bodies • relevant industrial, occupational health and safety, equal opportunity and anti-discrimination legislation in both the Commonwealth and state jurisdictions.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated understanding of contemporary industrial issues and legislation • documented strategies and procedures for dealing with grievances and disputes • performance of negotiation/conflict resolution techniques • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports on industrial issues • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques in negotiation and case presentation

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EVIDENCE GUIDE	
	• observation of presentations • oral or written questioning to assess knowledge of industrial relations legislation • review of documentation outlining long-term industrial relations objectives • review of implementation plan and contingency plan • evaluation of documentation communicating key issues about procedures for addressing grievances and conflict.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Human Resource Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Long-term industrial relations objectives may relate to:	• effective management of grievances, conflict situations and dispute resolution procedures • employee commitment • employee satisfaction • job design • negotiation outcomes • organisational culture • relations with unions or other peak bodies • restructuring • salary, remuneration, benefits or bonuses • workforce planning • workplace reform
Cost benefit means:	• calculation to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and

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RANGE STATEMENT	
	risks in taking that action
Risk analysis means:	• determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
Implementation plan may include:	• documented objectives, methodology and timeframe • project plan
Associated industrial relations activities may include:	• clarification of terms and conditions of employment of those persons affected • consultation with employee representatives including unions and elected staff representatives • ensuring the legality of proposed strategies, policies and initiatives • referring to employer representatives for advice and support
Conflict management techniques*/*procedures may include:	• controlling difficult situations using legal remedies • dispute resolution procedures • negotiating/bargaining
Certify refers to:	• Australian Workplace Agreements • workplace collective agreements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Workplace Relations

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Co-requisite units

Co-requisite units		

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BSBWRT301A Write simple documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, draft and review a basic document before writing the final version. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement to produce a range of basic workplace documentation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan document	1.1. Determine ***audience*** and ***purpose*** for the document 1.2. Determine ***format*** and ***structure*** 1.3. Establish key points for inclusion 1.4. Identify ***organisational requirements*** 1.5. Establish ***method of communication*** 1.6. Establish ***means of communication***
2. Draft document	2.1. Develop draft document to communicate key points 2.2. Obtain and include any required additional information
3. Review document	3.1. Check draft for suitability of tone for audience, purpose, format and communication style 3.2. Check draft for readability, grammar, spelling, and sentence and paragraph construction 3.3. Check draft for sequencing and structure 3.4. Check draft to ensure it meets organisational requirements 3.5. Ensure draft is proofread, where appropriate, by supervisor or colleague
4. Write final document	4.1. Make and proofread necessary changes 4.2. Ensure document is sent to ***intended recipient*** 4.3. File copy of document in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	organisational policies and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to proofread and edit documents to ensure clarity of meaning and conformity to organisational requirements • problem-solving skills to determine document design and production processes.
Required knowledge
• basic grammar, spelling and punctuation. • communication protocols • how audience, purpose and method of communication influence tone • organisational policies and procedures for document production • resources to assist in document production, such as dictionary, thesaurus, templates, style sheets.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • producing a range of documents that accurately convey required basic information • using formatting suitable for intended audience • knowledge of organisational policies and procedures for document production.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • examples of documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of draft documents • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of communication protocols • review of final documents.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBITU303ADesign and produce text documents • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Audience may include:	• internal and external customers • recipient/s who receive a copy for information • primary recipient/s of the communication
Purpose may include:	• clarification of issues • communication about meetings or events • information • minutes/outcomes of meetings

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RANGE STATEMENT	
	• request for information, advice or assistance • statements of fact • straightforward advice
Format may include:	• email • forms • letters • memos • minutes of meetings • organisational templates or proformas for letters, memos or reports • tables
Structure may include:	• organisation of the material to suit the format (e.g. scannability for on-screen use) • treatment of attachments and hyperlinks • visual signposting of material, including use of headings, lists, keywords and text in boxes
Organisational requirements may include:	• house style requirements • identified authorities for signatories for correspondence/communications • protocols, both written and unwritten for the organisation's internal and external communications • requirements for inclusive and non-discriminatory language and for adherence to copyright legislation
Method of communication may include:	• inclusive communication • use of active or passive voice • use of the appropriate register or style of language - formal, standard or informal
Means of communication may include:	• software packages such as MS Word, Excel, PageMaker, PowerPoint and templates
Intended recipient may include:	• audience for document • signatory of the document • supervisor or other staff member who may add to or forward document to another recipient

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Writing

Co-requisite units

Co-requisite units		

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CHCPOL2A Contribute to policy development

Modification History

Not applicable.

Unit Descriptor

Developing and analysing policies which impact on the client group and the work of the organisation.

Developing and analysing policies which impact on the client group and the work of the organisation

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Review existing policies	1.1 Relevant organisational and other policies are identified and assessed for their relevance and effectiveness to the organisation's objectives

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		1.2 Clients and other stakeholders are consulted about their views on policies
		1.3 Reviews of policies are documented and presented in a format appropriate to the purpose of the review, the context, and the receiver
2	Contribute to research for policy advice	2.1 Research and consultation strategies appropriate to the worker's role in the research process are identified, planned and implemented within time frames, resource constraints and agreed processes
		2.2 Research and consultation outcomes are collated, reported and presented in a format appropriate to the research process, the purpose of the research, the context and the receiver
		2.3 Factors impacting on the quality or outcomes of the research or consultation are identified and incorporated in reports
3	Provide briefing materials on policy issues	3.1 Briefing materials are prepared as required in a format appropriate to the audience, the purpose and the context
		3.2 On the worker's and organisation's role and expertise are drawn on for briefing materials
		3.3 Reasoned argument and evidence are incorporated into briefing materials
4	Promote informed policy debate	4.1 Strategies to stimulate informed debate appropriate to the worker's role in policy development, community education or client service delivery are identified in consultation with other workers and management
		4.2 Strategies to stimulate informed debate are implemented within time frames, resource allocations and agreed processes
		4.3 Where necessary, strategies are implemented to translate policy materials into language/s easily understood by clients and other stakeholders
		4.4 Strategies are developed which enable exchange of views and information between policy initiators, clients and other stakeholders

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Critical aspects of assessment:

Application to policies within own organisation

Application to policies within networks or associations

Policies directly related to own work role and areas of expertise

Application for target groups relevant to the organisation

Involvement with stakeholders relevant to the organisation and the policy issue under consideration

Interdependent assessment of units:

This unit may be assessed with CHCPOL3A - Undertake research activities.

Essential knowledge:

Organisational policies impacting on the worker, the organisation and its target groups

Government and other policies impacting on the issue under consideration, and the organisation and its target groups

The contexts for policies, people and the organisation

Research and consultation techniques

The limits of the worker's own role and competence and the organisation's role

Essential skills:

Analysis of evidence and arguments

Reasoning, including identification of implications and consequences of particular courses of action

Applied consultation and research methodologies

Report writing, including translation of complex concepts into simple language or images

Public speaking addressing a group

Group participation

Resource implications:

Access to appropriate workplace where assessment can be conducted or

Simulation of realistic workplace setting for assessment

Consistency in performance:

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Assessment may include observations, questioning and evidence gathered from the workplace

It is recommended that assessment take place on one or more than occasions to enable assessment of all aspects of policy development to take place

Context of assessment:

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

Critical aspects of assessment:

Application to policies within own organisation

Application to policies within networks or associations

Policies directly related to own work role and areas of expertise

Application for target groups relevant to the organisation

Involvement with stakeholders relevant to the organisation and the policy issue under consideration

Interdependent assessment of units:

This unit may be assessed with CHCPOL3A - Undertake research activities.

Essential knowledge:

Organisational policies impacting on the worker, the organisation and its target groups

Government and other policies impacting on the issue under consideration, and the organisation and its target groups

The contexts for policies, people and the organisation

Research and consultation techniques

The limits of the worker's own role and competence and the organisation's role

Essential skills:

Analysis of evidence and arguments

Reasoning, including identification of implications and consequences of particular courses of action

Applied consultation and research methodologies

Report writing, including translation of complex concepts into simple language or images

Public speaking addressing a group

Group participation

Resource implications:

Access to appropriate workplace where assessment can be conducted or

Simulation of realistic workplace setting for assessment

Consistency in performance:

Assessment may include observations, questioning and evidence gathered from the workplace

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It is recommended that assessment take place on one or more than occasions to enable assessment of all aspects of policy development to take place

Context of assessment:

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

Range Statement

Policies are those which are relevant to the delivery of services by the organisation and could include those developed internal or external to the organisation.

Research undertaken could be:

Survey

Qualitative

Quantitative

Information gathering and consultation techniques may include:

Interview structured, semi-structured and unstructured, group and individual

Conversation by phone or face to face

Observation and listening

Collection of materials, e.g. printed material and videos

Attendance at workshops, meetings and forums

Questionnaires and other basic survey instruments

Strategies to promote informed debate will involve:

Employing a range of communication styles, modes and media

Employing any of the consultation techniques identified in the Range Statement

Employing networking strategies

Policies are those which are relevant to the delivery of services by the organisation and could include those developed internal or external to the organisation.

Research undertaken could be:

Survey

Qualitative

Quantitative

Information gathering and consultation techniques may include:

Interview structured, semi-structured and unstructured, group and individual

Conversation by phone or face to face

Observation and listening

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Collection of materials, e.g. printed material and videos

Attendance at workshops, meetings and forums

Questionnaires and other basic survey instruments

Strategies to promote informed debate will involve:

Employing a range of communication styles, modes and media

Employing any of the consultation techniques identified in the Range Statement

Employing networking strategies

Unit Sector(s)

Not applicable.

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CHCPOL3A Undertake research activities

Modification History

Not applicable.

Unit Descriptor

Implementing research relevant to operations of the organisation.

Implementing research relevant to operations of the organisation

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare a research plan	1.1 The views and interests of stakeholders are reflected in the research methodology and it and is compatible with ethical considerations
	1.2 The research methodology is selected for suitability

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		to the needs, purposes and resources and maximising credibility of outcomes
		1.3 Research strategies are selected and used which are appropriate to the client group, the subject matter being researched, the resources available and the outcomes sought
		1.4 Strategies for validating research outcomes are incorporated within the research plan
2	Implement appropriate research strategies	2.1 Resources needed to conduct research are determined and allocated
		2.2 All relevant information is collected in a timely manner and recorded and stored to ensure validity, confidentiality and security
		2.3 A representative range of people and groups with an interest in the issues is identified and consulted in appropriate ways to ensure the validity of outcomes
		2.4 Consultation is undertaken according to the agreed practices and protocol of own and other agencies
		2.5 Consideration of cultural sensitivities and ethical issues is imbedded in all consultation
3	Organise and analyse information	3.1 Information is organised in a form which allows analysis and is suitable for the purpose of the research
		3.2 Patterns and explanations developed are derived from the data to ensure validity and reliability
4	Report the findings of the research	4.1 Complete and accurate details of the research methodology, information and analysis are reported in an accessible and useable style and format
		4.2 Opportunities are provided for the validation of the research findings
		4.3 The results of the research are reported and made available to all relevant stakeholders

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Required Skills and Knowledge

Not applicable.

Evidence Guide

This unit is based on the draft national correctional services standards unit of the same name.

Critical aspects of assessment:

Carrying out research activities that are directly relevant to the organisation.

Essential knowledge:

Current and suitable research methodologies

Consultation methods, protocols and practice

Information systems, manual and electronic

Report presentation

Cultural implications of research methods

Cultural analysis of information

Cultural knowledge and ownership issues

Essential skills:

Consultation methods

Complex communication

Negotiation with a wide range of known and unknown stakeholders

Interpretation and analysis of data

Networking

Written/oral presentation

Resource implications:

Access to appropriate workplace where assessment can take place.

Consistency in performance:

Assessment may include observations, questioning and evidence gathered from the workplace

It is recommended that assessment take place on one or more occasions but must include all aspects of research activities - preparing, implementing, analysing, and reporting on research

Context of assessment:

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

This unit is based on the draft national correctional services standards unit of the same name.

Critical aspects of assessment:

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Carrying out research activities that are directly relevant to the organisation.

Essential knowledge:

Current and suitable research methodologies

Consultation methods, protocols and practice

Information systems, manual and electronic

Report presentation

Cultural implications of research methods

Cultural analysis of information

Cultural knowledge and ownership issues

Essential skills:

Consultation methods

Complex communication

Negotiation with a wide range of known and unknown stakeholders

Interpretation and analysis of data

Networking

Written/oral presentation

Resource implications:

Access to appropriate workplace where assessment can take place.

Consistency in performance:

Assessment may include observations, questioning and evidence gathered from the workplace

It is recommended that assessment take place on one or more occasions but must include all aspects of research activities - preparing, implementing, analysing, and reporting on research

Context of assessment:

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

Range Statement

The contexts for undertaking research may include:

Preparation of a range of organisational information for policy development, strategic planning, marketing and promotion services, planning new services, reviewing existing services, providing advice to management

Responsibility for research specific to a service, its clients, interests and relationship with the wider community

Responsibility for research for specific client interests and issues

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Key people or stakeholders may be:

Within the organisation

In other areas of delivery and other services, agencies

In the education/training field

Other specialists

Management

Community leaders

Clients of the service delivery

The contexts for undertaking research may include:

Preparation of a range of organisational information for policy development, strategic planning, marketing and promotion services, planning new services, reviewing existing services, providing advice to management

Responsibility for research specific to a service, its clients, interests and relationship with the wider community

Responsibility for research for specific client interests and issues

Key people or stakeholders may be:

Within the organisation

In other areas of delivery and other services, agencies

In the education/training field

Other specialists

Management

Community leaders

Clients of the service delivery

Unit Sector(s)

Not applicable.

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CPCCBC4014A Prepare simple building sketches and drawings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to produce sketches and drawings. The sketches may be used to clarify or communicate ideas to clients or other parties. They may also be simplified versions taken from architectural drawings, designed to capture design concepts or options. The sketches may be used for estimating purposes and to show measurements and other requirements for building and construction works. This unit does not describe more complex drafting skills.

Application of the Unit

Application of the unit This unit of competency supports the needs of builders, experienced tradespersons, project managers and estimators with a responsibility for preparing sketches and drawings.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to make sketches and drawings.	1.1. ***Types of drawings required*** and ***key features*** to be recorded are identified in compliance with the scope and standard of the job being undertaken. 1.2. ***OHS requirements*** on site are identified and followed. 1.3. ***Tools and equipment*** required for inspection and measurement and for producing drawings are gathered and checked for serviceability.
2. Create simple sketches and drawings.	2.1. Inspection of relevant area is carried out as required and measurements are taken and recorded. 2.2. Simple two and three-dimensional sketches and drawings are created using ***standard drawing conventions*** and incorporating relevant codes and standards. 2.3. Sectional drawings of simple structural elements are created using standard drawing conventions.
3. Notate and process drawings.	3.1. Essential information is recorded on the drawing with symbols and abbreviations according to standard drawing conventions. 3.2. Drawings are labelled, dated and processed according to organisational administration and quality procedures.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- drawing techniques
- interpret and apply relevant standards and codes
- numeracy skills to apply measurements and calculations.

Required knowledge

Required knowledge for this unit is:

- drawing conventions and features, including direction, scale, key, contours, symbols and abbreviations
- requirements of the relevant codes, standards, statutory and authority requirements
- safe work methods.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

This unit of competency could be assessed by creating a set of sketches and drawings for a small work project in the relevant field of expertise.

Measurements of components, sub-assemblies, products, models, equipment, layouts or facilities needed for the preparation of the required

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EVIDENCE GUIDE

	drawings and calculations of required dimensions and other drafting details based on the measurements and other relevant information should be made and recorded. This unit of competency can be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • produce clear and effective drawings and sketches with appropriate notations and labelling • apply appropriate techniques for making inspections and taking measurements • make good incursions into the fabric of a building • comply with OHS regulations applicable to workplace operations • apply organisational quality procedures and processes • select and use appropriate processes, tools and equipment.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • an appropriate work site • appropriate documentation and data related to tasks • scaffolding and fall protection equipment • tools and equipment relevant to activity

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EVIDENCE GUIDE

process.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in

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EVIDENCE GUIDE

	relation to the competency being assessed. Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Types of drawings required include:	• floor plan • land boundaries and footprint of building • orthographic drawings • schematic drawings of wiring and pipe work • sectional views.
Key features to be recorded may include:	• ceiling heights and variations • doors • light fittings and power supplies • services • wall penetrations • walls.
OHS requirements include:	• detailing appropriate installation of scaffolding • detailing power supplies • details of all services • understanding hazards located in the area • use of personal protective equipment.

Tools and equipment include:	• recording devices, including:
	  • computer
	  • digital camera
	  • pen and paper.

Standard drawing conventions	• standard design symbols common to the

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RANGE STATEMENT

include:	building and construction industries.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCCM2001A Read and interpret plans and specifications

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to read and interpret plans and specifications relevant to construction operations. It includes the identification of types of plans and drawings and their functions, the recognition of commonly used symbols and abbreviations, the identification of key features and specifications on a site plan, the comprehension of written job specifications and the recognition of document status and amendment detail.

Application of the Unit

Application of the unit	This unit of competency supports achievement of basic reading and interpretation of plans and specifications commonly used in the construction industry.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify types of drawings and their functions.	1.1. Main types of ***plans and drawings*** used in the construction sector of the industry are identified. 1.2. ***Key features*** and functions of each type of drawing are identified. 1.3. ***Quality requirements*** of company operations are recognised and adhered to. 1.4. ***Environmental requirements*** and controls are identified from job plans, specifications and environmental plan.
2. Recognise amendments.	2.1. Title panel of ***project documentation*** is checked to verify latest amendments to drawing. 2.2. Amendments to ***specifications*** are checked to ensure currency of ***information*** and conveyed to others where appropriate.
3. Recognise commonly used symbols and abbreviations.	3.1. Construction symbols and abbreviations are recognised. 3.2. Legend is located on project drawings, and symbols and abbreviations are correctly interpreted.
4. Locate and identify key features on a site plan.	4.1. Orientation of the plan with the site is achieved. 4.2. Key features of the site are identified and located. 4.3. Access to site is gained and services, main features, contours and datum are identified.

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ELEMENT	PERFORMANCE CRITERIA
5. Identify project requirements.	5.1. Dimensions for project and nominated locations are identified. 5.2. Construction types and dimensions for nominated locations are identified. 5.3. Environmental controls and locations are identified. 5.4. Location, dimensions and tolerances for ancillary works are identified.
6. Read and interpret job specifications.	6.1. Job specifications are identified from drawings, notes and descriptions. 6.2. Standards of work, finishes and tolerances are identified from the project specifications. 6.3. ***Material attributes*** are identified from specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - read and interpret:
    - documentation from a variety of sources
    - drawings and specifications
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication, such as hand signals
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- numeracy skills to apply measurements and make calculations, including heights, areas, volumes and grades
- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities

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REQUIRED SKILLS AND KNOWLEDGE

- technological skills to:
  - use a range of mobile technology, such as two-way radio and mobile phones
  - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- basic calculations of heights, areas, volumes and grades
- commonly used construction symbols and abbreviations
- construction terminology
- drawing conventions
- features of plans and elevations, including direction, scale, key, contours, symbols and abbreviations
- job safety analysis (JSA) and safe work method statements
- key features of formal job specifications
- processes for application of scales in plan preparation and interpretation
- project quality requirements
- site and equipment safety (OHS) requirements
- techniques for orienting/confirming the orientation of a plan.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • locate, interpret and apply relevant information, standards and specifications

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EVIDENCE GUIDE

	• comply with site safety plan, OHS regulations and state and territory legislation applicable to workplace operations
	• comply with organisational policies and procedures, including quality requirements
	• communicate and work effectively and safely with others
	• for a minimum of two different projects, read and interpret the project plans, including:
	  • confirmation of amendment status and drawings confirmed 'for construction'
	  • orientation of plans to the ground
	  • six key features on both the plan and the site
	  • confirmation of six items of information from the title block of the project plans
	  • six construction dimensions, levels and locations from the project plans
	  • six ancillary works dimensions, levels and locations from the project plans
	• for a minimum of two formal specifications, identify the dimensions, material requirements and processes to be followed.

Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task requirements • relevant specifications and work instructions • tools and equipment appropriate to applying safe work practices • support materials appropriate to activity • workplace instructions relating to safe work practices and addressing hazards and emergencies

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EVIDENCE GUIDE

- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language,

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EVIDENCE GUIDE

	literacy and numeracy capacity of the candidate in relation to the competency being assessed. Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Plans and drawings include:	• construction plans • cross-sectional plans • dimensions and notes • illustrations • longitudinal plans • project specifications • site plans • structural detail and specification providing illustrations and dimensions.
Key features of plans and specifications include:	• characteristics • compatibility • construction • location • pattern dimension • quantities • sizes • type of product or service.
Quality requirements include relevant regulations, including:	• Australian standards • internal company quality policy and standards • manufacturer specifications, where specified • workplace operations and procedures.

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RANGE STATEMENT

Environmental requirements include:	• clean-up management • waste management.
Project documentation includes:	• contracts • drawings • schedule of rates • specifications • standard procedures and practices • supplementary specifications • work schedules.

Specifications include:	• detail relating to materials and quality of work, quality assurance, nominated subcontractors, and provision of site access/facilities
	• details relating to performance, including:
	  • characteristics
	  • material types
	  • standards of work
	  • tolerances
	  • treatments and finishes.

Information includes:	• diagrams or sketches and graphics • instructions issued by authorised organisational or external personnel • manufacturer specifications and instructions • maps • material safety data sheets (MSDS) • memos • organisation work specifications and requirements. • plans and specifications • regulatory and legislative requirements pertaining to operations and the environment • relevant Australian standards • safe work procedures related to construction site operations • signage • verbal or written and graphical instructions • work bulletins • work schedules.
Material attributes include:	• characteristics • construction requirements • treatments and finishes

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RANGE STATEMENT

- types.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCSV5003A Produce working drawings for residential buildings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to read and interpret plans and specifications and to undertake basic architectural drafting of conventional residential structures.

It includes the production of two and three-dimensional (3-D) drawings in accordance with standard industry drawing practice and to a level suitable for building permit approval.

Application of the Unit

Application of the unit

This unit of competency supports the attainment of the understanding and skills to produce working drawings for residential buildings and requires the demonstration of two and three-dimensional drawing skills and compliance within the context of relevant legislation, the Building Code of Australia (BCA) and Australian standards.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use drawing instruments, equipment and materials to set out drawings.	1.1. Drawing instruments, equipment and materials are used to produce ***working drawings for residential buildings*** with scaled line work, simple geometric shapes, lettering, numbering and correct setting out of drawings.
2. Produce drawings at varying scales using architectural conventions for linework, lettering and symbols.	2.1. Linework is applied in a range of different types and media in accordance with standard industry drawing practice for ***production of building drawings***. 2.2. Hand letter text is formed in a variety of formats. 2.3. Different drawing scales are identified and used. 2.4. Graphic symbols are identified and used. 2.5. Orthographic projection in building drafting applications is drawn accurately to scale. 2.6. Notations and dimensions are added to complete drawing.
3. Read and interpret plans and specifications for a single storey dwelling.	3.1. Interrelationships between plans and specifications are identified and interpreted. 3.2. Key information is located and interpreted according to drawings, specifications and ***application of Australian standards***.

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ELEMENT	PERFORMANCE CRITERIA
4. Draw three dimensional sketches.	4.1. Annotated 3-D sketches of various building components are produced to specifications using parametric (e.g. isometric) or perspective techniques.
5. Produce building permit approval drawings.	5.1. Building permit approval drawings, including detailed specification notes for residential dwellings, are completed to architectural conventions.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- ability to respond to change and contribute to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems
- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - written skills to:
    - produce detailed specification notes
    - provide notations and dimensions on drawings
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- interpret and apply information from plans and specifications to develop required drawings
- numeracy skills to produce drawings for residential buildings
- planning and organisational skills to collect, organise and analyse information
- technological skills to:
  - enable production of working drawings
  - complete documentation and calculations.

Required knowledge

Required knowledge for this unit is:

- codes of conduct and ethics

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REQUIRED SKILLS AND KNOWLEDGE

- drafting and drawing protocols
- processes for the administration and preparation of documentation
- processes for the interpretation of reports, working drawings and specifications
- relevant federal, state or territory legislation and local government policy and procedures
- research methods
- structural, design and construction principles of buildings
- terminology, definitions and fault identification.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • comply with OHS regulations applicable to workplace operations • apply organisational management policies and procedures, including quality assurance requirements where applicable • produce two and three-dimensional drawings for residential building projects, including at least one orthographic, one isometric and one perspective drawing • produce drawings to appropriate body/individual as determined by the project brief.

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EVIDENCE GUIDE

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

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EVIDENCE GUIDE

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Working drawings for residential buildings include:

- area analysis
- BCA Class 1 and 10 buildings

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RANGE STATEMENT

	• computer-generated or paper-based presentations • construction notes • details • elevations • floor plans • general notes • location • neighbouring buildings • plan and specification interpretation • projections • sections • services • single storey dwellings (elementary or conventional) • site plans • two and three-dimensional drawings.

Production of building drawings includes:	• banks and landscaping
	• base structure - timber and masonry
	• cathedral ceilings
	• certificate of title to land
	• chimney construction
	• complex roof and wall shapes
	• composite construction (e.g. steel and timber)
	• conversion of plans and specifications to architectural and building detail
	• drawing protocols, including:
	  • abbreviations
	  • legends
	  • lettering standards
	  • numbering
	  • paper size
	  • scale
	  • standard units of measurement
	  • symbols
	• electrical connections plan
	• excavation cut and fill
	• flashings and box gutters
	• general plumbing services plan
	• glazing, including bay window construction

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RANGE STATEMENT

	• insulation and sarking • internal and external wall claddings • joinery • land surveyor plans • large span timber beams and connections, including glue laminated beams • levels and contours • retaining walls • roof construction • sewerage connection and easement plan • soil classification and tests • stairs • stormwater connection and easement plan • timber and masonry • upper floor construction • wall construction • window and door schedules.
Application of Australian standards includes:	• AS1100 Architectural drawing and supplement • AS1684 Residential timber framing • AS2870 Residential slabs and footings • AS3700 Masonry.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

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Functional area

Functional area

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CPCCSV5004A Apply legislation to urban development and building controls

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to research, interpret and apply appropriate land use and urban development to a conventional building project in compliance with relevant legislation and the Building Code of Australia (BCA).

Application of the Unit

Application of the unit This unit of competency supports the attainment of the understanding and skills to apply legislation to urban development and building controls through research, analysis, evaluation and reporting skills in the determination of compliance within the context of relevant legislation, the Building Code of Australia and Australian standards.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Promote sustainable building and conservation practices in the community.	1.1. Environmental changes are determined due to land use and building development according to the natural elements of specific localities. 1.2. Development of settlements and the evolution of urban structures for specific communities are researched, analysed and documented. 1.3. Constraints on building development sites are identified and reported according to physical nature of environment. 1.4. Sustainable development and the benefits of conservation are recorded and promoted. 1.5. Controls on development are analysed and reported.
2. Identify the legal requirements relating to building developments.	2.1. Components of land use and building legislation are identified and documented, including the BCA as it applies to building developments. 2.2. ***Legislation*** affecting forms of development, including environmental safeguards, is identified and recorded. 2.3. Factors influencing safety of buildings and structures according to legislative requirements are identified and reported.

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Aims and objectives of building and land use legislation are interpreted.
Determine individual and community responsibilities relating to approval applications for building and land use developments.	2.5. Consent requirements for building and land use approval are determined in accordance with ***application of building and land use legislation***. 2.6. Development applications are prepared in accordance with legislative requirements. 2.7. List of relevant authorities involved with project development is documented. 2.8. Development application notices and responses are identified and prepared in accordance with legislative requirements. 2.9. Appeal rights for individuals and community relating to building and land use applications are identified and recorded in accordance with legislative requirements.
Interpret and apply building, land use and related legislation.	2.10. Building and land use legislation is applied to various classes of building in accordance with legislative requirements. 2.11. Special provisions of legislation are researched, identified and recorded. 2.12. Non-compliance with building, land use and other related environmental legislation is identified and recorded. 2.13. Heritage and conservation legislation relating to building and land use is researched, identified and recorded. 2.14. Environmental health issues influencing building and land use legislation are researched and documented.
Determine the legal responsibilities of builders and owners relative to building projects.	2.15. Responsibilities of builders and owners lodging building or land use applications are determined in accordance with legislative requirements. 2.16. Notices, orders and issues with respect to applications and site safety signage requirements are identified and recorded in accordance with legislative requirements. 2.17. Owner responsibility relating to construction of party walls is identified and recorded in accordance with legislative requirements. 2.18. Owner responsibility relating to proposed work affecting adjoining land is identified and

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ELEMENT	PERFORMANCE CRITERIA
	recorded in accordance with legislative requirements.
Apply special provisions of building and land use legislation.	2.19. Land division requirements are identified and recorded in accordance with legislative requirements. 2.20. Special requirements for major projects relating to preparation and assessment of environmental impact statements are recorded in accordance with legislative requirements. 2.21. Referral to prescribed government agencies and departments is identified and noted in accordance with legislative requirements. 2.22. Land use requirements applying to specific locations are identified and recorded in accordance with legislative requirements. 2.23. Vehicle parking requirements applying to developments are identified and recorded in accordance with legislative requirements.
Establish the system for dispute resolution.	2.24. Responsibilities of individuals under building and land use legislation are identified and recorded in accordance with legislative requirements. 2.25. Appeal rights provided for under building and land use legislation are identified and recorded. 2.26. Consequences for non-compliance with orders and notices are documented.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- ability to respond to change and contribute to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems
- communication skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- enable clear and direct communication, questioning to identify and confirm requirements, sharing information, listening and understanding
- written skills to:
  - record and report information and evaluations
  - prepare development application notices and responses
- read and interpret:
  - BCA
  - legislation
  - reports
  - specifications
  - working drawings
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- planning and organisational skills to collect, organise and analyse information
- technological skills to:
  - complete documentation and calculations
  - enable information gathering and analysis.

Required knowledge

Required knowledge for this unit is:

- authorities and powers of a building surveyor
- control and appeal system
- current home/commercial building development criteria
- land use management models and concepts
- local market conditions
- processes for the administration and preparation of documentation
- processes for the interpretation of reports, working drawings and specifications
- relevant federal, state or territory legislation and local government policy and procedures
- research methods
- socioeconomic data.
- urban zoning.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • comply with OHS regulations applicable to workplace operations • apply organisational management policies and procedures, including quality assurance requirements where appropriate • evaluate, report data findings, recommend and classify at least one conventional building development in compliance with applicable local government planning scheme for urban development and building control projects associated with relevant legislation and the BCA • provide reports to appropriate body/individual as determined by the project brief. • apply strategic plans, and workplace policies and procedures.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task requirements

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- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete

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	confidence in the person's demonstrated ability and applied knowledge • all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislation is limited to:	• compliance with building and land use legislation and the Building Code of Australia for the purposes of applying building controls and evaluating urban development procedures. It interrogates impacts of settlement, the physical environment and land use.
Application of building and land use legislation includes:	• commercial environment - may be affected by rising, steady or falling markets • cadastral maps • demographic and socioeconomic data on populations in catchment areas • enterprise management reports • environmental impact statements • locality maps

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RANGE STATEMENT

- market indicators:
  - absorption rates
  - current market in the area
  - perceptions of the area
  - type of client likely to be attracted to the market
- notices and orders issued with respect to applications and site safety signage requirements
- property statistics
- relevant local authority
- urban planning and local government databases.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCSV5007A Undertake site surveys and set-out procedures for building projects

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to undertake site surveys and set out procedures for civil and residential building projects.

It includes the use of basic measuring and levelling equipment, recording and interpretation of data, and evaluation of and compliance with relevant legislation.

Application of the Unit

Application of the unit

This unit of competency supports the attainment of the understanding and skills to undertake site surveys and set out procedures for building projects within the context of relevant legislation, the Building Code of Australia (BCA) and Australian standards.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Measure linear distances on site using building and basic surveying equipment.	1.1. Areas and volumes of regular shapes and figures are calculated. 1.2. Distances are measured accurately, independent of site characteristics and measurement methods, using ***basic surveying equipment***. 1.3. Distances are measured on building sites within a tolerance of 1mm error in 4.0m (1:4000) or without error. 1.4. Overall distances are calculated from field data without error. 1.5. Slope corrections are recorded accurately.
2. Carry out a closed level transverse procedure using the rise and fall recording method.	2.1. Levelling equipment is inspected for damage, wear and serviceability. 2.2. Set-up steps are performed and instruments made ready for use without error. 2.3. Instruments are checked for accuracy and adjusted (where possible) within 3mm over 60 metres using the two peg test. 2.4. Closed level traverse procedure is completed with a minimum of 15 points, including an inverted reading, with a minimum of 5 change points all within a

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ELEMENT	PERFORMANCE CRITERIA
	closing tolerance of 10mm. 2.5. Data of traverse is correctly recorded and extended including mathematical column checks by use of the rise and fall method.
3. Perform grid surveys for contour purposes.	3.1. Site identification for ***site surveying and setting out procedures*** is established and all survey pegs are located without error. 3.2. Grid distances are determined and grid is pegged correctly. 3.3. Site detail that may effect building operation is recorded without error. 3.4. Reduced levels of all grid points are determined from a close performed onto the bench mark to within 10mm, without error. 3.5. Contour lines are plotted on the site plan at intervals appropriate to the site with longitudinal and cross sections pegged and measured as nominated within 100mm. Sections are plotted to scale without error. 3.6. Grades of line are determined within a 0.5% tolerance and expressed as percentage, rise to run ratio, or degrees. 3.7. Cut and fill volumes of soil are calculated from site plan using contour lines for determining reduced levels (RLs) within 5% tolerance.
4. Set out T-shaped or L-shaped buildings on a selected site with minimal profiles.	4.1. Site information is identified from site plan and dimensions are checked on plan drawings without error. 4.2. Site is identified and survey pegs are measured to ensure correct identification occurs before pilot pegs are positioned within 50mm of true location of the squared building dimensions. 4.3. Profile pegs are set up on site at a working distance from pilot pegs and parallel to pilot line. 4.4. Profile boards are fixed to pegs and level within 5mm and 15mm of each other. 4.5. Profiles are set out on steep slopes accurately.
5. Set up and use levelling devices to determine horizontal and vertical angles.	5.1. Basic tests on levelling devices' accuracy/adjustment are performed to manufacturer specifications. 5.2. Temporary adjustments to set up levelling devices are carried out to standard operating procedures. 5.3. Levelling devices are used to determine (read) both horizontal and vertical angles to an accuracy of 20

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ELEMENT	PERFORMANCE CRITERIA
	seconds. 5.4. Levelling devices are used to set our horizontal angles to an accuracy of 20 seconds. 5.5. Site is set out to specifications using a typical levelling device and tape.
6. Identify suitability of levelling and surveying equipment for large building projects.	6.1. Differences between various types of specialised surveying equipment are researched and recorded. 6.2. Equipment is used to control set out and vertical is identified. 6.3. Basic differences in survey control and set out between frame and concrete multi-storey buildings is outlined. 6.4. Survey of each level for vertical accuracy of 10mm is carried out using two levelling devices.
7. Compute coordinates, bearings and distances related to grids and general set out work on large building sites.	7.1. Angular relationship between different bearings (whole circle) is demonstrated and bearings from angles and fixed lines are determined. 7.2. Bearing and distance between two sets of coordinates (north and east) are calculated. 7.3. Coordinates of a point, given the bearing and distance from a point with known coordinates, are calculated. 7.4. Offsets from a coordinated point, given the bearing and distance from a point with known coordinates, are determined. 7.5. Information necessary to set out a structure, or part thereof, using a site plan with positions fixed by a mixture of bearings and distances, offsets and coordinates is calculated.
Evaluate documents and plans incorporated in land titles.	7.6. Documents that make up a land title are listed and their relationship to each other outlined according to relevant government legislation. 7.7. Different restrictions on the use of land title and restricted development are illustrated. 7.8. Building covenants and statutory bodies responsible are identified. 7.9. Restrictions stated in legislation that regulate setbacks for residential buildings are identified and differentiated.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- ability to respond to change and contribute to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems
- communication skills to:
  - communicate construction problems to appropriate personnel
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - read and interpret:
    - field data
    - reports
    - site plan
    - specifications
    - working drawings
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
  - written skills to:
    - document suitability of surveying equipment
    - record mathematical information
- numeracy skills to apply measurements and calculations
- planning and organisational skills to collect, organise and analyse information
- problem solving skills to identify faults and problems in, and accuracy of, equipment and take appropriate remedial action
- technological skills to:
  - complete documentation and calculations
  - enable information gathering and analysis.

Required knowledge

Required knowledge for this unit is:

- level and grade checking to perform survey control to accuracy criteria
- processes for the administration and preparation of documentation
- processes for the interpretation of reports, working drawings and specifications
- relevant federal, state or territory legislation and local government policy and procedures

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REQUIRED SKILLS AND KNOWLEDGE

- research methods
- specifications and capabilities of surveying and levelling equipment and their componentry
- structural, design and construction principles of buildings.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • comply with OHS regulations applicable to workplace operations • apply organisational management policies and procedures, including quality assurance requirements where applicable. • apply surveys and set out procedures to building projects and the associated reporting of data, findings, recommendations and strategies for at least one civil or residential building project or equivalent in compliance with relevant legislation • provide reports to appropriate body/individual as determined by the project brief.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge

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EVIDENCE GUIDE

	will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task requirements • relevant specifications and work instructions • tools and equipment appropriate to applying safe work practices • support materials appropriate to activity • workplace instructions relating to safe work practices and addressing hazards and emergencies • material safety data sheets • research resources, including industry related systems information. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. Validity and sufficiency of evidence requires that: • competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the

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EVIDENCE GUIDE

	workplace • where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge • all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic surveying equipment includes:	• electronic distance measuring (EDM) • laser instruments • optical plummets • pegs • theodolites.
Site surveying and setting out	• include civil and residential building

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RANGE STATEMENT

procedures:	development projects • may include commercial and industrial projects.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCSV5008A Apply building control legislation to building surveying

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to research, interpret and apply building control legislation for use in building surveying activities relating to domestic scale buildings and structures.

It includes the evaluation of the Australian common law system and the various sources of law applicable to building surveying activities and the identification and application of the professional code of ethics required for the assessment and inspection of buildings.

Application of the Unit

Application of the unit

This unit of competency supports the attainment of the understanding and skills to apply building control legislation to building surveying within the context of common law, relevant legislation, the Building Code of Australia (BCA) and Australian standards.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

Nil

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Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse the Australian administrative legal system.	1.1. Differences between ***Australian common law***, statute law, delegated legislation and local government law are analysed and documented. 1.2. Civil law and examples of civil action relevant to ***building control legislation*** are identified and analysed. 1.3. Administrative law relevant to building control is determined and interpreted.
2. Evaluate administrative law applicable to building control activities.	2.1. Individual elements of judicial review legislation are evaluated and documented. 2.2. Natural justice is identified and evaluated as it relates to decision making through the building control process.
3. Analyse the procedures and benefits of enforcing	3.1. Legislative benefits and examples from building control enforcement are investigated and

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ELEMENT	PERFORMANCE CRITERIA
the law.	documented. 3.2. Major regulatory enforcement strategies are identified and recorded. 3.3. Powers of entry are identified and analysed. 3.4. Warrants and legal considerations in obtaining a warrant are identified and documented. 3.5. Types of ***evidence*** and the gathering of evidence for the purposes of investigating and proving a breach of legislation are identified and documented. 3.6. Offences are identified and the process for drafting and issuing a notice is evaluated and documented.
4. Analyse the impact of other legislation on state and territory building and development control legislation.	4.1. Implications of ***federal legislation*** on state and territory building and development control legislation are examined and documented. 4.2. Implications of other ***state and territory legislation*** on building and development control legislation are examined and documented.
5. Analyse the professional code of conduct and ethics applicable to building control.	5.1. Concepts regarding conflict of interest as specified by relevant legislation are identified and recorded. 5.2. Concepts regarding duty of care as it relates to common law are evaluated and documented.
6. Analyse the concepts of liability and responsibility of building practitioners as detailed in legislation.	6.1. Liability of building practitioners as specified by relevant legislation is evaluated and documented. 6.2. Responsibilities and statutory duties of building practitioners as specified by relevant legislation are evaluated and documented.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- ability to respond to change and contribute to workplace responsibilities, such as current work site environmental and sustainability frameworks or management

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REQUIRED SKILLS AND KNOWLEDGE

systems

- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - read and interpret:
    - enforcement strategies
    - legislation
    - reports
    - other relevant documentation
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
  - written skills to record and evaluate building control legislation to evaluation of own actions to make judgements about performance and necessary improvements
- technological skills to:
  - complete documentation and calculations
  - enable information gathering and analysis.

Required knowledge

Required knowledge for this unit is:

- access requirements for people with a disability and requirements of the Disability Discrimination Act (DDA) with regard to access
- applications of law and legal principles in building surveying
- Australian legal system
- building policy and legislation
- legal terminology, definitions, processes and procedures used in standard court operations
- processes for the administration and preparation of documentation
- relevant federal, state or territory legislation and local government policy and procedures
- research processes and strategies.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the

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EVIDENCE GUIDE

Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • comply with OHS regulations applicable to workplace operations • apply organisational management policies and procedures, including quality assurance requirements where applicable • perform research, interpretation, analysis and reporting of findings for at least one administrative law case relating to building control activities, at least one federal legislation case impacting on building and development control legislation, at least one other legislation case impacting on building and development control legislation, all in accordance with the professional code of conduct and ethics applicable to building control • provide reports to appropriate body/individual as determined by the project brief.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task requirements • relevant specifications and work instructions

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- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability

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	and applied knowledge • all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Australian common law includes:	• professional code of ethics required for the assessment and inspection of buildings • system and laws applicable to building surveying.
Building control legislation includes:	• domestic scale buildings and structures.
Evidence includes:	• oral, documented, real, direct, secondary, hearsay and admissible and inadmissible evidence.
Federal legislation includes:	• DDA.
State and territory legislation includes:	• environmental health • local government by-laws • OHS

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RANGE STATEMENT

- planning.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCSV5010A Interact with clients in a regulated environment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to initiate and undertake consultation with individuals and groups in regard to building surveying practices.

It includes the identification and implementation of appropriate interaction models according to community demographics, cultural considerations and social stratification; the analysis and evaluation of data to enable informed decision-making; and the presentation of findings to clients and other appropriate stakeholders.

Application of the Unit

Application of the unit

This unit of competency supports the attainment of the understanding and skills to interact with clients in a regulated environment within the context of relevant legislation, the Building Code of Australia (BCA) and Australian standards.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Devise interaction strategies.	1.1. Interested and affected individuals and parties are identified. 1.2. Range of ***interaction strategies*** is identified, assessed for suitability and selected. 1.3. Resources required to conduct interaction are determined. 1.4. Regulations are reviewed to ensure strategies meet all criteria.
2. Assess demographic, cultural, social and psychological considerations.	2.1. Needs of disadvantaged individuals and groups are identified and incorporated form ***relevant information and social theory***. 2.2. Cultural, social and psychological factors are considered and incorporated. 2.3. Urban, ***demographic***, technological, political and economic effects are considered and incorporated. 2.4. Collective community behaviour is assessed.
3. Communicate legislative requirements to	3.1. Information is prepared that is clear, accurate and ***appropriate to the needs of the parties involved***. 3.2. All parties involved are informed of the applicable

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ELEMENT	PERFORMANCE CRITERIA
individuals and groups.	legislation through ***presentation of information***. 3.3. Information is provided to affected parties at an appropriate time and place and in ***an appropriate way***. 3.4. Interaction is undertaken in an orderly manner to ensure all viewpoints are canvassed.
4. Record, analyse and report results.	4.1. Responses are assessed and checked against the project brief. 4.2. Appropriate suggestions for improvement are incorporated into the project brief. 4.3. Accurate report is prepared, including recommendations for approval. 4.4. Overall effectiveness of the interaction is reviewed and evaluated, with action taken where required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- ability to prepare information in alternative formats and to provide access to consultations for diverse groups through interpreters, etc.
- ability to respond to change and contribute to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems
- communication skills to:
  - consult with the community, including provision of information about legislation
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - read and interpret:
    - regulations
    - legislation
    - other relevant documentation
  - use and interpret non-verbal communication

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REQUIRED SKILLS AND KNOWLEDGE

- use language and concepts appropriate to cultural differences
- written skills to:
  - record and report results of interaction with the community
  - prepare information
- innovation skills to identify and implement appropriate and diverse strategies for interacting with diverse communities
- organisational and time management skills to prepare information for meetings and to arrange and conduct meetings to timelines
- problem solving skills to review feedback and select appropriate suggestions for improvement for inclusion in report
- technological skills to:
  - complete documentation, including information materials and reports
  - enable information gathering and analysis.

Required knowledge

Required knowledge for this unit is:

- effects and psychological theories relevant to working with clients in a regulated environment, such as:
  - social stratification
  - social change
  - technological change
- local factors affecting communities and individuals
- relevant federal, state or territory legislation and local government policy and procedures
- research methods
- strategies for consultation
- urbanisation.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or

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EVIDENCE GUIDE

	project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • comply with OHS regulations applicable to workplace operations • apply organisational management policies and procedures, including quality assurance requirements where applicable • perform a management role in the identification and implementation of at least one client negotiation and consultation process or equivalent • provide reports to appropriate body/individual as determined by the project brief.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task requirements • relevant specifications and work instructions • tools and equipment appropriate to applying safe work practices • support materials appropriate to activity • workplace instructions relating to safe work practices and addressing hazards and emergencies • material safety data sheets • research resources, including industry related systems information. Reasonable adjustments for people with disabilities must be made to assessment processes

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	where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. Validity and sufficiency of evidence requires that: • competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace • where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge • all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. Supplementary evidence of competency may be obtained from relevant authenticated

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EVIDENCE GUIDE

	documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Interested and affected individuals and parties include:	• existing community groups • government agencies • individuals and special interest groups • private sector businesses • social groups and emergency services.
Interaction strategies include:	• client meetings • home and site visits • meetings of relevant stakeholders • surveys.
Relevant information and social theory include:	• awareness of diverse cultures • collective behaviour • deviance • economic order • inequality • political order social change and interaction • stratification • technology and the environment • the family • urbanisation.
Demographics include:	• age • ethnicity • gender • individual and group profiles • social stratification.

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RANGE STATEMENT

Appropriate to the needs of the parties involved involves:	• providing material in alternative formats, such as:
	  • large print
	  • other languages.

Presentation of information includes:	• computer simulations • display plans • graphics • handouts • models • software presentations • videos.
An appropriate way includes:	• taking into account access issues, such as parking or building access and cultural requirements or protocols • using assistive technology, for example telecommunication device for the deaf (such as TTY) or video captioning • using interpreters, including sign language interpreters.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

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Functional area

Functional area

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CPCCSV6011A Apply legal procedures to building surveying

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to advise on building control activities in a court of law and present evidence in accordance with rules of evidence for civil and criminal trials.

It includes the identification and application of the rules of statutory interpretation as they relate to building control legislation.

Application of the Unit

Application of the unit

This unit of competency supports the attainment of the understanding and skills to apply legal procedures to building surveying within the context of common law, relevant legislation, the Building Code of Australia (BCA) and Australian standards.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Distinguish between common law, judicial precedent and legislation.	1.1. Common law in the ***Australian legal system*** is analysed and documented. 1.2. Binding and persuasive precedent is analysed and interpreted. 1.3. Relationship between common law and ***statute law*** is analysed and documented. 1.4. Delegated legislation and authorities' allocated specific powers are documented. 1.5. Legal practice of reading case law and law updates are appraised and noted.
2. Identify and interpret the court hierarchy and the civil/criminal jurisdictions of each court.	2.1. Civil/criminal court hierarchy is analysed and documented. 2.2. Details of the ***types of courts*** for civil/criminal jurisdiction of each court are analysed and documented. 2.3. System of civil/criminal appeals is identified and documented. 2.4. Jurisdiction that the coroner's court has in regulatory practice and its role in legislative reform are identified and documented. 2.5. Role of legal personnel in the court system is identified and documented.
3. Identify and interpret	3.1. Court examination procedures are identified and

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ELEMENT	PERFORMANCE CRITERIA
courtroom procedures.	documented. 3.2. Role of a judge and jury in a civil/criminal trial and eligibility to attend for jury service are identified and documented. 3.3. Format of a prosecution brief is identified and documented. 3.4. Appropriate manner of entering in to and departing courts or tribunals is adhered to. 3.5. Appropriate manner of addressing courts or tribunals is adhered to. 3.6. Relevant legal language is applied.
4. Identify types of offences and defences within criminal law.	4.1. Presumption of innocence in a criminal case and the burden of proof are analysed and documented. 4.2. General principles of criminal liability are determined. 4.3. Differences between summary and indictable offences are analysed and documented. 4.4. Types of defences are analysed and documented.
5. Detail types of evidence admissible in a civil/criminal trial.	5.1. ***Types of evidence*** are analysed and documented. 5.2. Differences between types of evidence in a court of law are defined and outlined. 5.3. Evidence rules are identified and documented.
6. Identify the rules of statutory interpretation.	6.1. Acts of parliament and subordinate legislation as a source of law are analysed and documented. 6.2. Extrinsic and intrinsic material as they relate to ***federal***, ***state or territory*** Interpretation Acts are identified and documented. 6.3. ***Syntactical presumptions*** are analysed and documented. 6.4. General approaches to ***statutory interpretation*** are identified and analysed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

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REQUIRED SKILLS AND KNOWLEDGE

Required skills for this unit are:

- ability to respond to change and contribute to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems
- communication skills to:
  - address courts/tribunals
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - read and interpret:
    - legislation
    - other relevant documentation
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - written skills to record relevant information.

Required knowledge

Required knowledge for this unit is:

- Australian legal system and applications of law and legal principles in building surveying
- building policy and legislation
- legal terminology, definitions, processes and procedures used in standard court operations
- processes for the administration and preparation of documentation
- relevant federal, state or territory legislation and local government policy and procedures
- research processes and strategies.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or

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EVIDENCE GUIDE

	project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • comply with OHS regulations applicable to workplace operations • apply organisational management policies and procedures, including quality assurance requirements where applicable • perform research, interpretation and analysis together with attendance and involvement in at least one civil law case and at least one criminal law case impacting on building control legislation, all in accordance with the professional code of conduct and ethics applicable to building control • provide reports to appropriate body/individual as determined by the project brief.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task requirements • relevant specifications and work instructions • tools and equipment appropriate to applying safe work practices • support materials appropriate to activity • workplace instructions relating to safe work practices and addressing hazards and emergencies • material safety data sheets • research resources, including industry related

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	systems information. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. Validity and sufficiency of evidence requires that: • competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace • where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge • all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in

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EVIDENCE GUIDE

	relation to the competency being assessed. Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Australian legal system includes:	• Australian common law system • laws applicable to building surveying • professional code of ethics.
Statute law includes:	• common law • judicial precedent • legislation.
Types of courts include:	• civil and criminal jurisdictions.
Types of evidence include:	• admissible and inadmissible evidence • direct • documented • hearsay • oral • real • secondary.
Federal legislation includes:	• Disability Discrimination Act.
State or territory legislation includes:	• environmental health, planning, OHS and local government by-laws.
Syntactical presumptions include:	• ejusdem generis • noscitur a sociis.

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RANGE STATEMENT

Statutory interpretation includes:

- golden rule
- literal rule
- mischief rule.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCSV6012A Facilitate community development consultation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to initiate and undertake community consultation to facilitate supported community development.

It includes the identification and implementation of appropriate consultation models according to community demographics, analysis and evaluation of data to enable informed decision-making, and the presentation of findings to appropriate stakeholders.

Application of the Unit

Application of the unit

This unit of competency supports the attainment of the understanding and skills to facilitate community development consultation

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Devise strategies and models of consultation.	1.1. Suitable consultation strategy is selected for consulting with communities. 1.2. ***Consultation strategy*** is selected, enabling interactions to occur between building surveyors and ***interested parties***, including community groups involved in community issues.
2. Facilitate community consultations.	2.1. Interest groups involved in consultation are briefed on process. 2.2. Community resources to develop and facilitate consultation are assessed for suitability. 2.3. Clear, accurate ***information*** is prepared and distributed to interest groups involved in consultation process.
3. Record analyse and report on outcome of consultations.	3.1. ***Consultation process*** responses are validated against design criteria specified in community goals. 3.2. Responses are collated into categories to facilitate desired outcomes. 3.3. Responses are formatted for decision making process to proceed. 3.4. Summary of responses and adopted recommendations are recorded and forwarded to interest groups. 3.5. Accurate reports on community consultation process

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ELEMENT	PERFORMANCE CRITERIA
	are prepared, including recommendations to enable informed decisions to be made. 3.6. Overall effectiveness of consultation strategy is reviewed, evaluated and actioned by building surveyor.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- ability to respond to change and contribute to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems
- communication skills to:
  - address individuals and groups and gain their feedback
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - read and interpret client and other relevant documentation
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - written skills to record relevant information.

Required knowledge

Required knowledge for this unit is:

- local factors affecting community development and consultation processes
- processes for the preparation of documentation
- relevant federal, state or territory legislation and local government policy and procedures
- research methods
- strategies for consultation.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • comply with OHS regulations applicable to workplace operations • apply organisational management policies and procedures, including quality assurance requirements where applicable • perform a leadership role in the identification and implementation of at least one significant community development consultation process or equivalent • provide reports to appropriate body/individual as determined by the project brief.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task requirements • relevant specifications and work instructions • tools and equipment appropriate to applying safe work practices • support materials appropriate to activity

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	• workplace instructions relating to safe work practices and addressing hazards and emergencies • material safety data sheets • research resources, including industry related systems information. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. Validity and sufficiency of evidence requires that: • competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace • where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge • all assessment that is part of a structured learning experience must include a combination of direct, indirect and

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	supplementary evidence. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Consultation strategy includes:	• door-to-door visits • meetings of peak bodies • public meetings • surveys.

Interested parties:	• include:
	  • existing community groups
	  • government agencies
	  • individuals and special interest groups
	• may include:
	  • emergency services
	  • private sector businesses.

Information includes:	• computer simulations • display plans • graphics • handouts • models • software presentations

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RANGE STATEMENT

Consultation process includes:	• videos. • anecdotal information • historical data • interviews • meetings with key stakeholders • written records.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCSV6013A Coordinate building refurbishment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to undertake standard refurbishment of buildings.

It includes the evaluation of property/premises to establish the scope of work, preparation of inspection reports, and the engagement and coordination of subcontractors to carry out defined tasks.

Application of the Unit

Application of the unit

This unit of competency supports the attainment of the understanding and skills to coordinate asset refurbishment within the context of relevant legislation, the Building Code of Australia (BCA) and Australian standards.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish refurbishment and inspection requirements.	1.1. Existing property inspection reports, where available, are used to advise client of the cost benefits associated with ***asset refurbishment process***. 1.2. Inspection method and criteria are consistent with the purpose of the inspection, client requirements and building type. 1.3. Relevant documentation is obtained and reviewed to clarify inspection requirements. 1.4. Inspections are arranged to minimise disruption to building users. 1.5. Access arrangements are confirmed prior to entry and where appropriate, agreement is secured with building tenant and owner for intrusive inspection.
2. Evaluate and report inspection outcomes.	2.1. Clear, concise and accurate inspection report is prepared in a timely manner and in an appropriate format and style consistent with statutory requirements. 2.2. Inspection outcomes are advised promptly to nominated parties and accurately recorded according to workplace procedures. 2.3. Processes involved in reaching objectives are evaluated for quality, added value and contribution

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ELEMENT	PERFORMANCE CRITERIA
	to further refurbishment management opportunities.
3. Implement services contracts.	3.1. Team input consistent with achieving project objectives is coordinated through the enterprise to the satisfaction of subcontractors and the client. 3.2. Performance in relation to timelines and budgets is regularly monitored. 3.3. Necessary variations or adjustments are negotiated with subcontractors and the client, and agreed outcomes are documented. 3.4. ***Asset refurbishments*** are completed according to plan within budget and time constraints to client and statutory requirements. 3.5. Reports and administrative procedures are completed to client specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- ability to respond to change and contribute to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems
- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - provide advice to client, confirm access arrangements, coordinate team and negotiate with clients and subcontractors
  - read and interpret property inspection reports and other relevant documentation
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - written skills to report inspection outcomes
- interpret and apply mathematical information.

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge for this unit is:

- administration and preparation of documentation
- procedures to establish asset refurbishment of commercial buildings
- processes for the interpretation of status or inspection reports, dilapidation reports and refurbishment evaluation processes
- processes for the interpretation of working drawings and specifications
- relevant federal, state or territory legislation and local government policy and procedures
- research methods
- structural, design and construction principles of buildings.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • comply with OHS regulations applicable to workplace operations • apply organisational management policies and procedures, including quality assurance requirements where applicable • assess a building to determine refurbishment requirements and report findings, including the required engagement of subcontractors for the refurbishment of at least one building • provide reports to appropriate body/individual

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EVIDENCE GUIDE

	as determined by the project brief.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task requirements • relevant specifications and work instructions • tools and equipment appropriate to applying safe work practices • support materials appropriate to activity • workplace instructions relating to safe work practices and addressing hazards and emergencies • material safety data sheets • research resources, including industry related systems information. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and

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EVIDENCE GUIDE

environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Asset refurbishment process

- evaluation and inspection of

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RANGE STATEMENT

includes:	properties/premises • implementation of service contracts with subcontractors • reporting of inspection outcomes.
Asset refurbishment:	• includes commercial property/premises and may include residential property/premises • lease property requiring the services of subcontractors or assessment of a property/premise in determining the scope of work required for refurbishment.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CUFMEM07A Apply principles of visual design and communication to the development of a multimedia product

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to incorporate the principles of visual design and communication into the development of multimedia products for use within the cultural industries.

This unit describes the skills and knowledge required to incorporate the principles of visual design and communication into the development of multimedia products for use within the cultural industries

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria

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1 Receive and interpret the brief	1.1 Liaise with the relevant personnel to interpret and identify the objective and outcomes of the multimedia product, considering the application of visual design and communication techniques to ensure the creative, technical and production requirements can be met
	1.2 Identify all relevant factors which may determine and affect visual design and communication concepts and application through the breakdown and interpretation of the brief and liaison with relevant personnel
	1.3 Clarify target user/audience to determine the format and delivery platform of the multimedia product through discussion with relevant personnel
2 Generate and assess ideas	2.1 Generate a range of visual design and communication ideas which are technically feasible, respond to the brief and provide creative solutions to all design issues
	2.2 Discuss visual design and communication ideas and collaborate, as required, with relevant personnel to ensure contribution of a range of ideas and creative solutions to the initial concept
	2.3 Continuously reflect on and assess the creative ideas and solutions for implications on budget, timeline, technical feasibility and suitability to meet the brief
3 Conduct research	3.1 Research and compare techniques and tools for visual design and communication available for use in the creation of a multimedia product, exploring the characteristics and differences of digital imaging and traditional imaging
	3.2 Research and compare the range of delivery platforms available for multimedia products
	3.3 Explore the range of typographical and visual elements that are appropriate in the development of a multimedia product
	3.4 Identify the relationship between the visual components and the hardware required
	3.5 Organise research media and findings for use by all

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		relevant personnel throughout the design development process, updating as required
		3.6 Evaluate the initial discussions and design brief against the findings and discuss with relevant personnel
4	Select media/materials for use in visual design and communication	4.1 Identify the range of visual design and communication techniques available and present to the relevant personnel for the consideration of their ability to meet the creative, technical and production brief
		4.2 Select the appropriate visual design and communication techniques which fulfil the creative, technical, and production requirements of the brief
		4.3 Gather relevant materials and media, ensuring their compatibility to the creative and technical specifications of the multimedia product
		4.4 Consult relevant personnel to ensure that all required media is identified and sourced and ensuring that selection is based on the understanding of the user characteristics and capabilities
5	Apply visual design and communication techniques	5.1 Using selected design techniques to develop for the structure of the product, ensuring that all elements are fully documented for future use
		5.2 Consider the relevant multimedia elements required to achieve the desired outcome
		5.3 Discuss technical parameters and planning with relevant personnel to achieve the most appropriate format
		5.4 Determine the range of appropriate design parameters and employ these to fulfil the brief, ensuring the creative, technical and production resources are adequate to achieve the final outcome
6	Evaluate visual and communication design techniques	6.1 Review the visual design and communication techniques to assess creative solutions to design brief, appropriateness to the user/audience and technical feasibility

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6.2 Discuss and confirm additional requirements or modifications to the overall design and undertake any necessary amendments

Required Skills and Knowledge

Not applicable.

Evidence Guide

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

application of principles of graphic and visual/ communication design

characteristics of digital and traditional graphics

familiarity with the capability of a range of tools and techniques for producing and manipulating images

the ability to review decisions in term of user characteristics and requirements

principles of learning and instructional approaches

planning and research

effective visual communication skills

knowledge of the scope, technology and components applicable to multimedia products

knowledge and application of a range of computer design software

knowledge of the limiting factors of computer hardware and software

knowledge of strategies to test instructional products

interpreting creative information, scripts and images

understanding the capabilities of other collaborative personnel

understanding the creative elements of a production

design and drawing skills

ability to maintain design integrity

information sources and management

copyright laws, regulations and copyright clearance procedures

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

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CUFRAD01A - Originate and develop a concept

CUFMEM06A - Design a multimedia product

CUFMEM14A - Create, manipulate, and incorporate 2D graphics

Critical aspects of evidence

Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

design/produce of an effective and creative design for a multimedia product which demonstrates the application of visual design and communication principles

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these.

Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)

role play

case studies

work samples or simulated workplace activities

oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept

projects/reports/logbooks

third party reports and authenticated prior achievements

portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment listed in the range of variables statement, currently used by the multimedia industry.

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

application of principles of graphic and visual/ communication design

characteristics of digital and traditional graphics

familiarity with the capability of a range of tools and techniques for producing and manipulating images

the ability to review decisions in term of user characteristics and requirements

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principles of learning and instructional approaches

planning and research

effective visual communication skills

knowledge of the scope, technology and components applicable to multimedia products

knowledge and application of a range of computer design software

knowledge of the limiting factors of computer hardware and software

knowledge of strategies to test instructional products

interpreting creative information, scripts and images

understanding the capabilities of other collaborative personnel

understanding the creative elements of a production

design and drawing skills

ability to maintain design integrity

information sources and management

copyright laws, regulations and copyright clearance procedures

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

CUFRAD01A - Originate and develop a concept

CUFMEM06A - Design a multimedia product

CUFMEM14A - Create, manipulate, and incorporate 2D graphics

Critical aspects of evidence

Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

design/produce of an effective and creative design for a multimedia product which demonstrates the application of visual design and communication principles

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these.

Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)

role play

case studies

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work samples or simulated workplace activities

oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept

projects/reports/logbooks

third party reports and authenticated prior achievements

portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment listed in the range of variables statement, currently used by the multimedia industry.

Range Statement

Appropriate personnel to consult may include:

art director

technical director

computer graphic designers

programmers

graphic designers

heads of department

other technical staff

user/audience

other specialist creative and technical staff

Design techniques

drawing

storyboard

drawing on a tablet

scanning drawings and photographs

using image and background generation tools

thumbnail sketches

flow charts

Visual design and communication elements may include:

composition

proportion

balance

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framing

colour

line

texture

shape

form

tone

scale

movement

typography:

point

tracking

leading

kerning

typeface

alignment

Visual multimedia elements may include:

screen images:

graphics

photographs

drawings

video

film

buttons

colours

text

content

style

icons

backgrounds

flow chart

Delivery platform may include:

world wide web

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CD-ROM

Multimedia productions may include or be included in:

aspects or sections of film/ video production:

feature

documentary

short film and/or video

animations

commercials

live or pre-recorded performances

music video

television production of any type (music, drama, comedy, variety, sport)

live or pre-recorded television productions

educational product

game

promotional product

information product

training product

e-commerce

a range of others

Appropriate personnel to consult may include:

art director

technical director

computer graphic designers

programmers

graphic designers

heads of department

other technical staff

user/audience

other specialist creative and technical staff

Design techniques

drawing

storyboard

drawing on a tablet

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scanning drawings and photographs

using image and background generation tools

thumbnail sketches

flow charts

Visual design and communication elements may include:

composition

proportion

balance

framing

colour

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typeface

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Visual multimedia elements may include:

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photographs

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colours

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content

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Delivery platform may include:

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Multimedia productions may include or be included in:

aspects or sections of film/ video production:

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commercials

live or pre-recorded performances

music video

television production of any type (music, drama, comedy, variety, sport)

live or pre-recorded television productions

educational product

game

promotional product

information product

training product

e-commerce

a range of others

Unit Sector(s)

Not applicable.

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CUVCRS03B Produce computer-aided drawings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to use a range of CADD program functions and features to produce drawings. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context. Within the cultural industries this unit is relevant for people working across multiple sectors. The focus of this unit is on the technical skills required to operate CADD, and design skills are found in other units within the Visual Arts Craft and Design Training Package.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit has linkages to a wide range of other units in various Training Packages and combined assessment and/or training with those units would be appropriate.

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 **Determine drawing requirements**.	1.1 Review relevant documentation/concept ***information*** to determine requirements and processes based on project objectives and parameters. 1.2 Liaise with relevant colleagues to confirm and clarify requirements.
2 **Select and set up CADD package**.	2.1 Correctly identify required hardware, software, tools and equipment for the specific project. 2.2 Correctly set up hardware and software in accordance with operating instructions and organisational procedures. 2.3 Identify and retrieve digitised information relevant to the project.
3 **Gather object parameters and/or measurements**.	3.1 Accurately establish and record critical dimensions and data for the required ***design***. 3.2 Correctly identify the requirements in relation to accuracy, tolerances and other critical information.

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ELEMENT	PERFORMANCE CRITERIA
4 **Prepare plots or drawings**.	4.1 Correctly access and use ***CADD functions and features*** in accordance with operating instructions. 4.2 Correctly access and use ***peripheral equipment*** required for the project. 4.3 Prepare and review preliminary drawings in consultation with relevant colleagues.
5 **Check drawings and save files**.	5.1 Check designs against the project objectives and specifications in accordance with organisational procedures. 5.2 Identify and make required adjustments to designs based on review and consultation with relevant colleagues. 5.3 Store data files in accordance with operating instructions and organisational procedures.

Required Skills and Knowledge

Required Skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills:

- literacy skills sufficient to interpret and use digital information, including instructions required for the production of computer aided drawings
- numeracy skills sufficient for calculations and measurements required for the production of computer aided drawings.

Required knowledge:

- the ways in which CADD is used within a specific industry context
- basic principles of CADD
- typical features and functions of CADD programs, including drawing tools, view displays, edit functions, working with layers, plotting and printing
- occupational health and safety issues associated with the use of hardware and software

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Required Skills and knowledge

- awareness of copyright, moral rights and intellectual property issues and legislation associated with the use of CADD.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- ability to use the standard features and functions of a CADD program to produce drawings
- knowledge of CADD capabilities and uses in relation to the specific industry context.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using an industry-current CADD program to develop drawings for a specific workplace purpose.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of drawings produced by the candidate
- oral or written questioning to assess knowledge of CADD features and functions
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties e.g. speakers of

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EVIDENCE GUIDE

languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials resources and equipment needed to produce computer-aided drawings.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information required for the project may include:

- creative objectives
- measurements/dimensions, e.g. objects, space
- relevant statutory requirements, e.g. safety
- scope for making adjustments
- technical objectives.

Computer-aided ***designs*** may be required for a large range of work situations and may include:

- costume/fashion designs
- lighting plots
- object or product design
- room/site/stage layouts
- stage and set design
- visual art works and/or projects, e.g. community installations, public art, performance.

CADD functions and features to be used must include:

- drawing tools (methods for drawing lines, arcs, polylines, texts, dimensions)
- edit functions
- plotting and printing
- view displays

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RANGE STATEMENT

	• working with layers.
CADD functions and feature to be used may include:	• 3D techniques, e.g. entering coordinates, displaying 3D views • how CADD works in an integrated environment • isometrics and perspectives • macros • use of attributes to make project reports.
Peripheral equipment required for the project may include:	• plotters • printers • scanners.

Unit Sector(s)

Not Applicable

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FDFOPTRWP3A Report on workplace performance

Modification History

Not applicable.

Unit Descriptor

This is an Optional unit. It covers the skills and knowledge required to collate and maintain workplace records. This unit would typically apply to a team leader or person responsible for monitoring and reporting on performance of a work area or section.

This is an Optional unit. It covers the skills and knowledge required to collate and maintain workplace records. This unit would typically apply to a team leader or person responsible for monitoring and reporting on performance of a work area or section

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify recording and	1.1 The purpose of recording information isidentified

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	reporting requirements	1.2 Recording and reporting responsibilities areidentified
		1.3 Recording and reporting systems and formatsare identified
2	Maintain workplace information	2.1 Records are complete, timely and accurate
		2.2 Performance information is recorded inrequired format to meet workplace reporting requirements
		2.3 Errors or discrepancies in recording areidentified and corrected or notified to appropriate personnel
		2.4 Variances are identified, investigated andreported according to workplace procedure
		2.5 Requests for information are assessed,prioritised and addressed to meet required timelines
3	Maintain security of workplace information	3.1 Access levels and authorities areidentified
		3.2 Security of workplace records and reports ismaintained
		3.3 Security breaches are identified and reportedto appropriate personnel

Required Skills and Knowledge

Not applicable.

Evidence Guide

The assessment process must address all of the following items of evidence.

Ability to:

1. Identify and use recording/reporting formats and systems

2. Identify information security requirements and procedures for responding to/reporting a security breach

3. Collect and collate information to be recorded as required

4. Assess information to confirm that it is complete and accurate. Follow up inaccurate recording with relevant personnel

5. Identify significant performance variance, investigate and report cause/s

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6. Prepare reports in required format to meet reporting timelines

7. Respond to information requests on a timely basis

Knowledge of:

8. The purpose and responsibilities for the information records and reports to be maintained/produced. This includes an understanding of accuracy levels and timeliness of recording and reporting

9. Techniques used to collate and assess information. This includes an understanding of typical recording outcomes to identify unusual or incorrectly recorded information

10. Likely causes of variation and related reporting responsibilities

11. Information system access levels and codes. This may include access levels within software

12. Communication skills relevant to reporting role

The assessment process must address all of the following items of evidence.

Ability to:

1. Identify and use recording/reporting formats and systems

2. Identify information security requirements and procedures for responding to/reporting a security breach

3. Collect and collate information to be recorded as required

4. Assess information to confirm that it is complete and accurate. Follow up inaccurate recording with relevant personnel

5. Identify significant performance variance, investigate and report cause/s

6. Prepare reports in required format to meet reporting timelines

7. Respond to information requests on a timely basis

Knowledge of:

8. The purpose and responsibilities for the information records and reports to be maintained/produced. This includes an understanding of accuracy levels and timeliness of recording and reporting

9. Techniques used to collate and assess information. This includes an understanding of typical recording outcomes to identify unusual or incorrectly recorded information

10. Likely causes of variation and related reporting responsibilities

11. Information system access levels and codes. This may include access levels within software

12. Communication skills relevant to reporting role

Range Statement

Range statement

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The range statement indicates the context for demonstrating competence. This statement is a guide and unless otherwise indicated, items may or may not apply as required by the work context.

- Work is carried out in accordance with company policies, procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements

- Information recorded and reported may include but is not limited to collation of information recorded by others such as timesheets, log sheets, recipes/specifications, operating procedures, production statistics and downtime, labour and materials usage levels

- Recording systems may be carried out manually or involve the use of use of planning and systems control software such as SAP and MRPII

Range statement

The range statement indicates the context for demonstrating competence. This statement is a guide and unless otherwise indicated, items may or may not apply as required by the work context.

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- Recording systems may be carried out manually or involve the use of use of planning and systems control software such as SAP and MRPII

Unit Sector(s)

Not applicable.

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FNSACCT501B Provide financial and business performance information

Modification History

Not applicable.

Unit Descriptor

The unit covers the competency to analysis and report a broad range of financial and business performance information.

The unit covers the competency to analysis and report a broad range of financial and business performance information.

Application of the Unit

This unit requires the application of skills and knowledge required to provide financial and business performance information. The unit encompasses assessing clients needs, analysing data and preparing advice.

The unit can apply to a variety of financial services industry sectors and has application to a variety of job functions such as accountant and financial planner.

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The unit can apply to a variety of financial services industry sectors and has application to a variety of job functions such as accountant and financial planner.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

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The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess client needs	1.1 **Expectations and objectives** of **client** are clarified and confirmed to ensure mutual understanding of client goals
	1.2 The client's specific legal and financial requirements are identified when establishing, structuring and financing a business
	1.3 **Financial options** and processes are discussed with client to develop suitable **plans** for the provision of information for the achievement of client goals
	1.4 Progress of plans is reviewed regularly against **agreed criteria** and results communicated to client
	1.5 Client objectives are monitored to identify changes in client needs
	1.6 Feedback on service is regularly obtained, analysed and incorporated into services to client
	1.7 **Shortfalls in customer service** are investigated and proposals for overcoming them are formulated and implemented

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2 Analyse data	2.1 Advice on reliability and accuracy of data is sought from **appropriate authorities and sources** in accordance with organisational procedures
	2.2 Data is compiled in accordance with standard financial reporting requirements
	2.3 Revenues and costs are analysed in accordance to standard accounting techniques and consistent with the organisation's objectives
	2.4 All data and reports are analysed in accordance with **standard financial analysis techniques**
	2.5 Data is reconciled to ensure statements are accurate and comply with organisational procedures and statutory requirements
	2.6 Information is evaluated in relation to the financial performance of a business, specifically profitability, efficiency and financial stability
	2.7 Further analysis is undertaken to ensure consistency of analysis with client's business and personal objectives
	2.8 Further evaluation is undertaken to assess the financial potential of the business, its future funding requirements and its statutory obligations
3 Prepare advice	3.1 Advice provides client with a realistic view of financial performance and compliance, including **significant taxation issues** and comparisons of alternative options
	3.2 Suitable **methods of presentation**, language and forms of documentation are used to convey information to client
	3.3 Advice identifies how **risks, contingencies** and future cash flows may be identified and quantified
	3.4 Client is advised of **risk management options**
	3.5 Client is advised of **rights and obligations**
	3.6 Client is advised on alternative sources and features of short and long term finance

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Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

financial legislation (eg deductions and allowance in taxation legislation)

basic knowledge of corporations and consumer legislation

state and territory charges and taxes

sources of information on financial products and markets (eg banks, financial advisers)

principles of cash flow and budgetary control

forecasting techniques

methods of presenting financial data

government financial policies (secretary's financial management instructions)

Skills requirements include:

interpersonal skills and communication skills (eg liaising, interviewing, listening, consulting)

report writing and preparation

numeracy skills for calculation of data

researching for data testing and management

estimating, forecasting and analysis skills

information technology skills for set up and use of spreadsheets

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of state/territory and federal taxation and charges

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knowledge of financial legislation

knowledge of accounting practices and principles

ability to access clients needs

ability to analyse financial data

ability to prepare advice

knowledge of taxation issues faced by clients

knowledge of risk management options and practices

knowledge of clients rights and obligations

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/assessment relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.
Context of assessment:	Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability. Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a

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	closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.
Resources required for assessment:	Assessment of this unit of competence requires access to suitable resources to demonstrate competence. Assessment instruments, including personal planner and assessment record book. Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Expectations and objectives may include:	reduction in tax liabilities financial consolidation higher levels of investment returns asset development wealth accumulation administrative efficiency improved cash flows improved quality of life
Clients may include:	shareholders in line management company officers and board of management businesses (small and large) private individuals financial institutions statutory authorities

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	government departments
	partnerships, trusts (incorporated and unincorporated organisations)
	sole traders
Financial options may include:	sources of finance
	cost of capital
	funding alternatives
	debt and equity
	cost recoveries
	dividends
	purchases
	adjustment of borrowings
	asset liquidation
	long term investments
Plans may include:	review of financial systems
	long term and short term financial requirements
	personal investments
	cash flow development
	working capital needs
	personal financial needs/position
	suitable business structure
	business registration
	alternate forms of finance
	accounts receivable management
	insurance needs
	business plans
	tax issues
	regulations, permits and licences
	adequate funding structure
Agreed criteria may include:	net present values
	capital budgeting
	working capital management

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	budgeting periodic reports decision making authorities
	strategic priorities forecasted returns business turnover profitability and financial stability costing, pricing and budgeting asset management
Shortfalls in customer service may include:	response time accuracy of advice consideration of relevant factors presentation of advice maintenance of records
Appropriate authorities and sources may include:	ministers company officers and board of management program managers organisational procedures and policies statutory returns and guidelines chief executive officer
Standard financial analysis techniques may include:	cost-benefit analysis financial statement analysis including ratios cash flow analysis benchmarking
Significant taxation issues may include:	reporting and lodgement dates compliance advice Pay As You Go (PAYG) obligations Business Activity Statement (BAS) reporting requirements State tax obligations
Methods of presentation and formats may include:	tables graphics

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	estimates and projections
	calculations
	explanatory notes
Risks and contingencies may include:	insurable risks
	debtor default
	operating costs
	business forecasts
	funding costs
	hedging arrangements
	opportunity costs
Risk management options may include:	insurance products
	internal control procedures
Rights and obligations may include:	legislative protection for consumers
	corporation law
	contract law
	employment law
	privacy law
	taxation legislation

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT501A.

This unit replaces FNSACCT501A.

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FNSACCT507B Provide management accounting information

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to calculate and record the costs of products and services.

This unit covers the competency to calculate and record the costs of products and services.

Application of the Unit

This unit requires the application of skills and knowledge required to provide management accounting information. The unit encompasses gathering and recording operating and cost data, analysing data, preparing budgeted reports and reviewing costing systems integrity.

This unit requires the application of skills and knowledge required to provide management accounting information. The unit encompasses gathering and recording operating and cost data, analysing data, preparing budgeted reports and reviewing costing systems integrity.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

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Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Gather and record operating and cost data	1.1 Systems to generate data are established
	1.2 **Data** is systematically coded, classified and checked for accuracy and reliability in accordance with organisational policies and procedures
2 Analyse data	2.1 **Costs are assigned** to specified products, services and organisational units
	2.2 Data is reconciled to ensure calculations are accurate and comply with organisational procedures
	2.3 Interpretation of revenues and costs is supported by valid analysis and is consistent with the organisation's business performance objectives
3 Prepare budgeted reports	3.1 Cost information advice is sought from all sections of the organisation when formulating **budgets**
	3.2 Structure and format of budgets and reports are clear and conform to **management information requirements**
	3.3 Variances against budget are identified and prioritised for review and decision making
	3.4 **Reports** are error free, comprehensive and comply with management requirements and organisational practices
4 Review costing system integrity	4.1 The variance between actual and applied overheads costs is analysed

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4.2 Variance analysis is used to review the effectiveness of the cost assignment process

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

principles of costing

organisational operating procedures

common routines for recording and storing data

principles of costing system integrity

methods of data protection including back ups and security

principles and practices of budgetary control (eg double entry bookkeeping and accrual accounting)

ethical considerations for the handling of financial reconstruction (eg conflict of interests, confidentiality, disclosure requirements)

Skills requirements include:

interpersonal skills and communication skills (eg liaising, listening, consulting)

information technology use for the set up and analysis of spreadsheets

estimating, forecasting and analysis skills

reading, interpreting financial statements and reports

writing skills for reports and recommendations

numeracy for financial calculations and analysis

recording, gathering and classifying financial information

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

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Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of management information requirements

ability to gather and record operating and cost data

ability to analyse data

ability to prepare budgeted reports

ability to review costing systems integrity

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/assessment relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.
Context of assessment:	Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability. Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a

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	closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.
Resources required for assessment:	Assessment of this unit of competence requires access to suitable resources to demonstrate competence. Assessment instruments, including personal planner and assessment record book. Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Data may include:	inventory, materials and finished product records consumables records records of purchases and associated costs sales information labour utilisation records materials used payroll records manufacturing and general overhead costs service charge out rates
Costs assignments may include:	direct and indirect costs fixed and variable costs labour, materials and overheads manufacturing costs service costs

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Budgets may include:	production budgets materials purchases materials usage labour usage manufacturing overhead costing budgets relationship with master budgets
Management information requirements may include:	costs of products and services and business units causes of and reasons for variances
Reports may include:	manufacturing statements variance analysis reports job and service profitability reports cost volume profit report manufacturing statements job cost records spreadsheets service cost analysis performance reports

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT507A.

This unit replaces FNSACCT507A.

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FNSICGEN302B Use technology in the workplace

Modification History

Not applicable.

Unit Descriptor

This unit covers using computers and associated devices and office technology to achieve outcomes required in the workplace.

This unit covers using computers and associated devices and office technology to achieve outcomes required in the workplace.

Application of the Unit

This unit requires the application of computing skills to achieve work place outcomes. It includes accessing, inputting and saving information, using the internet and routine maintenance of the equipment. The skills are applied to computers and associated devices such as printers, scanners and a range of storage devices. It also covers the use of other equipment such as faxes and photocopiers.

It applies to all sectors of the industry.

This unit requires the application of computing skills to achieve work place outcomes. It includes accessing, inputting and saving information, using the internet and routine maintenance of the equipment. The skills are applied to computers and associated devices such as printers, scanners and a range of storage devices. It also covers the use of other equipment such as faxes and photocopiers.

It applies to all sectors of the industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements define the essential outcomes of a unit of competency.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Clarify the function that the equipment fulfils	1.1 **Computing equipment, associated devices** and **other equipment** used in the workplace are identified
	1.2 Functions of the computer equipment, associated devices and other equipment and the outcomes they are used to achieve are determined
2 Access and enter information from/into the computer	2.1 **Organisational procedures** for accessing computer based equipment are followed
	2.2 The computer system is navigated to find the required program/file
	2.3 **Appropriate software**, including custom built software, is selected
	2.4 The program/file is opened and the required data is identified
	2.5 Data is entered, changed or removed as needed
	2.6 Files are checked for accuracy
	2.7 Internet/intranet searching and sending and receiving of emails is undertaken and relevant

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		information or files are saved as required
3	Save files/data and produce computer reports as required	3.1 Files/data are saved following **standard procedures** prior to exiting the computer equipment
		3.2 Reports and document are produced
		3.3 Data and documents are appropriately **stored** as required
		3.4 Procedures for shutting down computers are followed
		3.5 Equipment and data is secured as required by the organisation's policies and procedures and/or as required by **legislation or regulations and codes of conduct**
4	Use manuals and online help to solve computing problems	4.1 Manuals, training notes, or company documentation are used to solve problems
		4.2 Online help is accessed to solve problems
5	Undertake routine maintenance of computers and associated devices	5.1 **Routine maintenance** tasks are carried out according to manufacturer's instructions
		5.2 **Technical assistance** is sought as necessary
6	Use and maintain other workplace equipment	6.1 Other equipment is used to achieve workplace outcomes as required
		6.2 Routine maintenance is carried out or organised in line with manufacturer's instructions
		6.3 **Consumables** for office equipment are used and replaced as required

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

knowledge of available technology and its uses

knowledge of operating instructions and how to access the relevant manuals and operating procedures

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knowledge of security procedures required by the organisation or by legislation

knowledge of appropriate software, including the custom built software for a particular company, and computer applications including the internet and email

knowledge of company policy relating to use and maintenance of computers and other equipment

Skills requirements include:

interpersonal and communication skills

computing skills

use of software programs, including email and internet programs, and custom built computer programs

referral skills (when to seek help)

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

the ability to use technology and particularly computers to achieve the workplace outcomes required by their organisation

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity which combines the elements of competency for the

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unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.
Context of assessment:	This unit may be assessed in the workplace or in a simulated work environment
Resources required for assessment:	Assessment of this unit of competence requires access to a range of equipment including computers, associated equipment such as scanners, printers and a range of programs for document production and management, information handling, using the internet and sending and receiving emails.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Computing equipment, **associated devicesmay include**:	computers scanners printers modems CD burners
Other equipment may include:	photocopiers

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	facsimile machines
	telephones
Organisational procedures may be related to:	privacy and security of documents and files
	safe storage procedures
	administration systems
	access procedures
	maintenance procedures
Appropriate software may include:	word processing
	spreadsheets
	databases
	accounting programs
	email and internet programs
	specific financial industry programs
	programs built or customised for a particular company
Standard procedures may include:	procedures for changing and saving information
	guidance on file naming and saving
	document format (eg reports, letters, memos, applications, formal financial documents)
Appropriate storage may include:	electronic procedures for storage in directories, sub directories, back-up copies
	storage on compact disks, hard or floppy disks, backup systems
	filing of hard copies of correspondence, computer generated documents
Legislation or regulations and codes of conduct may include:	Consumer Credit Code
	Privacy Act
	Financial Services Reform Act (FSRA)
	Electronic Funds Transfer (EFT) Codes of Conduct
	Financial Transactions Reports Act
	industry codes of practice
Routine maintenance may include:	changing toners

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	cleaning various parts of equipment
	replacing consumables
	checking when professional servicing is required (possibly under warranty)
Technical assistance may include:	computer help desk personnel
	managers and supervisors
	designated technology assistance staff
	external staff employed by manufacturer of the equipment or software supplier
	staff from specialist computer support companies
Consumables may include:	ink or toner cartridges
	paper
	fax cartridges

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSICGEN302A.

This unit replaces FNSICGEN302A.

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FNSICGEN305B Maintain daily financial/business records

Modification History

Not applicable.

Unit Descriptor

This unit covers the preparation and processing of routine financial documents.

This unit covers the preparation and processing of routine financial documents.

Application of the Unit

This unit requires the application of skills and knowledge to process routine documents such as application or claim forms, invoices, banking documents, and petty cash vouchers. It may be applied in any sector of the financial services industry.

This unit requires the application of skills and knowledge to process routine documents such as application or claim forms, invoices, banking documents, and petty cash vouchers. It may be applied in any sector of the financial services industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

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Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Process financial forms and applications	1.1 **Information** from **documents** is identified, checked and recorded
	1.2 Documents are processed and recorded or transmitted to **appropriate personnel**
	1.3 All work undertaken is in accordance with **organisational procedures**, **legislation and regulations**
2 Prepare and process banking documents and petty cash documents	2.1 Deposits and withdrawals are accurately entered and balanced according to organisational procedures, where applicable
	2.2 Cheques and card vouchers are checked for **validity** before processing, where applicable
	2.3 **Banking documentation** is reconciled with organisation's financial records, where applicable
	2.4 Documentation is completed in accordance with **banking guidelines**
3 Process petty cash transactions	3.1 Petty cash claims and vouchers are checked, processed and recorded and petty cash book is balanced according to organisation's procedures
	3.2 Any irregularities are referred to nominated person
4 Prepare and process invoices for payment to creditors and for debtors	4.1 Invoices are prepared in accordance with organisational procedures
	4.2 Invoices are checked against source documents for accuracy

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4.3 Any errors or inaccuracies are corrected

4.4 Invoices and related documents are filed for auditing purposes

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

the organisation's policies and procedures applying to financial documents

relevant legislation and codes, relating to the operation of a business and to the tasks undertaken

legislation relating to privacy and confidentiality

procedures for handling cheques, vouchers and cash

banking procedures and guidelines

methods of calculating and presenting financial data

the organisation's software and technology used to record and transmit financial information

Skills requirements include:

calculation skills

ability to check accuracy of information (words and numbers)

attention to detail

ability to read and interpret financial data

communication skills

ability to relate to people from a range of social, cultural and ethnic backgrounds

ability to work to set timelines

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the

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workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

accurate and timely preparation and processing of financial documents in accordance with the organisation's policies and procedures

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.
Context of assessment:	This unit may be assessed in the workplace or in a simulated environment.
Resources required for assessment:	Assessment of this unit of competence requires access to company policies and practices and the technology/systems used by the company to provide services to customers.

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Information may include:	names addresses amounts of money/figure dates account numbers/card numbers/cheque numbers
Documents may include:	application forms claim forms petty cash vouchers invoices purchase orders receipts credit notes statements deposit books delivery dockets remittance advice
Appropriate personnel may include:	supervisor manager account department accounts clerk petty cash officer
Organisational procedures may include:	legal and organisation policy and guidelines procedures for entering and balancing deposits

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	procedures for checking validity of cheques and card vouchers
	security procedures
	cash handling procedures
	Australian Accounting and Auditing Standards
Legislation and regulations may include:	award and enterprise agreement
	occupational health and safety (OH&S) legislation
	privacy
	equal employment opportunity (EEO) legislation
	Anti-discrimination legislation
Validity may include:	signature
	dates
	amounts
Banking documentation may include:	withdrawal forms
	deposit slips/books
	cheques
Banking guidelines may include:	cash bundled
	accurate forms
	banking summary provided
	banking electronically

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSICGEN305A.

This unit replaces FNSICGEN305A.

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FNSMERC304B Locate subjects

Modification History

Not applicable.

Unit Descriptor

This unit describes the functions associated with locating subjects.

This unit describes the functions associated with locating subjects.

Application of the Unit

This unit requires the application of research, analytical and investigative skills to determine the location of subjects, and written and oral communication and reporting skills. Demonstration of perception and intuition in determining and assessing lines of approach should be assessed.

This unit requires the application of research, analytical and investigative skills to determine the location of subjects, and written and oral communication and reporting skills. Demonstration of perception and intuition in determining and assessing lines of approach should be assessed.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

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Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Research/investigate case	1.1 **Client's** written instructions are accurately and clearly interpreted
	1.2 Preliminary **searches** for **subjects** are thoroughly and comprehensively completed
	1.3 All appropriate **mercantile data** is checked for relevant information
2 Conduct searches/enquiries	2.1 **Field calls** are made as directed by client and meet legislative requirements
	2.2 Address is checked when necessary and any further leads are persistently followed to ascertain whereabouts of individual
	2.3 Alternative lines of approach are developed and assessed to determine the most effective and applicable one
	2.4 Searches are conducted in a reasonable time period as specified by client
	2.5 Detailed field notes on times, dates, occurrences and results are accurately maintained to obtain the best result from searches
3 Formulate/report recommendations	3.1 Information gathered is reviewed and ordered
	3.2 Results of review of the information are used to determine a strategy for action
	3.3 Documentation of outcomes is clear, concise and is made accessible to all relevant staff

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3.4 Links between the outcomes and the analysis of the debtor information are proposed as a basis for further action or non-action

3.5 Relevant reports are completed without delay and disseminated to appropriate staff and management

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

basic knowledge of all relevant State and Commonwealth Acts

occupational health and safety (OH&S) practices

Skills requirements include:

demonstrates current techniques of search and locating defaulters

ability to liaise effectively with a range of clients

negotiation and dispute resolution skills

clear and accurate observation and analytical skills

effective written communication skills and appropriate report and letter writing

effective telephone techniques

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

OVERVIEW OF ASSESSMENT REQUIREMENTS

To achieve competency in this unit, a person must be able to demonstrate:

good application of prior experience in searches and problem solving, such as patterns of behaviour and incidents, or trends, which indicate areas for investigation

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developing constructive responses when confronted with problems and difficulties

to operate reliably at all times and an awareness of client and community concerns

maintaining knowledge of current legislative requirements and general developments in process servicing

ability to liaise and cooperate with a variety of people

CRITICAL ASPECTS OF EVIDENCE

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/assessment relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity which combines the elements of competency for the unit, or a cluster of units of competency.

ASSESSMENT REQUIREMENTS

Method of assessment:	For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.
Context of assessment:	This unit may be assessed through practical demonstration in an actual work environment or simulation of such an environment.
Resources required for assessment:	Assessment of this unit of competence requires access to: qualified assessors and assessment guidelines a system which facilitates recording of trainee' profiles and progress facilities for workplace or simulated environment assessment.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Clients may include:	banks
	building societies
	credit unions
	employers (managers, supervisors, team leaders)
	finance companies
	financiers
	government agencies
	private companies
	other commercial agents
	solicitors
Searches may include:	public telephone directories
	current electronic White Pages
	reverse order computerised telephone directories
	electoral rolls
	titles office/council records
	motor vehicle registrations
	Australian Securities and Investments Commission (ASIC) information
	Freedom of Information (F.O.I) Acts - Commonwealth and State
	credit files (where Privacy Act allows)
	Consumer Affairs records

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	Business Licence Centre
	State and Supreme Courts Library
	rates searches
	databases
Mercantile data may include:	agency file systems, including other commercial agencies
	law enforcement/prosecution agencies
	industry associations
	standards setting organisations
	audit records
	past investigations
Field calls may involve:	knocking on residence door within legal timeframes to establish whereabouts of people or particular assets
	making demand for payment
	establishing the financial status of a subject
	making specific enquiries for the client (lawyers, financiers and other agencies)
Subjects may include:	debtors
	persons subject to legal process

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSMERC304A.

This unit replaces FNSMERC304A.

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HLTFA301B Apply first aid

Modification History

Unit Descriptor

This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance

Application of the Unit

These skills and knowledge may be applied in a range of situations, including community and workplace settings

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

A current Senior First Aid, Workplace Level 2 or Level 2 qualification may provide evidence of skills and knowledge required by this competency unit. However, as with all evidence of competence, evidence must be assessed against the requirements specified in the competency unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess the situation	1.1 Identify assess and minimise **hazards** in the situation that may pose a risk of injury or illness to self and others
	1.2 Minimise immediate **risk** to self and casualty's health and safety by controlling any hazard in accordance with occupational health and safety requirements
	1.3 Assess casualty and identify injuries, illnesses and conditions
2 Apply first aid procedures	2.1 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness
	2.2 Use available **resources and equipment** to make the casualty as comfortable as possible
	2.3 Respond to the casualty in a culturally aware, sensitive and respectful manner
	2.4 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort
	2.5 Seek consent from casualty prior to applying first aid management
	2.6 Provide **first aid management** in accordance with **established first aid principles** and Australian Resuscitation Council (ARC) Guidelines and/or State/Territory regulations, legislation and policies and industry requirements
	2.7 Seek first aid assistance from others in a timely manner and as appropriate
	2.8 Correctly operate first aid equipment as required for first aid management according to manufacturer/supplier's instructions and local policies and/or procedures

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		2.9	Use safe manual handling techniques as required
		2.10	Monitor **casualty's condition** and respond in accordance with effective first aid principles and procedures
		2.11	Finalise casualty management according to casualty's needs and first aid principles
3	Communicate details of the incident	3.1	Request ambulance support and/or appropriate medical assistance according to relevant circumstances using relevant **communication media and equipment**
		3.2	Accurately convey assessment of casualty's condition and management activities to ambulance services /other emergency services/relieving personnel
		3.3	Prepare reports as appropriate in a timely manner, presenting all relevant facts according to established procedures
		3.4	Accurately record details of casualty's physical condition, changes in conditions, management and response to management in line with established procedures
		3.5	Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
4	Evaluate own performance	4.1	Seek feedback from **appropriate clinical expert**
		4.2	Recognise the possible psychological impacts on rescuers of involvement in critical incidents
		4.3	Participate in debriefing/evaluation as appropriate to improve future response and address individual needs

Required Skills and Knowledge

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This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

ARC Guidelines relating to provision of first aid as outlined

Working knowledge of:

basic principles and concepts underlying the practice of first aid

procedures for dealing with major and minor injury and illness

priorities of management in first aid when dealing with life threatening conditions

basic occupational health and safety requirements in the provision of first aid

infection control principles and procedures, including use of standard precautions

chain of survival

first Aiders' skills and limitations

Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

First aid management of:

abdominal injuries

allergic reactions

altered and loss of consciousness

bleeding

burns - thermal, chemical, friction, electrical

cardiac arrest

casualty with no signs of life

chest pain

choking/airway obstruction

injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations

envenomation - snake, spider, insect and marine bites

environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke

fractures

medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions

near drowning

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poisoning and toxic substances (including chemical contamination)

respiratory distress

seizures

shock

stroke

substance misuse - common drugs and alcohol, including illicit drugs

Awareness of stress management techniques and available support

Social/legal issues:

duty of care

need to be culturally aware, sensitive and respectful

importance of debriefing

confidentiality

own skills and limitations

Essential skills:

Ability to:

Conduct an initial casualty assessment

Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills

Demonstrate correct procedures for performing CPR using a manikin, including standard precautions (i.e. as per unit **HLTCPR201A Perform CPR**)

Apply first aid principles

Infection control, including use of standard precautions

Follow OH&S guidelines

Demonstrate:

safe manual handling

consideration of the welfare of the casualty

ability to call an ambulance

site management to prevent further injury

Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available

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medical/pharmaceutical instructions

Administer medication in line with state/territory regulations, legislation and policies

Prepare a written incident report or provide information to enable preparation of an incident report

Communicate effectively and assertively in an incident

Make prompt and appropriate decisions relating to managing an incident in the workplace

Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition

Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Evaluate own response and identify appropriate improvements where required

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package. The evidence guide supplements assessment requirements that apply to all units in this Training Package. Users of this evidence guide should first read the package's assessment guidelines.

Critical aspects of assessment:	Assessment must include demonstrated evidence of specified Essential Knowledge and Essential Skills identified in this competency unit Competence should be demonstrated working individually and, where appropriate, as part of a first aid team Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, ARC and industry guidelines

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Context and resources required for assessment:	Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines
Access and equity considerations:	All workers in the health industry should be aware of access and equity issues in relation to their own area of work All workers should develop their ability to work in a culturally diverse environment In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Contextualisation to address specific requirements may include:	Focus on first aid management of specific types of injury First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
Established first aid principles include:	Preserve life Prevent illness, injury and condition(s) becoming worse Promote recovery Protect the unconscious casualty
Vital signs include:	Consciousness Breathing Circulation
A hazard is:	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Hazards may include:	Physical hazards Biological hazards Chemical hazards Hazards associated with manual handling
Risks may include:	Risks from equipment, machinery and substances Risks from first aid equipment Environmental risks Exposure to blood and other body substances

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Risk of further injury to the casualty

Risks associated with the proximity of other workers and bystanders

Risks from vehicles

Casualty's condition is managed for:

Abdominal injuries

Airway obstruction

Allergic reactions

Altered and loss of consciousness

Bleeding

Burns - thermal, chemical, friction, electrical

Chest pain/cardiac arrest

Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations

Near drowning

Envenomation - snake, spider, insect and marine bites

Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke

Fractures

Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions

No signs of life

Poisoning and toxic substances (including chemical contamination)

Respiratory distress/arrest

Seizures

Shock

Stroke

Substance misuse - common drugs and alcohol, including illicit drugs.

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First aid management must take into account applicable aspects of:	The setting in which first aid is provided, including: workplace policies and procedures industry/site specific regulations, codes etc. OHS requirements state and territory workplace health and safety legislative requirements location and nature of the incident situational risks associated with, for example, electrical and biological hazards, weather, motor vehicle accidents location of emergency services personnel. The use and availability of first aid equipment and resources Infection control Legal and social responsibilities of first aider
Resources and equipment are used appropriate to the risk to be met and may include:	AED First aid kit Auto-injector Puffer/inhaler Resuscitation mask or barrier Spacer device
Communication media and equipment may include but are not limited to:	Telephones, including landline, mobile and satellite phones HF/VHF radio Flags Flares Two way radio Email

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Electronic equipment

Hand signals

Appropriate clinical expert may include: Supervisor/manager

Ambulance officer/paramedic

Other medical/health worker

Documentation may include: Injury report forms

Workplace documents as per organisation requirements

Documentation may include recording: Time

Location

Description of injury

First aid management

Fluid intake/output, including fluid loss via:

blood

vomit

faeces

urine

Administration of medication including:

time

date

person administering

dose

Vital signs

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Unit Sector(s)

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HLTFA301C Apply first aid

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance

Application of the Unit

Application

These skills and knowledge may be applied in a range of situations, including community and workplace settings

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

A current Senior First Aid, Workplace Level 2 or Level 2 qualification may provide evidence of skills and knowledge required by this competency unit. However, as with all evidence of competence, evidence must be assessed against the requirements specified in the competency unit

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess the situation	1.1 Identify assess and minimise *hazards* in the situation that may pose a risk of injury or illness to self and others 1.2 Minimise immediate *risk* to self and casualty's health and safety by controlling any hazard in accordance with occupational health and safety requirements 1.3 Assess casualty and identify injuries, illnesses and conditions
2. Apply first aid procedures	2.1 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness 2.2 Use available *resources and equipment* to make the casualty as comfortable as possible

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Respond to the casualty in a culturally aware, sensitive and respectful manner
	2.4 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort
	2.5 Seek consent from casualty prior to applying first aid management
	2.6 Provide *first aid management* in accordance with *established first aid principles* and Australian Resuscitation Council (ARC) Guidelines and/or State/Territory regulations, legislation and policies and industry requirements
	2.7 Seek first aid assistance from others in a timely manner and as appropriate
	2.8 Correctly operate first aid equipment as required for first aid management according to manufacturer/supplier's instructions and local policies and/or procedures
	2.9 Use safe manual handling techniques as required
	2.10 Monitor *casualty's condition* and respond in accordance with effective first aid principles and procedures
	2.11 Finalise casualty management according to casualty's needs and first aid principles
3. Communicate details of the incident	3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstances using relevant *communication media and equipment*
	3.2 Accurately convey assessment of casualty's condition and management activities to ambulance services /other emergency services/relieving personnel
	3.3 Prepare reports as appropriate in a timely manner, presenting all relevant facts according to established procedures
	3.4 Accurately record details of casualty's physical condition, changes in conditions, management and response to management in line with established procedures
	3.5 Maintain confidentiality of records and

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ELEMENT	PERFORMANCE CRITERIA
	information in line with privacy principles and statutory and/or organisation policies
4. Evaluate own performance	4.1 Seek feedback from *appropriate clinical expert*
	4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents
	4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- ARC Guidelines relating to provision of first aid as outlined
- Awareness of stress management techniques and available support
- First aid management of:
  - abdominal injuries
  - allergic reactions
  - altered and loss of consciousness
  - bleeding
  - burns - thermal, chemical, friction, electrical
  - cardiac arrest
  - casualty with no signs of life
  - chest pain
  - choking/airway obstruction
  - injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries;

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REQUIRED SKILLS AND KNOWLEDGE

minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations
  - envenomation - snake, spider, insect and marine bites
  - environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke
  - fractures
  - medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions
  - near drowning
  - poisoning and toxic substances (including chemical contamination)
  - respiratory distress
  - seizures
  - shock
  - stroke
  - substance misuse - common drugs and alcohol, including illicit drugs
- Social/legal issues:
  - duty of care
  - need to be culturally aware, sensitive and respectful
  - importance of debriefing
  - confidentiality
  - own skills and limitations
- Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

continued ...

Essential knowledge (*contd*):

- Working knowledge of:
  - basic occupational health and safety requirements in the provision of first aid
  - basic principles and concepts underlying the practice of first aid
  - chain of survival
  - first aiders' skills and limitations
  - infection control principles and procedures, including use of standard precautions
  - priorities of management in first aid when dealing with life threatening conditions
  - procedures for dealing with major and minor injury and illness

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

This includes the ability to:

- Administer medication in line with state/territory regulations, legislation and policies
- Apply first aid principles
- Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition
- Communicate effectively and assertively in an incident
- Conduct an initial casualty assessment
- Demonstrate correct procedures for performing CPR using a manikin, including standard precautions (i.e. as per unit *HLTCPR201A Perform CPR*)
- Demonstrate:
  - ability to call an ambulance
  - consideration of the welfare of the casualty
  - safe manual handling
  - site management to prevent further injury
- Evaluate own response and identify appropriate improvements where required
- Follow OH&S guidelines
- Infection control, including use of standard precautions
- Make prompt and appropriate decisions relating to managing an incident in the workplace
- Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills
- Prepare a written incident report or provide information to enable preparation of an incident report
- Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available medical/pharmaceutical instructions
- Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package. The evidence guide supplements assessment requirements that apply to all units in this Training Package. Users of this

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EVIDENCE GUIDE

evidence guide should first read the package's assessment guidelines.

Critical aspects of assessment:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Competence should be demonstrated working individually and, where appropriate, as part of a first aid team • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting • Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, ARC and industry guidelines
Context and resources required for assessment:	• Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge • For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities
Related units:	This unit incorporates the content of units: • HLTCPR201B Perform CPR

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EVIDENCE GUIDE

- HLTFA201B Provide basic emergency life support

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contextualisation to address specific requirements may include:	• Focus on first aid management of specific types of injury • First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
Established first aid principles include:	• Preserve life • Prevent illness, injury and condition(s) becoming worse • Promote recovery • Protect the unconscious casualty
Vital signs include:	• Consciousness • Breathing • Circulation
A hazard is:	• A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these

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RANGE STATEMENT

Hazards may include:

- Physical hazards
- Biological hazards
- Chemical hazards
- Hazards associated with manual handling

Risks may include:

- Risks from equipment, machinery and substances
- Risks from first aid equipment
- Environmental risks
- Exposure to blood and other body substances
- Risk of further injury to the casualty
- Risks associated with the proximity of other workers and bystanders
- Risks from vehicles

Casualty's condition is managed for:

- Abdominal injuries
- Airway obstruction
- Allergic reactions
- Altered and loss of consciousness
- Bleeding
- Burns - thermal, chemical, friction, electrical
- Chest pain/cardiac arrest
- Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations
- Near drowning
- Envenomation - snake, spider, insect and marine bites
- Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke
- Fractures
- Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions
- No signs of life
- Poisoning and toxic substances (including chemical contamination)
- Respiratory distress/arrest
- Seizures
- Shock
- Stroke

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RANGE STATEMENT

	• Substance misuse - common drugs and alcohol, including illicit drugs.

First aid management must take into account applicable aspects of:	• The setting in which first aid is provided, including:
	  • workplace policies and procedures
	  • industry/site specific regulations, codes etc.
	  • OHS requirements
	  • state and territory workplace health and safety legislative requirements
	  • location and nature of the incident
	  • situational risks associated with, for example, electrical and biological hazards, weather, motor vehicle accidents
	  • location of emergency services personnel.
	• The use and availability of first aid equipment and resources
	• Infection control
	• Legal and social responsibilities of first aider

Resources and equipment are used appropriate to the risk to be met and may include:	• AED • First aid kit • Auto-injector • Puffer/inhaler • Resuscitation mask or barrier • Spacer device
Communication media and equipment may include but are not limited to:	• Telephones, including landline, mobile and satellite phones • HF/VHF radio • Flags • Flares • Two way radio • Email • Electronic equipment • Hand signals
Appropriate clinical expert may	• Supervisor/manager • Ambulance officer/paramedic

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RANGE STATEMENT

include:	• Other medical/health worker
Documentation may include:	• Injury report forms • Workplace documents as per organisation requirements

Documentation may include recording:	• Time
	• Location
	• Description of injury
	• First aid management
	• Fluid intake/output, including fluid loss via:
	  • blood
	  • vomit
	  • faeces
	  • urine
	• Administration of medication including:
	  • time
	  • date
	  • person administering
	  • dose
	• Vital signs

Unit Sector(s)

Not Applicable

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HLTHIR403B Work effectively with culturally diverse clients and co-workers

Modification History

Unit Descriptor

This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures

Application of the Unit

Work will be within a prescribed range of functions involving known routines and procedures with some accountability for the quality of outcomes

The workplace context may be:

Specific community

Community or regional service

Department of a large institution or organisation

Specialised service or organisation

Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Reflect cultural awareness in **work practice**	1.1 Demonstrate awareness of culture as a factor in all human behaviour by using culturally appropriate work practices
	1.2 Use work practices that create a culturally and psychologically safe environment for all persons
	1.3 Review and modify work practices in consultation with persons from diverse cultural backgrounds
2 Accept **cultural diversity** as a basis for effective work place and professional relationships	2.1 Show respect for cultural diversity in all communication and interactions with co-workers, colleagues and clients
	2.2 Use specific **strategies to eliminate bias and discrimination** in the workplace
	2.3 Contribute to the development of work place and professional relationships based on acceptance of cultural diversity
3 Communicate effectively with culturally diverse persons	3.1 Show respect for cultural diversity in all **communication** with clients, families, staff and others
	3.2 Use communication constructively to develop and maintain effective relationships, mutual trust and confidence
	3.3 Where language barriers exist, make efforts to communicate in the most effective way possible
	3.4 Seek assistance from interpreters or other persons as required
4 Resolve cross-cultural misunderstandings	4.1 Identify issues that may cause conflict
	4.2 If difficulties or misunderstandings occur, consider the impact of cultural differences
	4.3 Make an effort to sensitively resolve differences, taking account of cultural considerations
	4.4 Address any difficulties with appropriate people

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and seek assistance when required

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

Recognition of cultural diversity in Australian society with many individuals living in many cultures

Recognition of cultural influences and changing cultural practices in Australia and its impact on diverse communities that make up Australian society

Knowledge of own cultural conceptions and pre-conceptions and perspective of diverse cultures

Recognition of impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others

Recognition of culture as a dynamic social phenomenon

Recognition of culture as a range of social practices and beliefs evolving over time

Recognition that the word 'normal' is a value-laden, excluding concept that often precludes acknowledgment of the diversity of people, their life experiences and situations

Recognition of the unique way individuals may experience a culture and respond to past experiences

Knowledge of the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices

Knowledge of availability of resources and assistance within and external to the organisation in relation to cultural diversity issues

Knowledge of the role and use of language and cultural interpreters

Essential skills:

Ability to:

Apply culturally respectful practices in the workplace and to demonstrate respect and inclusiveness of culturally diverse people in all work practices

Sensitively and respectfully communicate with persons of diverse backgrounds and cultures

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Respond respectfully and sensitively to cultural beliefs and practices that may cause harm

Form effective workplace relationships with co-workers and colleagues of diverse backgrounds and culture

Participate in identifying and implementing culturally safe work practices

Use effective strategies to address and eliminate discrimination and bias in the workplace

Use basic conflict resolution and negotiation skills

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency Holistic assessment of this competency unit is encouraged, to ensure application of these skills in conjunction with specific work functions. However, the unit may be delivered and assessed independently
Access and equity considerations:	All workers in the health industry should be aware of access and equity issues in relation to their own area of work All workers should develop their ability to work in a culturally diverse environment In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues

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impacting on health of Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Work practices may relate to:

Dealing with persons of diverse gender, sexuality and age

Compliance with duty of care policies of the organisation

Collection and provision of information

Communication

Provision of assistance

Contact with families and carers

Physical contact

Care of deceased persons

Handling personal belongings

Provision of food services

Work practices that are culturally appropriate would be non-discriminatory and free of bias, **stereotyping**, **racism and prejudice**.

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Cultural diversity may include:	Ethnicity Race Language Cultural norms and values Religion Beliefs and customs Kinship and family structure and relationships Personal history and experience, which may have been traumatic Gender and gender relationships Age Disability Sexuality Special needs
Communication may be:	Verbal Appropriate gestures and facial and physical expressions Posture Written Signage Through an interpreter or other person
Strategies to eliminate bias and discrimination may include:	Cross cultural work teams Cross cultural employee representation on committees Workplace free of culturally insensitive literature, posters, signage Inclusion in decision-making

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Unit Sector(s)

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HLTHIR403C Work effectively with culturally diverse clients and co-workers

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures

Application of the Unit

Application	Work will be within a prescribed range of functions involving known routines and procedures with some accountability for the quality of outcomes The workplace context may be: • Specific community • Community or regional service • Department of a large institution or organisation • Specialised service or organisation Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Reflect cultural awareness in *work practice*	1.1 Demonstrate awareness of culture as a factor in all human behaviour by using culturally appropriate work practices 1.2 Use work practices that create a culturally and psychologically safe environment for all persons 1.3 Review and modify work practices in consultation with persons from diverse cultural backgrounds
2. Accept *cultural diversity* as a basis for effective work place and professional relationships	2.1 Show respect for cultural diversity in all communication and interactions with co-workers, colleagues and clients 2.2 Use specific *strategies to eliminate bias and discrimination* in the workplace 2.3 Contribute to the development of work place and professional relationships based on acceptance of cultural diversity
3. Communicate effectively with culturally diverse persons	3.1 Show respect for cultural diversity in all *communication* with clients, families, staff and others 3.2 Use communication constructively to develop and maintain effective relationships, mutual trust and

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ELEMENT	PERFORMANCE CRITERIA
	confidence
	3.3 Where language barriers exist, make efforts to communicate in the most effective way possible
	3.4 Seek assistance from interpreters or other persons as required
4. Resolve cross-cultural misunderstandings	4.1 Identify issues that may cause conflict
	4.2 If difficulties or misunderstandings occur, consider the impact of cultural differences
	4.3 Make an effort to sensitively resolve differences, taking account of cultural considerations
	4.4 Address any difficulties with appropriate people and seek assistance when required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Availability of resources and assistance within and external to the organisation in relation to cultural diversity issues
- Own cultural conceptions and pre-conceptions and perspective of diverse cultures
- Recognition of cultural diversity in Australian society with many individuals living in many cultures
- Recognition of cultural influences and changing cultural practices in Australia and its impact on diverse communities that make up Australian society
- Recognition of culture as a dynamic social phenomenon

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REQUIRED SKILLS AND KNOWLEDGE

- Recognition of culture as a range of social practices and beliefs evolving over time
- Recognition of impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others
- Recognition of the unique way individuals may experience a culture and respond to past experiences
- Recognition that the word 'normal' is a value-laden, excluding concept that often precludes acknowledgment of the diversity of people, their life experiences and situations
- The principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
- The role and use of language and cultural interpreters

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply culturally respectful practices in the workplace and to demonstrate respect and inclusiveness of culturally diverse people in all work practices
- Form effective workplace relationships with co-workers and colleagues of diverse backgrounds and cultures
- Participate in identifying and implementing culturally safe work practices
- Respond respectfully and sensitively to cultural beliefs and practices that may cause harm
- Sensitively and respectfully communicate with persons of diverse backgrounds and cultures
- Use basic conflict resolution and negotiation skills
- Use effective strategies to address and eliminate discrimination and bias in the workplace

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions • Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency • Holistic assessment of this competency unit is encouraged, to ensure application of these skills in conjunction with specific work functions but the unit may be delivered and assessed independently
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work

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RANGE STATEMENT

situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Work practices may relate to:

- Dealing with persons of diverse gender, sexuality and age
- Compliance with duty of care policies of the organisation
- Collection and provision of information
- Communication
- Provision of assistance
- Contact with families and carers
- Physical contact
- Care of deceased persons
- Handling personal belongings
- Provision of food services

Work practices that are culturally appropriate would be non-discriminatory and free of bias, stereotyping, racism and prejudice.

Cultural diversity may include:

- Ethnicity
- Race
- Language
- Cultural norms and values
- Religion
- Beliefs and customs
- Kinship and family structure and relationships
- Personal history and experience, which may have been traumatic
- Gender and gender relationships
- Age
- Disability
- Sexuality
- Special needs

Communication may be:

- Verbal
- Appropriate gestures and facial and physical expressions

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RANGE STATEMENT

- Posture
- Written
- Signage
- Through an interpreter or other person

Strategies to eliminate bias and discrimination may include:

- Cross cultural work teams
- Cross cultural employee representation on committees
- Workplace free of culturally insensitive literature, posters, signage
- Inclusion in decision-making

Unit Sector(s)

Not Applicable

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HLTIN301C Comply with infection control policies and procedures

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required for workers to comply with infection control policies and procedures. All procedures must be carried out in accordance with current infection control guidelines, Australian and New Zealand Standards for maintaining infection control and the policies and procedures of the organisation

This unit acknowledges the importance of complying with an effective infection control strategy that ensures the safety of the client (or end-user of health-related products/services), maintains personal protection and prevents the transmission of infections from person to person

All tasks must be carried out in accordance with State or Territory legislative requirements that affect work practices of the organisation and/or worker

Application of the Unit

Application

This unit is applicable to workers who are responsible for following workplace procedures to maintain infection control

Application of this unit should be contextualised to reflect any specific workplace infection risks, hazards and associated infection control practices

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Follow infection control guidelines	1.1 Demonstrate the application of *standard precautions* to prevent the spread of infection in accordance with organisation requirements 1.2 Demonstrate the application of *additional precautions* when standard precautions alone may not be sufficient to prevent transmission of infection 1.3 *Minimise contamination* of materials, equipment and instruments by aerosols and splatter
2. Identify and respond to infection risks	2.1 Identify *infection risks* and implement an appropriate response within own role and responsibility 2.2 Document and report activities and tasks that put clients and/or other workers at risk 2.3 Respond appropriately to situations that pose an

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ELEMENT	PERFORMANCE CRITERIA
	infection risk in accordance with the policies and procedures of the organisation
	2.4 Follow *procedures for risk control* and risk containment for specific risks
	2.5 Follow *protocols for care following exposure to blood or other body fluids* as required
	2.6 Place appropriate signs when and where appropriate
	2.7 Remove spills in accordance with the policies and procedures of the organisation
3. Maintain personal hygiene	3.1 Maintain hand hygiene by washing hands before and after client contact and/or after any activity likely to cause contamination
	3.2 Follow *handwashing procedures*
	3.3 Implement *hand care* procedures
	3.4 Cover cuts and abrasions with water-proof dressings and change as necessary
4. Use personal protective equipment	4.1 Wear personal *protective clothing and equipment* that complies with Australian/New Zealand Standards, and is appropriate for the intended use
	4.2 Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each client contact
5. Limit contamination	5.1 Demarcate and maintain clean and contaminated zones in all aspects of health care work
	5.2 Confine records, materials and medicaments to a well-designated *clean zone*
	5.3 Confine contaminated instruments and equipment to a well-designated *contaminated zone*
6. Handle, package, label, store, transport and dispose of	6.1 Wear appropriate personal protective clothing and equipment in accordance with occupational health and

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ELEMENT	PERFORMANCE CRITERIA
clinical and other waste	safety policies and procedures when handling waste 6.2 Separate waste at the point where it has been generated and dispose of into waste containers that are colour coded and identified 6.3 Store clinical or related waste in an area that is accessible only to authorised persons 6.4 Handle, package, label, store, transport and dispose of waste appropriately to minimise potential for contact with the waste and to reduce the risk to the environment from accidental release 6.5 Dispose of waste safely in accordance with policies and procedures of the organisation and legislative requirements
7. Clean environmental surfaces	7.1 Wear personal protective clothing and equipment during *cleaning procedures* 7.2 Remove all dust, dirt and physical debris from work surfaces 7.3 Clean all work surfaces with a neutral detergent and warm water solution before and after each session or when visibly soiled 7.4 Decontaminate equipment requiring special processing in accordance with quality management systems to ensure full compliance with cleaning, disinfection and sterilisation protocols 7.5 Dry all work surfaces before and after use 7.6 Replace surface covers where applicable 7.7 Maintain and store cleaning equipment

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

To demonstrate competence for this unit the worker must acquire the essential knowledge and skills described:

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Additional precautions
- Aspects of infectious diseases including:
  - opportunistic organisms
  - pathogens
- Basic microbiology including:
  - bacteria and bacterial spores
  - fungi
  - viruses
- Clean and sterile techniques
- Disease transmission:
  - paths of transmission including direct contact, aerosols and penetrating injuries
  - risk of acquisition
  - sources of infecting microorganisms including persons who are carriers, in the incubation phase of the disease or those who are acutely ill
- Effective hand hygiene:
  - procedures for routine handwash
  - procedures for surgical handwash
  - when hands must be washed
- Good personal hygiene practice including hand care
- Identification and management of infectious risks in the workplace
- Organisation requirements relating to immunisation, where applicable
- Personal protective equipment:
  - guidelines for glove use
  - guidelines for wearing gowns and waterproof aprons
  - guidelines for wearing masks as required
  - guidelines for wearing protective glasses
- Standard precautions
- Susceptible hosts including persons who are immune suppressed, have chronic diseases such as diabetes and the very young or very old

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REQUIRED SKILLS AND KNOWLEDGE

- Surface cleaning:
  - cleaning procedures at the start and end of the day
  - managing a blood or body fluid spill
  - routine surface cleaning
- Sharps handling and disposal techniques
- The organisation's infection control policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consistently apply handwashing, personal hygiene and personal protection protocols
- Consistently apply clean and sterile techniques
- Consistently apply protocols to limit contamination

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply standard precautions:
  - consistently ensure instruments used for invasive procedures are sterile at time of use (where appropriate)
  - consistently follow the procedure for washing and drying hands
  - consistently limit contamination
  - consistently maintain clean surfaces and manage blood and body fluid spills
  - consistently protect materials, equipment and instruments from contamination until required for use
  - consistently put into practice clean and sterile techniques
  - consistently use personal protective equipment
- Apply additional precautions when standard precautions are not sufficient
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• Observation of workplace performance is preferred for assessment of this unit • The individual being assessed must provide evidence of specified essential knowledge as well as skills • The assessee must demonstrate compliance with the organisation's infection control policy as it relates to specific job role • Consistency of performance should be demonstrated over the required range of workplace situations
Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible • Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

Method of assessment	• Evidence of essential knowledge and understanding may be provided by:
	  • traditional or online (computer-based) assessment
	  • written assignments/projects
	• Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
	• Questioning
	• Staff and/or client feedback
	• Supporting statement of supervisor
	• Authenticated evidence of relevant work experience and/or formal/informal learning
	• Role play/simulation

Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and

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EVIDENCE GUIDE

Torres Strait Islander people

- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Standard precautions include:

- Aseptic technique
- Personal hygiene practices especially washing and drying hands (eg. before and after client contact)
- Use of personal protective equipment
- Techniques to limit contamination
- Surface cleaning and management of blood and body fluid spills
- Safe handling of sharps
- Safe disposal of sharps and other clinical waste
- Appropriate reprocessing and storage of reusable instruments

Additional precautions may include:

- Special ventilation requirements
- Additional use of personal protective equipment
- Dedicated equipment (eg. to each client or as appropriate to work function)
- Use of a special facility

Minimising contamination may include but is not limited to:

- Protecting materials, equipment and instruments from contamination until required for use
- Ensuring instruments used for invasive procedures are sterile at time of use

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RANGE STATEMENT

- Cleaning all environmental surfaces

Infection risks may include but are not limited to

- Sharps injury
- Waste
- Discarded sharps
- Human waste and human tissues
- Related waste
- General waste
- Inhalation of aerosols
- Contact with blood and other body substances
- Personal contact with infectious materials, substances and/or clients
- Stock including food which has passed 'use-by' dates
- Animals, insects and vermin

Procedures for risk control may include but are not limited to:

- Eliminating a hazardous process
- Using personal protective equipment appropriately
- Changing a system of work to reduce a hazard.
- Isolating the hazard
- Using protective devices to decrease exposure
- Using safe handling techniques
- Following infection control policies and procedures
- Procedures to minimise the risk of exposure to blood and body fluids

Protocols for care following exposure to blood or other body fluids may include but are not limited to:

- Immediate care following:
  - A sharps injury
  - A splash of blood or other body fluids
- Post exposure care
- Record keeping and notification
- Legal requirements for the notification of all work related occurrences of injury, disease or illness

Hand hygiene procedures may include:

- Routine handwash
- Surgical handwash
- Use of antiseptic wipes and alcohol based preparations in specific situations where waterless hand hygiene is acceptable

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RANGE STATEMENT

Hand care may include but is not limited to:	• Suitable water-based hand creams that are registered on the Australian Register of Therapeutic Goods • Using warm water for handwashing • Drying hands thoroughly after handwashing • Wearing heavy-duty utility gloves when handling irritant chemicals
Protective clothing and equipment may include but are not limited to :	• Gowns and waterproof aprons that comply with Australian/New Zealand standards • Examination gloves and surgical gloves that comply with current Australian/New Zealand standards • Glasses, goggles or face-shields • Surgical face masks that comply with current Australian/New Zealand standards • Footwear to protect from dropped sharps and other contaminated items • Guidelines for latex allergic clients and staff
Clean zone includes but is not limited to:	• Storage areas for materials, medicaments, equipment • Sterile storage areas • Administration areas
Contaminated zone includes but is not limited to:	• Area used for items that have become contaminated during use • Receiving area for contaminated instruments in the instrument reprocessing centre

Waste may include but is not limited to:	• Clinical waste:
	  • discarded sharps
	  • human tissues
	  • laboratory waste
	  • any other waste as specified by the workplace
	• Related waste:
	  • radiographic waste
	  • chemical and amalgam waste
	  • cytotoxic waste

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RANGE STATEMENT

	• pharmaceutical waste • radioactive waste • General waste
Disposal of waste requirements may include:	• Disposal in accordance with: • Environment Protection (Waste Management) Policy • Environment Protection (Waste Management) Regulations • Australian and New Zealand standards • Organisation policies and procedures
Cleaning procedures include but are not limited to	• Damp dusting benches, equipment and shelving • Maintaining the interior of drawers and cupboards in a clean and tidy state • Cleaning floors daily using a mop and water and detergent • Storing cleaning equipment clean and dry • Managing the removal of a small blood or body fluid spill

Unit Sector(s)

Not Applicable

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ICAA4142B Design a website to meet technical requirements

Modification History

Not Applicable

Unit Descriptor

Not Applicable

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Not Applicable

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

Not Applicable

Required Skills and Knowledge

Not Applicable

Evidence Guide

Not Applicable

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Range Statement

Not Applicable

Unit Sector(s)

Not Applicable

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ICAA5139B Design a database

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to establish client needs and technical requirements and to design a database that meets those requirements. The following units are linked and form an appropriate cluster: • ICAB4170B Build a database • ICAA5153B Model data objects • ICAA5154B Model data processes No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine database requirements	1.1. Meet with ***client*** and conduct a user needs analysis to determine ***database*** functionality 1.2. Analyse results of user needs analysis to identify ***technical requirements*** 1.3. Develop a conceptual model of the ***database*** 1.4. Submit conceptual model to ***client*** for review 1.5. Evaluate ***client*** feedback and make changes as required
2. Develop logical data model	2.1. Identify attributes and determine data types 2.2. Undertake normalisation of attributes 2.3. Develop entity relationship diagram to clarify cardinality of relationships 2.4. Document attributes, normalised data and entity relationship diagram

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Forward ***documentation*** to ***client*** for confirmation
3. Design data structures	3.1. Confirm primary and foreign keys for tables 3.2. Review ***client*** business rules 3.3. Identify referential integrity constraints 3.4. Establish relevant ***database management system*** constraints and incorporate into ***database*** design 3.5. Develop validation rules for data 3.6. Design indexes and develop data dictionary 3.7. Document the ***database*** design
4. Design queries, screens and reports	4.1. Design user interface for ***database***, including menus, input screens and outputs 4.2. Design queries based on ***requirements*** 4.3. Design output reports based on ***requirements*** 4.4. Compare physical design with conceptual model/user needs analysis 4.5. Incorporate changes as required
5. Design access and security systems	5.1. Review business ***security plan*** as basis for commencing access and security design 5.2. Design password and access system for ***database*** 5.3. Identify multiple-user ***requirements*** 5.4. Develop ***client*** access profiles using ***client*** business model
6. Confirm database design	6.1. Identify ***database*** back-up and recovery ***requirements*** 6.2. Develop and document the ***database*** back-up and recovery procedures 6.3. Submit ***database*** and ***documentation*** to client for final approval

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Techniques to elicit information from users, particularly during the design and

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REQUIRED SKILLS AND KNOWLEDGE
prototype phases • Analysis skills to determine data objects required, data structures and business requirements • Data modelling skills • Business analysis skills • SQL programming skills • Communicating with clients
Required knowledge
• Function and features of databases • Logical design concepts, particularly in relation to designing data structures, queries screens and reports • Data modelling in relation to developing the conceptual data model • Object model design concepts, particularly in relation to designing data structures, queries, screens and reports • Data analysis, particularly in determining data types and data structures and query and report design • DBMS fundamentals, particularly during the design phase • Function and features of data types and data structures • Data redundancy • Encryption and authentication as they apply to database security features • Scalability of databases

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must confirm the ability to design a well-structured database that represents the client's business reality and provides the user with a productive business tool.

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EVIDENCE GUIDE	
	To demonstrate competency in this unit the learner will require access to: • Current industry-accepted database software, network or other system for remote or multi-user access • Business requirements
Context of and specific resources for assessment	The breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and coordination would be characteristic. Assessment must ensure: • self-directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others. • Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team coordination may also be involved.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should to be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency.

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EVIDENCE GUIDE	
	• Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAB4170B Build a database • ICAA5153B Model data objects • ICAA5154B Model data processes An individual demonstrating this competency would be able to: • Demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas • Analyse and plan approaches to technical problems or management requirements • Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations • Evaluate information, using it to forecast for planning or research purposes • Take responsibility for own outputs in relation to broad quantity and quality parameters • Take some responsibility for the achievement of group outcomes • Maintain knowledge of industry products and services

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Client may include but is not limited to:	• internal departments • external organisations • individual people • employees
Database may include but is not limited to:	• relational databases • object-relational databases • proprietary databases • commercial off the shelf (COTS) database packages
Technical requirements may be in reference to:	• business • system • platform • application • database • network • people in the organisation
Documentation may follow:	• ISO/IEC/AS standards • audit trails • naming standards • version control • project management templates • report writing principles
Database management system may include:	• distributed or centralised • on-line • partitioned geographically or thematically distributed
Security plan may include:	• privacy • authentication • authorisation and integrity • usually relates directly to the security objectives of the organisation
Requirements may be in reference	• business

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RANGE STATEMENT	
to:	• system • platform • application • database • network • people in the organisation

Unit Sector(s)

Unit sector	Analyse and Design

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAB3018B Develop macros and templates for clients using standard products

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to develop macros and templates for clients using industry recognised software applications. The following unit is linked and forms an appropriate cluster: • ICAU3028B Customise packaged software applications for clients No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		
	ICAU3126B	Use advanced features of computer applications

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine macro or template requirement	1.1. Determine ***client*** requirements, ensuring they are in line with ***organisational guidelines*** 1.2. Develop macro or template specification 1.3. Confirm that macro or template specification meets the clients needs and operational guidelines 1.4. Determine ***documentation*** requirements
2. Develop macro or template for client	2.1. Develop macro or template to specification using industry-recognised ***software applications*** 2.2. Demonstrate macro or template to ***client*** and obtain feedback 2.3. Amend macro or template, as required by ***client*** 2.4. Update macro or template specification
3. Provide client support for macro or	3.1. Document support and instruction requirements 3.2. Provide ***documentation*** to ***client*** help desk for future

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ELEMENT	PERFORMANCE CRITERIA
template	support

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Troubleshooting the operation of macros: for example, to trace which action of the macro may be malfunctioning, converting documents to templates and modifying templates • Ability to use various modes of employing macros, such as creating a particular keyboard key combination for each macro or by assigning it to a custom button on a toolbar • Ability to interpret software manual instructions generally, and in particular to follow instructions for creating and using macros and templates
Required knowledge
• General knowledge of functions and features of the operating system • General knowledge of software and hardware supported by the organisation • General understanding of features and functions of particular categories of commercial computing packages, in particular, procedures for creating macros and using default templates (supplied by the software application package) and creating new ones

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential:

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EVIDENCE GUIDE	
competency in this unit	• Competency must be demonstrated in the development of a variety of macros and templates using at least two industry-recognised application packages. Competency must be demonstrated in the development of a specification for macros and templates.
Context of and specific resources for assessment	The general environment for these types of operations is predominantly an office environment, in which documents play a major role in communication and business activity. Thus, macros and templates are designed to accelerate the process of document production by employing rapid, automated actions on documents that often would have been created from templates. Thus, a person would demonstrate their competency by using, adapting, creating, saving and troubleshooting macros and templates. The breadth, depth and complexity of knowledge and skills in this competency would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available. Assessment must ensure: • Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints would be characteristic. • Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the

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EVIDENCE GUIDE	
	implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAU3028B Customise packaged software applications for clients An individual demonstrating this competency would be able to: • Demonstrate some relevant theoretical knowledge • Apply a range of well-developed skills • Apply known solutions to a variety of predictable problems • Perform processes that require a range of well-developed skills where some discretion and judgement is required • Interpret available information, using discretion and judgement • Take responsibility for own outputs in work and

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EVIDENCE GUIDE	
	learning • Take limited responsibility for the output of others • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Client may include but is not limited to:	• internal departments • external organisations • clubs • individual people • internal employees
Organisational guidelines may include but is not limited to:	• personal use of email and internet access • content of emails • downloading information and accessing particular websites • opening mail with attachments • virus risk
Documentation may follow:	• ISO/IEC/AS standards • audit trails • naming standards • version control • project management templates • report writing protocols
Software applications	• May include but are not limited to commercial software applications; organisation-specific software; word processing, spreadsheet, database, graphic, communication packages and presentation functionalities • May include presentation applications contained in: Microsoft Office, Lotus Suite,

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RANGE STATEMENT	
	Claris Works, Star Office or other similar applications

Unit Sector(s)

Unit sector	Build

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAB4135B Create a simple mark-up language document to specification

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to design, create and save a simple markup language document to a given specification using a text editor rather than an authoring tool. The following unit is linked and forms an appropriate cluster: • ICAB4137B Produce basic client side script for dynamic web pages No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Analyse specification	1.1. Determine the uses and audience of the document 1.2. Determine the appropriate ***mark-up language*** based on the document uses and audience 1.3. Determine relevant document structure 1.4. Determine appropriate browser-safe colours
2. Create document structure to specification	2.1. Create and assign the basic elements of the document, taking into account ***accessibility*** 2.2. Add ***content*** text to the body of the document 2.3. Save document using a descriptive name and an appropriate ***extension***
3. Format document to specification	3.1. Apply a suitable ***format*** for the text 3.2. Apply a suitable background colour 3.3. Apply suitable positional elements 3.4. Create lists

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ELEMENT	PERFORMANCE CRITERIA
4. Create tables, hyperlinks and graphics	4.1. Create tables 4.2. Create hyperlinks, anchors and image maps for internal and external navigation 4.3. Define the colours for unvisited, visited and active links 4.4. Create hyperlinks for sending email 4.5. Attach images in a suitable format
5. Validate documents	5.1. Validate mark-up language document against specifications and record outcomes 5.2. Validate mark-up language document in different ***browsers*** for compatibility and record outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Ability to use a variety of mark-up languages to meet a variety of needs • Using keyboard and mouse in an integrated development environment • Ability to follow documented instruction from a supplied guide • Problem solving skills in mark-up language and an ability to troubleshoot problems • Reading and writing at a level where workplace instructions and documents are clearly understood • Ability to communicate ideas and concepts in a clear and precise manner
Required knowledge
• Mark-up language and associated standards • Open platforms

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must confirm the ability to design, create and save a simple mark-up language document using a mark-up language without the automated generation of code. To demonstrate competency in this unit the person will require access to: • Organisational style guide/policy • User requirements • Development platform
Context of and specific resources for assessment	Mark-up languages are a common means of promoting websites, providing security via limited internet access and when using open source software, provides a powerful means to control a wide variety of operations. The scope and complexity of knowledge and skills is dependent on the tasks undertaken as part of creating the code to specification. The assessment of this unit of competency will usually include observation of mark-up code results and performance of real or simulated work. The breadth, depth and complexity of knowledge and skills in this competency would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

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EVIDENCE GUIDE	
	Assessment must ensure: • Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills would be characteristic. • Applications may involve responsibility for, and limited organisation of, others.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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EVIDENCE GUIDE	
	• ICAB4137B Produce basic client side script for dynamic web pages An individual demonstrating this competency would be able to: • Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts • Apply solutions to a defined range of unpredictable problems • Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas • Identify, analyse and evaluate information from a variety of sources • Take responsibility for own outputs in relation to specified quality standards • Take limited responsibility for the quantity and quality of the output of others • Demonstrate relevant mark-up language coding skills • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Accessibility may be in relation to:	• cultural awareness • ethnicity • physical impairments • remote locations
Content may include:	• information and interactive features, such as product information, company information, copyright and disclaimer notices, site map, frequently asked questions, what's new,

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RANGE STATEMENT	
	customer-specific information, customer only information, error messages, instructions, feedback mechanisms, reference pages, forms, background articles, ratings/rankings/testimonials/quotes from reviews, hyperlink titles
Mark-up language may include but are not limited to:	• HTML • DHTML • XHTML • SGML • VRML • XML
Extension may include but is not limited to:	• HTM • HTML • XML • DHTML • XHTML
Format includes:	• consideration of the combination of typeface and other attributes, such as size, pitch and spacing of the font
Browser may include but is not limited to:	• Netscape Navigator • Internet Explorer • Mozilla • Opera • Galleon • Phoenix • Konqueror • Lynx

Unit Sector(s)

Unit sector	Build

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAB4137B Produce basic client side script for dynamic web pages

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to produce a number of client side scripts for dynamic web pages, utilising a range of relevant features from different appropriate languages. The following unit is linked and forms an appropriate cluster: • ICAB4135B Create a simple mark up language document to specification No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Analyse requirements for web documents	1.1. Determine the necessary dynamic functionality of the ***web*** document 1.2. Determine the appropriate ***language*** to achieve that functionality 1.3. Determine web document requirements
2. Design scripts	2.1. Design the web document and embedded scripts to achieve the required functionality
3. Produce web documents	3.1. Write simple HTML considering accessibility 3.2. Write embedded scripts
4. Test scripts and debug	4.1. Test the web document against the required functionality, and reiterate until correct 4.2. Complete ***documentation*** and submit to ***appropriate person*** for approval

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• Basic design skills for the successful viewing of the active elements/objects across different platforms • Debugging and error handling techniques for the successful viewing of the active elements/objects across different platforms • Keyboard and general PC skills for operating computing packages • Basic skills in internet protocols
Required knowledge
• Client side scripting • Internet protocols incorporating some theoretical concepts • Server side and client side concepts incorporating • Types of function, particularly when creating scripts to implement functions • Events and event handlers, particularly when creating event handlers • Security restrictions on servers, incorporating some theoretical concepts • SGML and associated standards • Basic knowledge of open platforms • Internet operation related to servers and clients • Understanding of best practice communication, accessibility and equity principles when writing for audiences with special needs

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • Assessment must confirm the ability to produce basic

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EVIDENCE GUIDE	
competency in this unit	client server side scripts for dynamic web pages and confirm successful viewing of the active elements/objects across different platforms. To demonstrate competency in this unit the person will require access to: • Client requirements • Functionality and scope requirements • Security policy • Web server
Context of and specific resources for assessment	Producing client side scripts is a common means of creating interactive websites. These scripts offer an effective simple means of enabling websites to provide greater interaction with clients. Client side scripting may be used for purposes such as form validation, but only in areas where they would affect only the document in question and no outside objects. The benefit is time saving, particularly as servers can become overloaded due to repeated page requests for each change on the page. It not only helps the server but is more convenient for the users. The assessment of this unit of competency will usually include observation of client side script code, subsequent results and performance of real or simulated work. The breadth, depth and complexity of knowledge and skills in this competency would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature. Assessment must ensure: • Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and

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EVIDENCE GUIDE	
	procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills would be characteristic. • Applications may involve responsibility for, and limited organisation of, others.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAB4135B Create a simple mark-up language document to specification An individual demonstrating this competency would be

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EVIDENCE GUIDE	
	able to: • Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts • Apply solutions to a defined range of unpredictable problems • Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas • Identify, analyse and evaluate information from a variety of sources • Take responsibility for own outputs in relation to specified quality standards • Take limited responsibility for the quantity and quality of the output of others • Demonstrate relevant client side language coding skills • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Web document may include but is not limited to:	• saved HTML documents • previously created and new HTML documents; saved email files with or without attachments
Accessibility may be in relation to:	• cultural awareness • ethnicity • physical • intellectual impairments and remote locations
Language may include but are not limited to:	• Javascript • DHTML • ActiveX

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RANGE STATEMENT	
	• VB script
Documentation may follow:	• ISO/IEC/AS standards • audit trails • naming standards • version control • project management templates • report writing protocols
Appropriate person may include:	• supervisor • teacher • authorised business representative • client

Unit Sector(s)

Unit sector	Build

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAI3020B Install and optimise operating system software

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to install operating system software and to make adjustments as a means of optimising the system to accommodate business and client needs. The following units are linked and form an appropriate cluster: • ICAS3024B Provide basic system administration • ICAT3025B Run standard diagnostic tests

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine function of operating systems	1.1. Identify and demonstrate understanding of the purposes of the ***operating system*** 1.2. Distinguish between batch system, real-time system, multi-tasking system 1.3. Identify and demonstrate understanding of the basic functions of ***operating system***, including file system, memory management, process scheduling 1.4. Identify and demonstrate management of virtual memory
2. Obtain operating system	2.1. Contact ***operating system*** vendors to obtain technical specifications and system requirements 2.2. Document adjustment recommendations and provide to ***appropriate person*** 2.3. Determine and apply knowledge of licensing, hardware and security requirements
3. Install, configure and optimise operating system	3.1. Install, configure and test the ***operating system software*** in accordance with installation procedures and ***organisational requirements*** 3.2. Optimise the system to meet ***organisational requirements*** 3.3. Document the system according to ***organisational requirements***

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Install the ***operating system*** with minimal disruption to ***client*** or users
4. Provide instruction to meet new software requirements	4.1. Provide one-to-one instruction about changes to the ***client*** or users as required 4.2. Obtain ***client*** evaluation about new system to ensure requirements are met, using appropriate ***feedback mechanism***

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- Problem solving skills for a defined range of predictable problems
- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information
- Report writing skills for business, requiring depth in some areas, analysis and evaluation of information in a defined range of areas
- Strong interpersonal skills for team work and responsible workplace interactions
- Software installation and configuration
- Questioning and active listening for conveying and clarifying information
- Literacy skills in regard to interpretation of technical computer installation manuals
- Use of diagnostic tools

Required knowledge

- Organisational and technical systems
- Detailed knowledge of the system's current functionality
- Functions and features of operating systems used by the organisation
- Set-up and configuration procedures
- Current industry-accepted hardware and software products, with broad knowledge of general features and capabilities and detailed knowledge in some areas
- Software packages supported by the organisation
- Prerequisites for system software installation
- Vendor specifications and requirements for installation
- Broad knowledge of incorporating systems software
- Broad general knowledge of systems diagnostic software

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must confirm the ability to install and improve system performance with minimum disruption to clients. To demonstrate competency in this unit the person will require access to: • Personal computer/workstation Operating System software and technical documentation
Context of and specific resources for assessment	The breadth, depth and complexity of knowledge and skills in this competency would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available. Assessment must ensure: • Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints would be characteristic. • Applications may involve some responsibility for others. Participation in teams including group or team

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EVIDENCE GUIDE	
	coordination may be involved.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAS3024B Provide basic system administration • ICAT3025B Run standard diagnostic tests An individual demonstrating this competency would be able to: • Demonstrate some relevant theoretical knowledge • Apply a range of well-developed skills • Apply known solutions to a variety of predictable problems • Perform processes that require a range of

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EVIDENCE GUIDE	
	well-developed skills where some discretion and judgement is required • Interpret available information, using discretion and judgement • Take responsibility for own outputs in work and learning • Take limited responsibility for the output of others • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Operating System may include but is not limited to:	• Linux 7.0 or above • Windows 2000 or above • Apple OS X or above
Appropriate person may include:	• supervisor • teacher • authorised business representative • client
Software may include but is not limited to:	• operating systems, including standalone personal computer systems and network operating systems; commercial software applications; organisation-specific software; word processing, spreadsheet, database, graphic, mail, communication packages and presentation functionalities
Feedback mechanism may include:	• surveys • questionnaires • interviews • meetings
Organisational requirements may	• Availability of system to be optimised

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RANGE STATEMENT	
include but are not limited to:	• Level of complexity of technical manuals • In-house or vendor; contracting arrangements relating to IT purchasing • Client support documentation • IT policy and procedures relating to service levels and installation
Client may include:	• a person within a department • a department within the organisation • a third party

Unit Sector(s)

Unit sector	Implement

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU1128B Operate a personal computer

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to operate a personal computer, including starting the PC, logging in, using and understanding desktop icons and their links to underlying programs, navigating a directory structure, saving work, printing, closing down the PC. The following unit is linked and forms an appropriate cluster: • ICAU1129B Operate a word processing application No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Start the computer	1.1. Check ***peripheral device*** connections for correct position 1.2. Switch on power at both the power point and ***computer***
2. Access basic system information	2.1. Insert user name and password as prompted and note access, privacy, security and related conditions of use displayed on introductory screens 2.2. Navigate through the ***operating system*** to access system information to identify system configuration and application versions in operation 2.3. Use ***on-line help functions*** as required
3. Navigate and manipulate desktop environment	3.1. Create and customise desktop icons 3.2. Select, open and close desktop icons to access ***application programs*** 3.3. Manipulate application windows and return desktop to original condition
4. Organise basic directory/folder	4.1. Create and name directories and subdirectories 4.2. Identify ***attributes*** of directories

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ELEMENT	PERFORMANCE CRITERIA
structure and files	4.3. Move subdirectories between directories 4.4. Rename directories as required 4.5. Access directories and subdirectories via different paths
5. Organise files for user and/or organisation requirements	5.1. Use ***system browser*** to search drives for specific files 5.2. Access the most commonly used types of files in the ***directories*** 5.3. Select, open and rename groups of files as required 5.4. Move files between directories 5.5. Copy files to ***disk*** 5.6. Restore deleted files as necessary 5.7. Erase and format ***disks*** as necessary
6. Print information	6.1. Add a printer if required and ensure correct ***printer settings*** 6.2. Change the default printer if appropriate 6.3. Print information from an installed printer 6.4. View and delete progress of print jobs as required
7. Shut down computer	7.1. Save any work to be retained and close all open application programs correctly 7.2. Shut down computer correctly

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Saving and retrieving files to various locations • Mouse management (button usage) for different applications • Reading and writing at a level where basic workplace documents are understood • Ability to communicate with peers and supervisors • Seeking assistance and expert advice • Interpretation of user manuals and help functions • The ability to input user access details for accessing a personal computer (PC) (possibly a networked environment)

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• Basic keyboarding skills • Computer functions • Basic parts of a computer and various hardware components • Storage devices and basic categories • Basic software operation

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must confirm the ability to use software, navigate around the desktop, use system features to perform tasks, and save results of work. To demonstrate competency in this unit the person will require access to: • Personal computer • Printer • Mouse and keyboard • Monitor • Basic software
Context of and specific resources for assessment	Using a personal computer is an essential business function and basic core skill in most workplaces. Demonstration of this competency will require: • Knowledge of PC operations in a narrow range of areas • Basic PC practical skills • Performing a sequence of routine tasks after having received clear direction

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EVIDENCE GUIDE	
	• Receiving and passing on messages and information. The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform a defined range of activities many of which may be routine and predictable. Assessment must ensure: • Demonstration of knowledge by recall in a narrow range of areas; demonstrating basic practical skills, such as the use of relevant tools and applications; performing a sequence of routine tasks given clear direction; and receiving and passing on messages or information. • Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1 • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills.

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EVIDENCE GUIDE	
	The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAU1129B Operate a word processing application An individual demonstrating this competency would be able to: • Demonstrate knowledge by recall in a narrow range of areas • Demonstrate basic practical skills, such as the use of relevant tools • Perform a sequence of routine tasks given clear direction • Receive and pass on messages and information • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Peripheral device may include but is not limited to:	• mouse • keyboard • visual display unit • monitor • printer

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RANGE STATEMENT	
Computer may include:	• laptops • workstations • servers • other devices
Application programs may include:	• database programs • word processors • email programs • internet browsers • system browsers • spreadsheets
Operating System may include but is not limited to:	• Linux 7.0 or above • Windows 2000 or above • Apple OS X or above
System information may include but is not limited to:	• hardware and software components that run a computer
On-line help functions	• An instruction manual or a portion of the manual, integrated into the program
Attributes	• Indicates several properties of the directory. For example, they indicate whether the directory is read-only, whether it needs to be backed up, and whether it is visible or hidden
System browser may include but is not limited to:	• Windows Explorer • Konqueror
Disks may include but are not limited to:	• floppy disks • CDs • CD-RW (compact disks-read write) • DVD RW • zip disks • flash drives • solid state hard drives
Printer settings may include:	• layout • paper size • paper tray • cartridge type • number of copies • orientation
Information may include but is not limited to:	• documents • test pages

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RANGE STATEMENT	
	• web pages • other output

Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU1129B Operate a word processing application

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to correctly operate word processing applications and perform basic operations including the creation and formatting of documents, creating tables, printing labels and mail merge. The following units are linked and form an appropriate cluster: • ICAU1128B Operate a personal computer • ICAU1130B Operate a spreadsheet application • ICAU1131B Operate a database application • ICAU1132B Operate a presentation package No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Create documents	1.1. Open word processing application and create/open document and add data according to ***information requirements***
	1.2. Use document templates as required
	1.3. Use simple ***formatting tools*** when creating the document
	1.4. Save document to correct directory
2. Customise basic settings to meet page layout conventions	2.1. Adjust page layout to meet information requirements
	2.2. Open and view different ***toolbars***
	2.3. Change ***font format*** to suit the purpose of the document
	2.4. Change ***alignment*** and line spacing according to

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ELEMENT	PERFORMANCE CRITERIA
	document ***information requirements***
	2.5. Modify margins to suit the purpose of the document
	2.6. Open and switch between several documents
3. Format document	3.1. Use ***formatting features*** and styles as required
	3.2. Highlight and copy text from another area in the document or from another active document
	3.3. Insert headers and footers to incorporate all necessary data
	3.4. Save document in another ***file format***
	3.5. Save and close document to ***disk***
4. Create tables	4.1. Insert a standard table into a document
	4.2. Change cells to meet information requirements
	4.3. Insert and delete columns and rows as necessary
	4.4. Use ***formatting tools*** according to style requirements
5. Add images	5.1. Insert appropriate ***images*** in a document and customise as necessary
	5.2. Position and resize images to meet the document formatting needs
6. Use mail merge	6.1. Create simple mailing list in layout suitable for merging
	6.2. Create or select another document for merging
	6.3. Mail merge list with other document
7. Print documents	7.1. Preview document in print preview mode
	7.2. Select basic print settings
	7.3. Print document or part of the document from printer

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Low-level decision making in relation to a limited range of routine areas • Problem solving skills in known areas during normal routine

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REQUIRED SKILLS AND KNOWLEDGE
• Reading and writing at a level where basic workplace documents are understood • Clear and precise communication • Interpretation of user manuals and help functions
Required knowledge
• Organisational benchmarks for minimum typing skills, including speed and accuracy • Creating and opening documents • Formatting documents • Inserting tables and images • Saving, printing and closing documents • Mail merge function

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must ensure the ability to create open and retrieve documents, customise basic settings, format documents, create tables, add objects and images, and save and print documents. To demonstrate competency in this unit the person will require access to: • Personal computer • Printer • Mouse and keyboard • Monitor • Basic software • Documents detailing organisational style guide/policy • Documents or information containing data suitable

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EVIDENCE GUIDE	
	for use with word processing packages
Context of and specific resources for assessment	Operating a word processing application is a core function for almost all businesses and is an essential skill. The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform a defined range of activities many of which may be routine and predictable. Assessment must ensure • Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment

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EVIDENCE GUIDE	
	purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAU1128B Operate a personal computer • ICAU1130B Operate a spreadsheet application • ICAU1131B Operate a database application • ICAU1132B Operate a presentation package An individual demonstrating this competency would be able to: • Demonstrate knowledge by recall in a narrow range of areas • Demonstrate basic practical skills, such as the use of relevant tools • Perform a sequence of routine tasks given clear direction • Receive and pass on messages and information Demonstration of these competencies would involve: • Demonstrating basic word processing skills in a moderate range of areas • Applying a defined range of skills to basic processing operations • Applying known processing solutions to a limited range of predictable problems • Performing a range of basic processing tasks where operating options are varied • Assessing and recording information from varied sources • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Information requirements may include:	• memos • letters • minutes • agendas • other business documents required by the organisation
Formatting tools	• Menu commands within the application, such as: help, search and replace, spell check, undo, cut, copy, paste, borders, shading.
Toolbars can contain:	• buttons • menus • a combination of both
Font format	• Font format is the combination of typeface and other attributes, such as size, pitch and spacing of the font
Alignment may be:	• left • centred • right • justified
Formatting features may include:	• italics • bold • underline • hyphenation
File format may include but is not limited to:	• html pages • pdf files • text files • doc files • sxw (star office) files • CSV files
Disk may include but are not limited to:	• CDs • CD-RW (Compact Discs-Read Write) • DVD RW • zip disks

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RANGE STATEMENT	
	• solid state hard drives
Images may include but is not limited to:	• graphics • clipart • pictures
Print settings may include:	• layout • paper size • number of copies • orientation • sides

Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU1130B Operate a spreadsheet application

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to correctly operate spreadsheet applications and perform basic operations. The following units are linked and form an appropriate cluster: • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1131B Operate a database application • ICAU1132B Operate a presentation package No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Create spreadsheets	1.1. Open spreadsheet application and create/open spreadsheet file and enter numbers, text and symbols into cells according to information requirements 1.2. Enter simple formulas using cell referencing where required 1.3. Correct formulas when error messages occur 1.4. Use a range of common ***tools*** during spreadsheet development 1.5. ***Edit*** columns and rows within the spreadsheet 1.6. Use the auto-fill function to increment ***data*** where required 1.7. Save spreadsheet to correct directory or folder
2. Customise basic settings	2.1. Adjust page ***layout*** to meet user requirements or special needs 2.2. Open and view different ***toolbars***

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Change ***font settings*** so they are appropriate for the purpose of the document 2.4. Change ***alignment*** options and line spacing according to spreadsheet ***formatting features*** 2.5. Format cell to display different styles as required 2.6. Modify margin sizes to suit the purpose of the spreadsheets 2.7. View multiple spreadsheets concurrently
3. Format spreadsheet	3.1. Use formatting features as required 3.2. Copy selected ***formatting features*** from another cell in the spreadsheet or from another active spreadsheet 3.3. Use ***formatting tools*** as required within the spreadsheet 3.4. Align information in a selected cell as required 3.5. Insert headers and footers using ***formatting features*** 3.6. Save spreadsheet in another ***format*** 3.7. Save and close spreadsheet to ***disk***
4. Incorporate object and chart in spreadsheet	4.1. Import an ***object*** into an active spreadsheet 4.2. Manipulate imported ***object*** by using ***formatting features*** 4.3. Create a chart using selected data in the spreadsheet 4.4. Display selected data in a different chart 4.5. Modify chart using formatting features
5. Print spreadsheet	5.1. Preview spreadsheet in print preview mode 5.2. Select basic printer options 5.3. Print spreadsheet or selected part of spreadsheet 5.4. Submit the spreadsheet to the ***appropriate person*** for approval or feedback

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• Low-level decision making in relation to creating and manipulating spreadsheet

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REQUIRED SKILLS AND KNOWLEDGE
data • Reading and writing at a level where basic workplace documents are understood • Clear and precise communication • Interpretation of user manuals
Required knowledge
• Logging in procedures relating to accessing a PC • Basic mathematics • Basic technical terminology in relation to reading help files and prompts

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must confirm ability to complete basic operations associated with creating, formatting, saving and printing a spreadsheet, including creating basic formulas and working with objects and charts. To demonstrate competency in this unit the person will require access to: • Personal computer • Printer • Mouse and keyboard • Monitor • Basic software • Documents or information containing data suitable for creating spreadsheets
Context of and specific resources for assessment	An individual demonstrating this competency may use pre-existing data (e.g. documents, spreadsheet data, data from database tables) or create new data when creating

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EVIDENCE GUIDE	
	and manipulating spreadsheets. The use of spreadsheets for business and mathematical applications is widespread. In some cases, spreadsheets can operate as sophisticated computerised ledgers and enable the collation, manipulation and presentation of complex data. The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform a defined range of activities many of which may be routine and predictable. Assessment must ensure • Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors,

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EVIDENCE GUIDE	
	subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1131B Operate a database application • ICAU1132B Operate a presentation package An individual demonstrating this competency would be able to: • Demonstrate knowledge by recall in a narrow range of areas • Demonstrate basic practical skills, such as the use of relevant tools • Perform a sequence of routine tasks given clear direction • Receive and pass on messages and information • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Tools may include:	• help • search and replace • spell check

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RANGE STATEMENT	
	• undo • simple formatting tools
Edit may include but is not limited to:	• add • select • copy • paste • delete • move
Data may include:	• text or symbols added to the document
Layout may include but is not limited to:	• display modes • orientation • size
Toolbars may contain:	• buttons • menus • a combination of both
Font settings may include:	• type • size • colour
Alignment may be:	• left • centred • right • justified
Formatting features may include:	• italics • bold • underline • hyphenation
Formatting tools	• Menu commands within the application, such as: help, search and replace, spell check, undo, cut, copy, paste.
Format	• Saving the spreadsheet as another type of document, such as: HTML, XML, comma separated values or text.
Disk may include but are not limited to:	• disks • CDs • CD-RW (Compact Discs-Read Write) • DVD RW • zip disks • solid state hard drives

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RANGE STATEMENT	
Object	• Any item that can be inserted into the spreadsheet, such as: other documents, pictures and sound.
Appropriate person may include:	• supervisor • teacher • authorised business representative • client

Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU1131B Operate a database application

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to operate database applications and perform basic operations. The following units are linked and form an appropriate cluster: • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1130B Operate a spreadsheet application • ICAU1132B Operate a presentation package No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Create database	1.1. Open a database application and design a two-table simple relational database incorporating basic ***design principles*** 1.2. Develop a table with fields and ***attributes*** according to database usage, as well as user requirements 1.3. Create a primary key and establish an index for each table 1.4. Modify table layout and field ***attributes*** as required 1.5. Create a ***relationship*** between the two tables 1.6. Add and modify data in a table according to information requirements 1.7. Add and delete records as required 1.8. Save and close down database to ***disk***
2. Customise basic settings	2.1. Adjust page layout to meet user requirements

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ELEMENT	PERFORMANCE CRITERIA
	2.2. Open and view different ***toolbars*** 2.3. Format ***font*** as appropriate for the purpose of the database entries
3. Create reports	3.1. Design reports to present data in a logical sequence 3.2. Modify reports to include/exclude additional requirements 3.3. Distribute reports to ***appropriate person*** in a suitable format
4. Create forms	4.1. Use a wizard to create a simple form 4.2. Open existing database and modify records through a simple form 4.3. Rearrange ***objects*** within the form to accommodate information requirements
5. Retrieve information	5.1. Access existing database and locate required records 5.2. Create simple query and retrieve required information 5.3. Develop query with multiple criteria and retrieve required information 5.4. Select data and display appropriately

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• Reading and writing at a level where basic workplace documents are understood • Clear and precise communication • Interpretation of user manuals • Ability to create a simple database
Required knowledge
• Basic database design • Knowledge of relationships between tables (cardinality) • Knowledge of forms, reports and queries for retrieving and displaying information

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must ensure a person has the ability to design and develop a simple database using a standard database package. The person must add data, use queries, and create forms and reports. To demonstrate competency in this unit the person will require access to: • Personal computer • Basic software • Documents or information containing data suitable for creating a database
Context of and specific resources for assessment	An individual demonstrating these competencies, may use pre-existing data (e.g. documents, spreadsheet data, data from database tables) or create new data when creating and manipulating databases and tables. The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform a defined range of activities many of which may be routine and predictable. • Assessment must ensure Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In

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EVIDENCE GUIDE	
	undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1130B Operate a spreadsheet application • ICAU1132B Operate a presentation package An individual demonstrating this competency would be able to: • Demonstrate knowledge by recall in a narrow range of areas • Demonstrate basic practical skills, such as the use of relevant tools • Perform a sequence of routine tasks given clear direction

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EVIDENCE GUIDE	
	• Receive and pass on messages and information • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Design principles may include:	• naming conventions • data layout • formatting
Attributes may include:	• name • data type • size
Relationship may be but is not limited to:	• one-to-one • one-to-many • many-to-many relationships
Disk may include but are not limited to:	• diskettes (floppy disks) • CDs • CD-RW (Compact Discs-Read Write) • DVD RW • zip disks • solid state hard drives
Page layout may include:	• landscape • portrait
Toolbars may contain:	• buttons • menus • a combination of both
Font	• The combination of typeface and other attributes, such as size, pitch, and spacing character or symbol

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RANGE STATEMENT	
Appropriate person may include:	• supervisor • teacher • authorised business representative • client
Objects may include:	• buttons • checkboxes • option buttons • text boxes • drop down lists

Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU2006B Operate computing packages

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to identify, select and correctly operate three desktop applications for a range of purposes. There may be benefit in concurrent learning with the following units: • ICAU2005B Operate computer hardware • ICAU2231B Use computer operating system The following units are linked and form an appropriate cluster: • ICAD2003B Receive and process oral and written communication • ICAI2015B Install software applications • ICAW2001B Work effectively in an IT environment No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Use appropriate software	1.1. Select ***software*** appropriate to perform activity 1.2. Use ***software*** to produce required outcome using a range of features related to the activities 1.3. Save documents in appropriate directories/folders
2. Access, retrieve and manipulate data	2.1. Select and access ***files*** 2.2. Amend and save ***files*** according to requirements 2.3. Produce documents and ***files*** that meet organisational needs 2.4. Save ***files*** in appropriate directories/folders 2.5. Exit ***software*** correctly without loss of ***data***
3. Access and use help	3.1. Identify the help resources available for basic

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ELEMENT	PERFORMANCE CRITERIA
functions within each application	difficulties with the ***software*** 3.2. Access user help documentation and other resources for basic difficulties with the ***software***
4. Use keyboard and equipment	4.1. Follow ***OH&S*** standards and regulations to avoid injury or illness 4.2. Use wrist rests and document holders where appropriate 4.3. Use monitor anti-glare and radiation reduction screens where appropriate 4.4. Ensure user ***equipment*** is maintained and free from defects that could cause injury

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Basic analysis of desktop layout, monitor and chair positioning, keyboard techniques and use of the mouse • Basic problem solving in application management and help function usage • Reading and writing at a level where basic workplace documents are understood • Clear and precise communication with team members and supervisors • Interpretation of user manuals
Required knowledge
• OH&S principles and responsibilities • Basic understanding of system usage • Basic technical terminology in relation to reading help files and responding to system help prompts • Personal computer access and log-on procedures

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must confirm the ability to produce several workplace documents utilising a minimum of three different computing packages. Learner will demonstrate the use of a wide range of features from each package. To demonstrate competency in this unit the person will require access to: • Personal computer • Basic software • Documents or information containing data suitable for use with computing packages
Context of and specific resources for assessment	This unit brings together a range of basic computer skills and knowledge consistent with general expectations around computer usage in the workplace. The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform in a range of varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of actions required is usually clear. There would generally be limited complexity in the range of operations to be applied. Assessment must ensure: • Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes would be characteristic. • Applications may include some complex or non-routine activities involving individual

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EVIDENCE GUIDE	
	responsibility or autonomy and/or collaboration with others as part of a group or team.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAU2005B Operate computer hardware • ICAU2231B Use computer operating system • ICAD2003B Receive and process oral and written communication • ICAI2015B Install software applications • ICAW2001B Work effectively in an IT environment An individual demonstrating this competency would be able to:

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EVIDENCE GUIDE	
	• Demonstrate basic operational knowledge in a moderate range of areas • Apply a defined range of skills • Apply known solutions to a limited range of predictable problems • Perform a range of tasks where choice between a limited range of options is required • Assess and record information from varied sources • Communicate with team members to clarify job requirements • Take limited responsibility for own outputs in work and learning • Maintain knowledge of industry products and services Demonstration of these competencies would involve: • Using appropriate software • Opening, amending and saving files and documents according to organisational requirements • Using help manuals and on-line help when appropriate • Applying OH&S procedures • Demonstrating basic operational knowledge in a moderate range of areas • Performing a range of tasks where choice between a limited range of options is required • Assessing and recording information from varied sources

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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RANGE STATEMENT	
Software may include but is not limited to:	• commercial software applications • organisation-specific software • It is expected that a word processing application, Database Application and Spreadsheet application will be chosen in preference to other types of applications
Files may include but is not limited to:	• html pages • pdf files • text files • pictures • music • email messages
Data may include:	• text • images • graphics • screenshots • icons added to the document
Equipment may include but is not limited to:	• workstations • personal computers • modems and other connectivity devices • printers • hard drives • DSL modems • monitors • switches • hubs • personal digital assistant (PDA) • other peripheral devices
OH&S may include:	• correct posture • lighting • type of desk • type of monitor • style of chair • typing position • repetitive strain injury prevention • ventilation • light position • length of time in front of computer

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Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU3028B Customise packaged software applications for clients

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to analyse, design, implement and review the customisation of packaged software applications, using simple programming constructs. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		
	ICAU3126B	Use advanced features of computer applications

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse customisation requirements	1.1. Determine ***client*** requirements and document these in a requirements specification file in line with ***organisational requirements*** 1.2. Confirm that the projected specifications meet ***client*** requirements 1.3. Determine the required level of ***documentation*** necessary to meet ***client*** requirements
2. Develop customisation	2.1. Design ***software applications***, taking into account system limitations and ***client*** needs 2.2. Customise ***software applications*** using simple programming constructs, conforming to ***organisational requirements*** 2.3. Have the ***client*** test the customised ***software applications*** and obtain feedback from the ***client*** 2.4. Make further changes to ***software applications*** to meet client requirements 2.5. Document the changes
3. Provide support for customised application	3.1. Produce ***documentation*** for client 3.2. Produce help desk ***documentation*** for ongoing support 3.3. Obtain ***client*** evaluation and feedback to ensure that their requirements have been met

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• Decision making, in the context of determining whether the new features are useful or desirable • Application skills • Customising skills • Solving problems when customising an application's features, in order to implement the new modifications appropriately • Questioning and active listening to convey and clarify complex information (e.g. when eliciting the requirements of features in the package from an end-user) • Ability to analyse and interpret technical aspects of implementation in relation to initial problems and issues • Use of simple programming constructs
Required knowledge
• Detailed knowledge of functions and features of software applications • General knowledge of organisational security procedures • Organisational policy for customising software • Broad knowledge of IT structure and system infrastructure • Organisational policy and procedures relating to customising software • General knowledge of functions and features of the operating system • Current industry-accepted hardware and software products, with broad knowledge of general features and capabilities

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Competency must be demonstrated in customising existing software applications, such as relational databases. Competency must also be demonstrated in the analysis, implementation and review of customisation of packaged software applications. To demonstrate competency in this unit the person will require access to: • Customisable software application • Client requirements documentation
Context of and specific resources for assessment	The principal aim of this unit is to focus on analysing the range of software-based activities in the workplace, in order to improve upon the processes involved. By conferring with other users and subsequently customising features of the package, the person will be able to increase its effectiveness in how quickly, efficiently or simply a given task is carried out. A person demonstrating these competencies would be able to: • Demonstrate reasonable knowledge of a software package and how to modify it, using its built-in structures (but not necessarily using a programming language (e.g. visual basic) • Apply a range of well-developed skills in carrying out the modification process The breadth, depth and complexity of knowledge and skills in this competency would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available. Assessment must ensure: • Performance of a defined range of skilled operations, usually within a range of broader related activities

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EVIDENCE GUIDE	
	involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints would be characteristic. • Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. An individual demonstrating this competency would be able to:

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EVIDENCE GUIDE	
	• Demonstrate some relevant theoretical knowledge • Apply a range of well-developed skills • Apply known solutions to a variety of predictable problems • Perform processes that require a range of well-developed skills where some discretion and judgement is required • Interpret available information, using discretion and judgement • Take responsibility for own outputs in work and learning • Take limited responsibility for the output of others • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Client may include but is not limited to:	• internal departments • external organisations • clubs • individual people • internal employees
Documentation may follow:	• ISO/IEC/AS standards • audit trails • naming standards • version control • project management templates and report writing • maintaining equipment inventory • client training • satisfaction reports

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RANGE STATEMENT	
Organisational requirements may include but is not limited to:	• how and what the organisation wants in regard to work environment • problem solution processes • preventative maintenance and diagnostic policy • roles and technical responsibilities in the IT department • vendor and product service-level support agreements
Software applications	• May include but are not limited to commercial software applications; organisation-specific software; word processing, spreadsheet, database, graphic, communication packages and presentation functionalities. • May include presentation applications contained in Microsoft Office, Lotus Suite, Claris Works, Star Office or other similar applications.
System may include but is not limited to:	• network • application • software • business • computers • financial system • management system • information system

Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

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Co-requisite units		

Competency field

Competency field	

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ICAU3126B Use advanced features of computer applications

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to use computer applications employing advanced features. The following unit is linked and forms an appropriate cluster: • ICAB3018B Develop macros and templates for clients using standard products No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manipulate data	1.1. Employ advanced features of ***applications*** in the preparation and presentation of data 1.2. Efficiently transfer data between ***applications***, linking and embedding related data files as required 1.3. Create and employ ***objects***, macros and templates for routine activities 1.4. Use shortcuts and features to increase personal productivity
2. Access and use support resources	2.1. Solve routine problems using support resources 2.2. Use on-line help to overcome difficulties with ***applications*** 2.3. Solve problems with manuals and training booklets 2.4. Access and apply technical support for ***system*** problems, utilising troubleshooting results and alert messages

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• Basic analysis skills in relation to normal routine work processes • Detailed skills in using applications features • Basic skills in interpreting technical information • Problem solving skills in known areas during normal routine work processes • Plain English literacy and communication skills in relation to dealing with clients and team members
Required knowledge
• Basic understanding of operating systems software and system tools • Broad knowledge of vendor product directions • Broad knowledge of vendor applications and their features

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must confirm the ability to use at least three computer applications to their full capacity employing all advanced features and import/export capacities for efficiency and productivity purposes, using at least two industry-recognised application packages. To demonstrate competency in this unit the person will require access to: • Personal computer • Documents or information containing data suitable

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EVIDENCE GUIDE	
	for use with multiple computing packages
Context of and specific resources for assessment	The use of advanced features of computer applications is increasing as workplaces recognise the full potential and functionality of contemporary commercial applications. Individuals demonstrating this competency would be considered user experts or advanced users and would be capable of tutoring colleagues in the use of commercial applications. The breadth, depth and complexity of knowledge and skills in this competency would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available. Assessment must ensure: • Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints would be characteristic. • Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of

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EVIDENCE GUIDE	
	performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAB3018B Develop macros and templates for clients using standard products An individual demonstrating this competency would be able to: • Demonstrate some relevant theoretical knowledge • Apply a range of well-developed skills • Apply known solutions to a variety of predictable problems • Perform processes that require a range of well-developed skills where some discretion and judgement is required • Interpret available information, using discretion and judgement • Take responsibility for own outputs in work and learning • Take limited responsibility for the output of others • Maintain knowledge of industry products and services

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Applications	• May include but are not limited to commercial software applications; organisation-specific software; word processing, spreadsheet, database, graphic, communication packages and presentation functionalities. • May include presentation applications contained in: Microsoft Office, Lotus Suite, Claris Works, Star Office or other similar applications.
Objects may include:	• buttons • checkboxes • option buttons • text boxes • drop down lists
System may include but is not limited to:	• network • application • software • business • computers • financial system • management system • information system

Unit Sector(s)

Unit sector	Use

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICPKN315B Apply knowledge and requirements of the multimedia sector

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to work in or deal with the multimedia sector of the printing industry; that is, a working knowledge of related areas and a detailed knowledge of specific multimedia areas. It facilitates technical communication and the ability to work as a team member.

This unit describes the performance outcomes, skills and knowledge required to work in or deal with the multimedia sector of the printing industry; that is, a working knowledge of related areas and a detailed knowledge of specific multimedia areas. It facilitates technical communication and the ability to work as a team member.

Application of the Unit

This unit covers preparation of a person working in or dealing with the multimedia sector of the printing industry and underpins all multimedia units packaged in the ICP30305 Certificate III in Printing and Graphic Arts (Multimedia).

Workers with the ICP30305 Certificate III in Printing and Graphic Arts (Multimedia) are likely to acquire most of this knowledge in the technical units.

This unit covers preparation of a person working in or dealing with the multimedia sector of the printing industry and underpins all multimedia units packaged in the ICP30305 Certificate III in Printing and Graphic Arts (Multimedia).

Workers with the ICP30305 Certificate III in Printing and Graphic Arts (Multimedia) are likely to acquire most of this knowledge in the technical units.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Nil

Nil

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Employability Skills Information

This unit contains Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Where italicised text is used, further information is detailed in the Required Knowledge and Skills and/or Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements describe the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Where italicised text is used, further information is detailed in the Required Knowledge and Skills and/or Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Apply knowledge of multimedia and the printing industry**	1.1 Printing industry terminology and vocabulary are used correctly and accurately
	1.2 New technology and new work processes are monitored and implemented when required
	1.3 Trends within the printing industry are monitored on an ongoing basis to inform personal work practices
	1.4 International standards and open source standards are monitored for new developments and understood and applied where appropriate
2 **Apply knowledge of government acts and regulations**	2.1 Basic principles and obligations involved in copyright, OHS, environmental protection, access and equity and industrial awards are understood in relation to the workplace
	2.2 The basic principles and obligations involved in copyright, OHS, environmental protection, access and equity and industrial awards are followed in

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		personal work practices
3	**Apply knowledge of pre-press processes**	3.1 The basic principles behind the following pre-press functions: image production (typesetting, scanning, graphic arts camera), image combining (manual and electronic), image output (film, plates, direct to press) and digital workflow are understood and used in the production process where applicable
		3.2 Different types of images (line, half-tone), digital and their use are understood and used as required
		3.3 Different output settings eg screen rulings and angles, shapes, and how they affect final printed product are understood and used as required
		3.4 The different types of output required for different media and printing processes are understood and used in the production process where applicable
		3.5 Different output devices eg film setters, plate, analogue proofs, digital proofs are understood and used in the production process where applicable
4	**Apply detailed knowledge of multimedia techniques and requirements**	4.1 Designs that are appropriate or inappropriate for multimedia are understood and applied to the development process, where applicable
		4.2 Criteria for choosing visual, audio or text delivery for presenting information in both passive and interactive products are understood and applied to the development process, where applicable
		4.3 The differences between various markup languages and their application are understood and applied to a range of suitable development work
		4.4 The differences between various scripting languages and their application are understood and applied to a range of suitable development work
		4.5 The criteria for selecting graphic resolution and formats and advantages and limitations of different formats are understood and applied to the development process, where applicable
		4.6 Criteria for selecting audio formats for multimedia and advantages and limitations of different formats are understood and applied to the development

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		process, where applicable
		4.7 The criteria for selecting video formats for multimedia and advantages and limitations of different formats are understood and applied to the development process, where applicable
		4.8 The criteria for selecting animation formats for multimedia and advantages and limitations of different formats are understood and applied to the development process, where applicable
		4.9 Multimedia platforms and computer systems requirements for different multimedia products are understood and applied to the development process, where applicable
		4.10 Different software and operating systems for producing multimedia products are evaluated for different jobs
		4.11 The features of an effective navigation system for both passive and interactive products are understood and applied to the development process, where applicable
		4.12 The effect of rapidly changing technology and how multimedia production needs to respond to it are understood
5	**Apply knowledge of colour theory**	5.1 Colour theory of additive colours (light), RGB, is understood and used to inform design decisions
		5.2 Colour theory of subtractive colours (pigments), CMYK, is understood and used to inform design decisions
		5.3 The relationship between ranges of visual colour RGB and CMYK is understood and used to inform design decisions
		5.4 The relationship between hue and greyness for tone and colour correction is understood and used to inform design decisions
6	**Apply basic knowledge of costs of production**	6.1 The main cost elements (fixed, capital and variable) in multimedia production are understood and used to inform development decisions

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		6.2 The information required to accurately cost jobs and the means of collecting it (manual and computerised) are understood and used to inform development decisions
		6.3 Ways of minimising use of materials without affecting the quality of output are understood and used to inform development decisions
		6.4 Ways of maximising efficiency of capital and human resources are understood and used to inform development decisions
7	**Demonstrate basic knowledge of production management requirements and systems**	7.1 The types of information that need to be exchanged between different stages of production to facilitate production efficiency are understood and used to inform development decisions
		7.2 Systems (manual and computerised) that can be used to exchange information are understood and used in the workplace
		7.3 The basic principles of efficient production management is understood and used to inform development decisions

Required Skills and Knowledge

Required Knowledge and Skills

The following knowledge must be assessed as part of this unit:

This unit underpins all Certificate III level multimedia units of competency.

The following skills must be assessed as part of this unit:

OHS in relation to operating machinery such as safely switching off machinery before cleaning is started

Communication of ideas and information by accurately using correct printing industry terminology and vocabulary

Collecting, analysing and organising information by monitoring trends within the multimedia sector on an ongoing basis to inform personal work practices

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Planning and organising activities by considering and implementing, where required, basic principles of efficient production management

Teamwork when implementing procedures that ensure effective colour management

Mathematical ideas and techniques by understanding and using as required different output settings eg screen rulings and angles, shapes

Problem-solving skills by considering and implementing, where required, ways of maximising efficiency of capital and human resources during different jobs

Use of technology by understanding and applying to the development process, where applicable, multimedia platforms and computer systems requirements for different multimedia products

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Knowledge and Skills, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency	Evidence of the following is essential: Assessor must be satisfied that sufficient knowledge and understanding of multimedia and related production processes (as outlined in each Element) have been demonstrated so that job procedures, requirements and modifications can be intelligently discussed in some detail with a tradesperson, programmer, technician, production manager or client Successful assessment of Certificate III level multimedia units of competency Evidence for assessment may be gathered from assessment of the unit of competency alone or through an integrated assessment activity
Context of and specific resources for assessment	Assessment must ensure: assessment may take place on the job, off the job or a combination of these. Off the job

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	assessment must be undertaken in a closely simulated workplace environment
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Italicised wording in the Performance Criteria is detailed below.

Level of knowledge	Knowledge required to intelligently discuss job procedures, requirements and modifications with a tradesperson, programmer, technician, production manager or client
Degree of autonomy	Working in consultation with others

Unit Sector(s)

Not applicable.

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Competency field

Holistic Knowledge

Holistic Knowledge

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ICTCBL2136A Install, maintain and modify customer premises communications cabling: ACMA Restricted Rule

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to safely install, maintain and modify customer premises communications cabling required according to Australian Communications and Media Authority's (ACMA) 'Restricted' Cabling Provider Rule. Restricted cabling is used in typical domestic premises, small offices, home offices and small business premises. Restricted cablers can install cable in large commercial and industrial premises provided the cabling is behind a compliant device and is not via jumperable distributors or patch panels. The telecommunications Cabling Provider Rules (CPRs) 2000 place various limitations on Restricted cablers. These include a prohibition on them performing cabling work where they may have access to a reticulated electrical supply that exceeds typical domestic single-phase and three-phase electrical supply voltages - nominally 240 volts AC (for single phase) or 415 volts AC (for three-phase). Assessment by a TITAB registered assessor is recommended. All customer cabling work in the telecommunications, fire, security and data industries must be performed by a registered cabler. All cablers are required to register with an ACMA-accredited registrar.

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Application of the Unit

Application of the unit	This unit applies to customer cabling terminated on sockets and network termination devices (NTD). It applies to the installation, maintenance and modification of indoor and external cabling. Customer cabling, for the purpose of the 'Restricted' Cabling Provider Rule, may be used to connect devices for a range of applications including telecommunications, simple data and computer use, security alarm panels and fire control panels. Cabling may be metallic or optical fibre and may be aerial or underground. The cabling task may be a new cable installation or upgrade of cable capacity for an existing network or subsystem for convergence to Next Generation Networks (NGN) applications. The cabling installer may provide services in telephony, voice over internet protocol (VoIP), internet protocol TV (IPTV) and computer data over a single metallic customer cable or optical fibre cable in a specific customer location.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the constraints imposed by customer premises and ACMA regulatory environment	1.1. Prepare for ***restricted cabling work*** within the ***regulatory environment***, ***cabling environment***, ***cable type***, ***cable identification***, ***termination systems***, ***earthing and protection***, ***records*** and ***relevant legislation***, ***codes***, ***regulations and standards*** 1.2. Identify ***building infrastructure*** which places critical constraints on ***cabling*** 1.3. Develop ***strategies to manage other infrastructure*** in relation to cabling 1.4. Notify appropriate personnel of ***safety hazards*** at the cabling work site
2. Manage remote power feed	2.1. Identify and avoid the risks posed by contact with remote power feeding services when performing cabling activity 2.2. Make site safe by identifying remote power feeding services which operate at above telecommunications network voltage (TNV) inside customer premises
3. Install cables and protective earth wires	3.1. Install cables according to manufacturer's application specifications, including tension and bending stress requirements 3.2. Identify and avoid sources of possible damage to cable, including hot pipes, sharp edges and cable burn

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Allow sufficient excess at cable ends to facilitate ***termination***
	3.4. Place and secure cable to maintain safety and interference segregation according to legislative and industry standards
	3.5. Install cable ties with correct tension to prevent cable sheath damage or transmission impairment and trimmed flush to prevent risk of personal damage
	3.6. Install underground cables to minimum depth of cover and segregation from hazardous electrical and other services according to AS/ACIF S009:200
	3.7. Install underground cables excluding blown fibre tube systems to incorporate a blocking agent within the cable to prevent the ingress of water
	3.8. Install aerial cables to minimum clearance, segregation from hazardous electrical and other services and minimum height requirements according to AS/ACIF S009:2006
	3.9. Install over-voltage protection devices according to AS/ACIF S009:2006 to all cable pairs, where required, to suppress voltage surges and protect from earth potential rise (EPR) hazards and protectively earth the devices
	3.10. Protect earth wire insulation against damage and segregate protective earths according to relevant legislative and industry standards
4. Terminate and test cables and earth wires	4.1. Remove cable sheath to allow for correct termination length and without damage to underlying conductors and their insulation
	4.2. Install NTD terminating modules according to manufacturer's specifications and cable pairs neatly and sequentially fanned for termination
	4.3. Terminate conductors according to recommended colour code sequence using appropriate termination tools in the manufacturer's specified manner
	4.4. Earth cable shield, if applicable, to manufacturer's specifications, relevant industry codes of practice and AS/ACIF S009:2006
	4.5. Conduct visual inspection to confirm termination colour code sequence has been followed prior to end-to-end testing of wire and pair termination integrity
	4.6. Terminate earth wires with connectors

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ELEMENT	PERFORMANCE CRITERIA
	recommended by manufacturers according to accepted industry codes of practice and AS/ACIF S009:2006 4.7. Maintain earth wire continuity throughout and observe interface requirements with electrical systems 4.8. Test earthing installation for continuity, insulation resistance and conductive resistance according to accepted industry standards including AS/ACIF S009:2006 4.9. Confirm compatibility of alterations with existing systems and test new work both in isolation and when integrated with existing systems
5. Inspect cable route to ensure correct separations	5.1. Inspect ***separations*** along the entirety of the cable route and rectify separations which do not comply with regulations 5.2. Install barriers to achieve separations where sufficient spatial separation cannot be met
6. Create records	6.1. Provide the client with a job sign-off, telecommunications cabling advice form, at the completion of each cabling task 6.2. Complete NTD record cards for the work undertaken
7. Monitor work activity	7.1. Supervise cablers not holding appropriate registration for the task to ensure cabling activity is according to legislative requirements for safety and network integrity including AS/ACIF S008:2006 and AS/ACIF S009:2006

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to liaise with work associates, supervisors, team members and clients • literacy skills to interpret: • related legislation, codes regulations and standards

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REQUIRED SKILLS AND KNOWLEDGE

- technical documentation, such as equipment manuals and specifications
- numeracy skills to take and analyse measurements
- planning and organisational skills to organise and maintain equipment
- problem solving skills to solve equipment and logistics problems
- safety awareness skills to:
  - check environmental conditions are suitable for termination
  - make site safe and secure for cable installation
  - work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- task management skills to:
  - apply work practices which avoid cable damage
  - conform to work specifications and relevant industry standards
- technical skills to:
  - check cable route for obstructions and make clear using suitable methods
  - handle cable according to manufacturer's specifications so that conductors, sheath and insulation are not damaged during installation
  - select cabling system to meet customer performance needs
  - read and interpret drawings related to:
    - cable coding system, identifiers and distributor locations
    - cable layouts
    - outlet location
  - terminate copper twisted pair, including indoor, external, aerial and underground cabling
  - use diagnostic equipment
  - use hand and power tools

Required knowledge

- ACMA cabling provider rules, cabler registration rules, regulations and standards
- features and operating requirements of recognised cabling specific industry test equipment
- information required to operate equipment according to a test specification
- legislation, codes of practice and other formal agreements that impact on the work activity
- manufacturer's requirements for safe operation of equipment
- specific occupational health and safety (OHS) requirements relating to the activity and site conditions
- test methods and performance requirements
- typical issues and challenges that occur on site

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• complete a cabling installation and termination:
	  • three different types of telephone sockets:
	  • Australian modular socket
	  • United States modular socket
	  • Mode 3 alarm socket
	  • one network termination device (NTD)
	  • one alarm panel including completion of a TCA compliance form and NTD records
	  • one Ethernet cable
	• apply cable conductor identification codes
	• conduct and interpret cable test results
	• interpret and apply standards and regulations
	• comply with all related OHS requirements and work practices.

Context of and specific resources for assessment	Assessment must ensure: • a site on which communications cabling activities may be carried out • use of cabling and field equipment currently used in industry • licensing requirements and other site related documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the candidate undertaking cabling installations and tests, and applying cable conductor identification codes • oral or written questioning to assess knowledge of test results, standards requirements and specific technical procedures.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • ICTCBL2137A Install, maintain and modify customer premises communications cabling: ACMA Open Rule. Aboriginal people and other people from a non-English speaking background may have second language issues. Access must be provided to appropriate learning and assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the oral communication skill level, and language and literacy capacity of the candidate and the work being performed. In all cases where practical assessment is used it will be combined with targeted questioning to assess required knowledge. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. Where applicable, physical resources should include equipment modified for people with special needs.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Restricted cabling work	• aerial and underground cabling work on private

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RANGE STATEMENT	
refers to:	property • cabling work that is performed only in relation to a customer's premises • customer cabling that terminates directly at the network boundary on a socket or network termination device.
Regulatory environment refers to:	• accredited registrars and registration • ACMA • Certified Components List • Communications Alliance • labelling requirements • Telecommunications Act 1997.

Cabling environment may refer to:	• indoor environments, including concealed locations:
	  • ceilings and false ceilings
	  • internal wall space
	  • modular workstations
	  • under floor
	• outdoor environments, including cable installations:
	  • aerial telecommunications cabling for restricted cabling work but does not include installations on poles shared with low voltage (LV) or high voltage (HV) electrical power cables or terminations
	  • external walls
	  • underground cabling in an exclusive trench or shared trench with electrical LV cables and other utilities.

Cable type may include:	• aerial • coaxial • copper twisted pair • data cables: • Category 5, 6, 6A, 7 or &A • external • indoor • optic fibre cable • underground.

Cable identification refers to:	• cable conductor identification codes:
	  • banded
	  • colour coded
	  • lettered
	  • numbered.

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RANGE STATEMENT	

Termination systems must include:	• network termination device
	• socket types:
	  • Australian modular socket
	  • Mode 3 alarm socket
	  • United States modular socket.
	• (Note: jumperable distributors are not included in this requirement).

Earthing and protection must include:	• earthing for protection • surge suppression.
Records may include:	• NTD record cards • telecommunication cabling advice forms TCA1 and TCA2.
Relevant legislation, ***codes***, ***regulations and standards*** include:	• accredited registrars and registration • Australian Communications Industry Forum (ACIF) standards and codes • ACMA • AS/NZS 3000:2007 • AS/ACIF S008:2006 and AS/ACIF S009:2006 • Certified Components List (CCL) • AS Communications Cabling Manual (CCM) -restricted • labelling • Overview Telecommunications Act 1997.
Building infrastructure may include:	• availability and suitability of existing cabling trays and fixing systems • building hazards • elevated working • high voltage (HV) power • restricted access.
Cabling may include:	• aerial customer • external customer • indoor customer • underground customer.
Strategies to manage other infrastructure may include:	• appropriate separations • correct use of cable trays and support systems • fastening techniques.

Safety hazards may refer to:	• access points that may contain:
	  • hazardous light or non-visible laser
	  • radio frequency (RF) emission

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RANGE STATEMENT	
	• electrical supply and areas of earth potential rise (EPR) that require mandatory separation from communications cable • hazardous conduit as according to AS 1345:1995 conduit colours associated with a hazardous service.
Termination may include:	• Australian modular socket • Ethernet connectors terminated at both ends of an Ethernet cable and tested • Mode 3 alarm socket • NTD • United States modular socket • (Note: jumperable distributors are not included).

Separations refer to:	• correct separations between communications cable and other services:
	  • LV
	  • HV single core
	  • HV multi-core
	  • open terminations
	• separations covered by AS/ACIF S009:2006.

Unit Sector(s)

Unit sector	Telecommunications

Co-requisite units

Co-requisite units		

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Competency field

Competency field	Cabling

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ICTCBL2137A Install, maintain and modify customer premises communications cabling: ACMA Open Rule

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to safely install, maintain and modify customer premises communications cabling required according to Australian Communications and Media Authority's (ACMA) 'Open' Cabling Provider Rule. This rule is associated with small installations connected to sockets and larger commercial and industry installations involving many lines, multi-pair cables, backbone cabling, multi-story buildings and more complicated termination modules and distributors. The cabling activity may be a new cable installation or upgrade of cable capacity for an existing network or subsystem, or cabling infrastructure for convergence to Next Generation Networks (NGN). Convergence in the telecommunications and IT areas is the emergence of a single infrastructure for a range of telephony and IT services. Telephone, voice over internet protocol (VoIP), internet protocol TV (IPTV) and computer data may all travel over a single metallic customer cable, optical fibre cable or wireless link in a specific location. Assessment by a TITAB registered assessor is recommended. This unit meets the minimum ACMA prescribed level of knowledge and skill that safeguards matters of health, safety, network integrity and addresses matters of interoperability where customer equipment and standard telephone service are involved only.

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	Note: • Completion of this unit does not imply industry competency using specialised cabling, such as coaxial, optical fibre and structured cabling. • Completion of the following 6 cabling units: ICTCBL2005A, ICTCBL2006A, ICTCBL2008A, ICTCBL2012A, ICTCBL2017A and ICTCMP2022A exceed the requirements of this standard and fulfil the requirements for ACMA Cabling Provider Rules: Open Cabling Category for Cabler Registration • To be permitted to work with lift cabling, cablers are required to have completed the relevant Electrotechnology qualification such as the Certificate III in Electrotechnology Electrician or equivalent.

Application of the Unit

Application of the unit	This unit applies to customer cabling terminated on distributors. It applies to installation, maintenance and modification of indoor, external, underground cabling on private and public property. Customer cabling, for the purpose of this standard, may be used to connect devices for a range of applications, including telecommunications, Ethernet, video and multimedia, security and alarms, and fire protection. The cabling task may be a new cable installation or upgrade of cable capacity for an existing network or subsystem for convergence to NGN applications. Cabling installers providing services in telephony, VoIP, IPTV and computer data over a single metallic customer cable or optical fibre cable in a specific customer location apply the skills and knowledge in this unit.

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		
	ICTCBL2136A	Install, maintain and modify customer premises communications cabling: ACMA Restricted Rule

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Work within the constraints imposed by customer premises and ACMA	1.1. Prepare for ***open cabling work*** according to the ***regulatory environment***, ***cabling environment***, ***cable type***, ***cable identification***, ***termination systems***, ***earthing and protection***, ***records*** and ***relevant***

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ELEMENT	PERFORMANCE CRITERIA
regulatory environment	***legislation***, ***codes***, ***regulations and standards*** 1.2. Identify ***building infrastructure*** which places critical constraints on ***cabling*** 1.3. Develop ***strategies to manage other infrastructure*** in relation to cabling 1.4. Notify appropriate personnel of identified ***safety hazards*** at cabling worksite
2. Manage remote power feed	2.1. Identify and avoid the risks posed by contact with remote power feeding services when performing cabling activity 2.2. Make site safe identifying remote power feeding services which operate at above telecommunications network voltage (TNV) inside customer premises
3. Install and modify cable support, earthing and termination infrastructure	3.1. Install fixings and ***cable support structures*** of adequate strength safely and aligned with the environment according to manufacturer's and customer's specifications 3.2. Secure catenary supports to building structure and tension, where necessary, to ensure cable weight can be carried in operating conditions with interference and safety segregation maintained including adherence to AS/ACIF S009:2006 3.3. Install protective earthing of metal work to industry standards where required 3.4. Inspect installed support structure to ensure cable will not be exposed to damage during installation and general operation 3.5. Position terminating equipment and fixing to accepted industry codes of practice, standards and customer requirements 3.6. Inspect back-mount and outlet layout for compliance to manufacturer's specifications and allow adequate work space for ease of access and avoid overlaying 3.7. Segregate incoming and outgoing cables for ease of access and avoid overlaying
4. Install cables and earth wires	4.1. Install cables according to manufacturer's application specifications, including tension and bending stress requirements 4.2. Identify and avoid sources of possible damage to cable, including hot pipes, sharp edges and cable burn 4.3. Allow sufficient excess at cable ends to facilitate

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ELEMENT	PERFORMANCE CRITERIA
	termination 4.4. Label telecommunication outlet ends of cable uniquely to match identifier at originating location 4.5. Place and secure cable to maintain safety and interference segregation according to legislative and industry standards 4.6. Install cable ties with correct tension to prevent cable sheath damage or transmission impairment and trimmed flush to prevent risk of personal damage 4.7. Install aerial cables supported by catenaries in external environment to meet minimum above ground clearances and clearances from hazardous electrical services according to AS/ACIF S009:2006 4.8. Install underground cables to minimum depth of cover and segregation from hazardous electrical and other services according to AS/ACIF S009:200 4.9. Install cables underground (excluding blown fibre tube systems) to incorporate a blocking agent within the cable to prevent the ingress of water 4.10. Install over-voltage protection devices to all cable pairs, where required, according to AS/ACIF S009:2006, to suppress voltage surges with the devices protectively earthed 4.11. Conduct a visual inspection to verify telecommunications reference conductor (TRC)/ communications earthing system (CES)/earth wire insulation is protected against damage and TRC/CES/ protective earths segregated according to relevant industry and legislative standards and AS/ACIF S009:2006
5. Terminate and test cables and earth wires	5.1. Remove cable sheath to allow for correct termination length and without damage to underlying conductors and their insulation 5.2. Install terminating modules according to manufacturer's specifications and cable pairs neatly and sequentially fanned for termination 5.3. Terminate conductors according to recommended colour code sequence using appropriate termination tools in the manufacturer's specified manner 5.4. Earth cable shield, if applicable, to manufacturer's specifications, relevant industry codes of practice and AS/ACIF S009:2006 5.5. Conduct visual inspection to confirm termination

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ELEMENT	PERFORMANCE CRITERIA
	colour code sequence has been followed prior to end-to-end testing of wire and pair termination integrity 5.6. Terminate TRC/CES/earth wires with connectors recommended by manufacturers according to accepted industry codes of practice and AS/ACIF S009:2006 5.7. Maintain TRC/CES/earth wire continuity throughout to meet interface requirements with electrical systems 5.8. Test TRC/CES/earthing installation for continuity, insulation resistance and conductive resistance according to accepted industry standards including AS/ACIF S009:2006 5.9. Confirm compatibility of alterations with existing systems and test new work both in isolation and when integrated with existing systems 5.10. Test cable according to performance specifications
6. Inspect cable route to ensure correct separations	6.1. Inspect ***separations*** along the entirety of the cable route and rectify separations which do not comply with regulations 6.2. Install barriers to achieve separations where sufficient spatial separation cannot be met
7. Evaluate earthing needs for cable systems on customer premises	7.1. Locate existing earthing systems in customer premises and analyse the earthing needs of cable systems in a range of building types 7.2. Calculate the upper and lower limits of resistance for a variety of cable system earths using relevant cable characteristics
8. Label earthing systems	8.1. Identify label requirements for all types of earthing systems 8.2. Attach label to earthing systems according to industry regulations
9. Create or update cable plans and records	9.1. Document ***installation details*** on record sheets and plans and store according to customer requirements 9.2. Label cable pairs clearly to provide an accurate identification according to manufacturer's, industry and client standards 9.3. Record ***cabling details*** in cable pair record books to provide an accurate record according to industry codes of practice and AS/ACIF S009:2006

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ELEMENT	PERFORMANCE CRITERIA
	9.4. Complete telecommunications cabling advice (TCA) form
10. Monitor work activity	10.1. Maintain close supervision of cablers not holding appropriate registration for the task to ensure installation and maintenance activity is strictly according to legislative requirements and industry standards for safety and network integrity including AS/ACIF S008:2006 and AS/ACIF S009:2006

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to liaise with on team members, supervisors and customers on technical and operational matters
- interpersonal skills related to work associates, supervisors, team members and clients
- literacy skills to interpret:
  - relevant legislation, codes, regulations and standards
  - technical documentation, such as equipment manuals and specifications
- numeracy skills to take and analyse measurements
- planning and organisational skills to organise and maintain equipment
- problem solving skills to solve equipment and logistics problems
- safety awareness skills to:
  - check environmental conditions are suitable for installation
  - make site safe and secure for cable installation
  - work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- task management skills to:
  - apply work practices which avoid cable damage
  - conform to work specifications and relevant industry standards
- technical skills to:
  - check cable route for obstructions and make clear using suitable methods
  - handle cable according to manufacturer's specifications so that conductors, sheath and insulation are not damaged during installation

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REQUIRED SKILLS AND KNOWLEDGE

• read and interpret drawings related to:
  • cable coding system, identifiers and distributor locations
  • cable layouts
  • outlet location
• select cabling system to meet customer performance needs and conform to work specifications and relevant industry standards
• terminate copper twisted pair, including indoor, external, aerial and underground cabling
• use diagnostic equipment
• use hand and power tools

Required knowledge
• ACMA cabling provider rules, cabler registration rules, regulations and standards • features and operating requirements of recognised cabling specific industry test equipment • information required to operate equipment according to a test specification • legislation, codes of practice and other formal agreements that impact on the work activity • manufacturer requirements for safe operation of equipment • protection earthing • specific occupational health and safety (OHS) requirements relating to the activity and site conditions • test methods and performance requirements • typical issues and challenges that occur on site

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • terminate systems at both distributor and outlet locations • install and terminate one jumperable distributor

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EVIDENCE GUIDE	
	(campus distributor or building distributor) with a capacity of 100 pair or greater • terminate one non-jumperable distributor (LD) and a patch panel • terminate at least one 50 pair, one 4 pair and one Ethernet cables including accurate completion of installation records, drawing alterations and compliance forms • place cables on support structures and building faces for both internal and external locations • secure methods for the above locations • demonstrate work practices which avoid cable damage • install the three common types of earthing system used in customer premises for cabling systems • read and interpret drawings related to cable layouts, outlet location, cable coding system, and identifiers and distributor locations • conduct and interpreting cable test results • interpret and apply relevant legislation, codes, regulations and standards • comply with all OHS requirements and work practices.
Context of, and specific resources for assessment	Assessment must ensure: • a site on which communications cabling activities may be carried out • use of cabling and field equipment currently used in industry • licensing requirements and other site related documentation.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• direct observation of the candidate terminating:
	  • systems at both distributor and outlet locations
	  • one jumperable distributor (campus distributor or building distributor) with a capacity of 100 pair or greater
	  • one non-jumperable distributor (LD) and a patch panel
	  • at least one 50 pair, one 4 pair and one Ethernet

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EVIDENCE GUIDE	
	cables • review of completed documentation prepared by the candidate, including accurate completion of installation records, drawing alterations and compliance forms • oral or written questioning to assess required knowledge.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICTCBL2138A Install, maintain and modify customer premises communications cabling: ACMA Lift Rule. Aboriginal people and other people from a non-English speaking background may have second language issues. Access must be provided to appropriate learning and assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the oral communication skill level, and language and literacy capacity of the candidate and the work being performed. In all cases where practical assessment is used it will be combined with targeted questioning to assess required knowledge. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. Where applicable, physical resources should include equipment modified for people with special needs.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Open cabling work refers to:	• aerial and underground cabling work on private and public property • customer cabling that terminates directly at the network boundary on a socket, network termination device (NTD)or a distributor.
Regulatory environment refers to:	• accredited registrars and registration • ACMA • Certified Components List • Communications Alliance • labelling requirements • Telecommunications Act 1997.

Cabling environment may refer to:	• indoor environments, including concealed locations:
	  • ceilings and false ceilings
	  • internal wall space
	  • modular workstations
	  • under floor
	• outdoor environments, including cable installations:
	  • aerial telecommunications cabling for restricted cabling work but does not include installations on poles shared with low voltage (LV) or high voltage (HV) electrical power cables or terminations
	  • external walls
	  • underground cabling in an exclusive trench or shared trench with electrical LV cables and other utilities.

Cable type may include:	• aerial • coaxial • copper twisted pair • data cables: • Category 5, 6, 6A, 7 or 7A • external • indoor

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RANGE STATEMENT	
	• optic fibre cable • underground.

Cable identification refers to:	• cable conductor identification codes:
	  • banded
	  • colour coded
	  • lettered
	  • numbered.

Termination systems may include:	• jumperable distributor (campus distributor or building distributor) • non-jumperable distributor (local distributor) and a patch panel.
Earthing and protection may include:	• earthing of screened cable, barriers and cable trays for the reduction or elimination of interference from electromagnetic, radio frequency (RF) and power sources • equi-potential bonding conductors to multiple earth neutral (MEN) and use of earth stakes • functional earths, including (TRC) and (CES) types to provide customer switching system facilities • protective earth barriers for segregation, cable tray, duct and metal equipment enclosures • protective earths for over-voltage and surge or spike suppression according to AS/ACIF S009:2006.

Records may include:	• building, cabling and equipment location plans
	• labelling of:
	  • distributor pairs
	  • distributor verticals
	  • equipment closets
	  • NTD record cards
	  • patch panels
	  • rooms
	  • telecommunication outlets
	• record books and cards:
	  • campus distributors (CD)
	  • building distributors (BD)
	  • floor distributors (FD)
	  • local distributors (LD)
	• TCA forms (TCA1 andTCA2).

Relevant legislation,	• accredited registrars and registration

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RANGE STATEMENT	
codes, regulations and standards may include:	• Australian Communications Industry Forum (ACIF) standards and codes • ACMA technical standards • AS/ACIF S008:2006 • AS/ACIF S009:2006 • AS/NZS 3000:2007 • cabling security codes and regulations • Certified Components List (CCL) • labelling • Overview Telecommunications Act 1997 • AS Communications Cabling Manual (CCM) -Open.
Building infrastructure may include:	• availability and suitability of existing cabling trays and fixing systems • building hazards • elevated working • HV power • restricted access.
Cabling may include:	• aerial customer • external customer • indoor customer • underground customer.
Strategies to manage other infrastructure may include:	• appropriate separations • correct use of cable trays and support systems • fastening techniques.

Safety hazards may refer to:	• access points that may contain:
	  • hazardous light or non-visible laser
	  • RF emission
	• electrical supply and areas of earth potential rise (EPR) that require mandatory separation from communications cable
	• hazardous conduit as according to AS 1345:1995 conduit colours associated with a hazardous service.

Cable support structures may include:	• cable ducts may be closed or open
	• cable trays may be:
	  • galvanised steel or PVC
	  • perforated with low or high side
	  • single or multi channel
	• line poles
	• pits and pipes

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RANGE STATEMENT	

	• suspension catenary wire
	• wall and island mounted patched and jumperable distributors:
	  • BD
	  • CD
	  • FD
	  • LD.

Termination may include:	• Australian modular socket • Ethernet connectors terminated at both ends of an Ethernet cable • jumperable distributor (campus distributor or building distributor) with a capacity of 100 pair or greater • Mode 3 alarm socket • NTD • non-jumperable distributor (local distributor) and a terminated patch panel • United States modular socket.

Separations refer to:	• correct separations between communications cable and other services:
	  • LV
	  • HV single core
	  • HV multi-core
	  • open terminations
	• separations covered by AS/ACIF S009:2006.

Installation details may include:	• cable infrastructure • cable location and type.
Cabling details may include:	• interconnections • pair locations • pair numbering and labelling.

Unit Sector(s)

Unit sector	Telecommunications

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Co-requisite units

Co-requisite units		

Competency field

Competency field	Cabling

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ICTTC032C Undertake a civil site survey

Modification History

Not applicable.

Unit Descriptor

This unit may apply to switching, transmission and radio (both fixed and mobile) network and the various transmission paths, i.e. cable, optic fibre, radio, microwave and satellite. The need for, and extent of, site surveys is determined during the development of project briefs - refer unit ICTTC031C.

Prerequisite Units: Nil

Equivalent Units: Nil

This unit may apply to switching, transmission and radio (both fixed and mobile) network and the various transmission paths, i.e. cable, optic fibre, radio, microwave and satellite. The need for, and extent of, site surveys is determined during the development of project briefs - refer unit ICTTC031C.

Prerequisite Units: Nil

Equivalent Units: Nil

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare for survey	1.1 Detailed requirements are discussed with planning staff
	1.2 Need for specialist studies are determined and organised to co-ordinate with on site visit as required
	1.3 Need for on site discussions with site owner, local staff, community or government representatives is determined and appointments made
	1.4 Site access arrangements are determined and appropriate approvals organised if necessary
2 Undertake survey of land, buildings and facilities both new and existing	2.1 Existing buildings are surveyed as to capability of meeting planned changes
	2.2 Access, security, environmental conditions and power and earthing arrangements and network connections are assessed as to capability of meeting planned growth
	2.3 Assessments are made as to altered building infrastructure requirements in the event that the building is unsuitable
	2.4 Building options are assessed and documented should a new structure be necessary
	2.5 Availability and ownership of land is determined
	2.6 Availability of commercial power is assessed
	2.7 Title searches are organised as required
	2.8 Special geological/land surveys and/or archaeological studies are organised
	2.9 Soil sample studies are organised and the results analysed
	2.10 Geographical nature of land is assessed and barriers to signalling determined

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		2.1	Work is conducted in a manner which is safe to self, fellow workers and the public at large
3	Undertake survey of environmental conditions	3.1	Existence of regulatory/statutory requirements is ascertained
		3.2	Customer/community attitude to development is surveyed
		3.3	Environmental impact of development is ascertained
		3.4	Prevailing weather conditions and impact on planned changes is studied
4	Document and report survey findings	4.1	Detailed report outlining all findings is prepared
		4.2	Various options to meet planned changes along with appropriate cost/benefit data are developed
		4.3	Detailed recommendations are presented as to the most viable option

Required Skills and Knowledge

Not applicable.

Evidence Guide

Assessment location and resources

Either

A workplace conducting the operations covered by this competency unit, equipment and resources relevant to the context of the work (See Range Statement) and support from a competent supervisor or mentor.

Or

A simulated environment with similar provisions which conforms to the Assessment Guidelines.

Critical evidence

Assessment candidates should produce evidence of the following:

Mentor/assessor observes candidate:

interacting with enterprise personnel, customers and other contractors

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reading, interpreting and using equipment/system manuals and specifications and relevant enterprise policy and documentation

negotiating with customers, communities and community representatives including government officials

applying all legislative impacts on the network including relevant operational codes

complying with all related occupational health and safety requirements and work practices

considering both environmental and propagation needs.

Candidate delivers at least one oral report:

identifying key stakeholders

considering both existing and proposed technologies and associated building, power needs

complying with all related occupational health and safety requirements and work practices.

Mentor/assessor observes candidate's ability to consider both existing and proposed needs and comply with all related work practices.

Candidate submits a clear oral, and then a hard copy report, outlining all options and including recommendations with supporting reasons.

Skills and knowledge

Select from the following list to suit the learning and assessment context.

Codes refer to the Skill and Knowledge Register included in this training package:

CI610 Communication 6

CO620 Computer Programming 6

CO630 Planning Software 6

CS610 Customer Relations 6

EN660 Enterprise Pricing Policy 4

EN670 Selling 6

IN630 Negotiation 6

MA620 Mathematics 6

NE620 Network Architecture 6

NE640 Network Management Principles and Capabilities 6

OH610 Occupational Health and Safety 6

PK610 Product Knowledge 6

PS610 Plans and Specifications 6

PS630 Drawing Flowcharts 6

PS640 Spare Parts Dimensioning 6

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PS680 Basic Building Trades Knowledge 6

RA620 Radio Frequency Theory and Hazards 6

RE610 Laws, Policies and Guidelines 6

SU610 Planning 6

SU670 Project Management 6

SU680 Resource Management 6

TE610 Telephony Principles 6

TR610 Transmission Theory 6

Assessment location and resources

Either

A workplace conducting the operations covered by this competency unit, equipment and resources relevant to the context of the work (See Range Statement) and support from a competent supervisor or mentor.

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applying all legislative impacts on the network including relevant operational codes

complying with all related occupational health and safety requirements and work practices

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CO620 Computer Programming 6

CO630 Planning Software 6

CS610 Customer Relations 6

EN660 Enterprise Pricing Policy 4

EN670 Selling 6

IN630 Negotiation 6

MA620 Mathematics 6

NE620 Network Architecture 6

NE640 Network Management Principles and Capabilities 6

OH610 Occupational Health and Safety 6

PK610 Product Knowledge 6

PS610 Plans and Specifications 6

PS630 Drawing Flowcharts 6

PS640 Spare Parts Dimensioning 6

PS680 Basic Building Trades Knowledge 6

RA620 Radio Frequency Theory and Hazards 6

RE610 Laws, Policies and Guidelines 6

SU610 Planning 6

SU670 Project Management 6

SU680 Resource Management 6

TE610 Telephony Principles 6

TR610 Transmission Theory 6

Range Statement

The following statements cover a wide range of circumstances. Assessment of candidates should be within the range that applies to the candidate's particular role or workplace.

Traditional network technology boundaries

Are now being crossed with technologies such as:

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Asynchronous Transfer Mode (ATM)

Digital European Cordless Telephone (DECT)

ISDN, and

intelligent networks.

Network systems and products

Vary considerably across the specific technologies and are usually unique to a particular vendor.

Technologies

Can be described in broad terms as:

switching

transmission

radio (fixed and mobile)

video

satellite.

Transmission medium

May be:

copper cable

coaxial cable

optic fibre cable

radio

video

satellite.

Network architecture

Can be described as:

Analogue (to be phased out by 2000)

PDH (plesiochrynous digital hierarchy)

SDH (synchronous digital hierarchy)

ATM.

Network hierarchy

Can be described as:

backbone

transport

broadband

data

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HLS

CLS.

Specialist studies

Relate to those activities requiring professionally qualified staff such as:

archaeologists

surveyors

environmental experts

geologists

heritage experts.

Building survey

Would include:

floor space

ceiling heights

security arrangements

access

existing environmental conditions

floor loading

building design

earthing arrangements

communications options.

Site survey data

May include:

site availability

site ownership and acquisition data

building availability and/or capacity

power availability

line of sight data

geological/land surveys

regulatory and statutory requirements

earthing requirements

environmental impact

weather conditions.

Building options

May include:

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hut

container

new building

portable housing

underground housing.

Land

May be:

crown land

government owned, or

private.

Regulatory/statutory requirements

May be legislated/ordinances or operating codes developed by all levels of government.

Weather impact

May include:

flooding

fire risk

earthquake

cyclone

wind

fog

snow

rainfall.

Environmental impact

May include:

disturbance of flora/fauna

visual impact

safety hazards, e.g. radio frequency hazards

pollution - air, water, noise.

Barriers to signal path

May include:

distance

line of sight

weather conditions

land or water

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local features.

Local environmental imperatives

May include:

seasonal changes

habitats

heritage values

environment

legislation

traditional landowners.

Local geographical/topological features

May include:

dams

fences

access

survey marks

hazards

potential hazards

location of other services/plant

potential soil erosion areas.

Relevant legislation, **codes**, **regulations and standards may include**:

ACA technical standards

Australian building codes and regulations

International Standards ISO 9000 and 9001

Environmental Protection

Fire regulations

Heritage legislation

Industrial relations awards and agreements

ITU recommendations

Local government

Telecommunications Act and Telecommunications National Code

Occupational Health&Safety Act

Privacy Act

Spectrum Management Authority

Trade Practices Act

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The following statements cover a wide range of circumstances. Assessment of candidates should be within the range that applies to the candidate's particular role or workplace.

Traditional network technology boundaries

Are now being crossed with technologies such as:

Asynchronous Transfer Mode (ATM)

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ISDN, and

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Network systems and products

Vary considerably across the specific technologies and are usually unique to a particular vendor.

Technologies

Can be described in broad terms as:

switching

transmission

radio (fixed and mobile)

video

satellite.

Transmission medium

May be:

copper cable

coaxial cable

optic fibre cable

radio

video

satellite.

Network architecture

Can be described as:

Analogue (to be phased out by 2000)

PDH (plesiochrynous digital hierarchy)

SDH (synchronous digital hierarchy)

ATM.

Network hierarchy

Can be described as:

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backbone

transport

broadband

data

HLS

CLS.

Specialist studies

Relate to those activities requiring professionally qualified staff such as:

archaeologists

surveyors

environmental experts

geologists

heritage experts.

Building survey

Would include:

floor space

ceiling heights

security arrangements

access

existing environmental conditions

floor loading

building design

earthing arrangements

communications options.

Site survey data

May include:

site availability

site ownership and acquisition data

building availability and/or capacity

power availability

line of sight data

geological/land surveys

regulatory and statutory requirements

earthing requirements

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environmental impact

weather conditions.

Building options

May include:

hut

container

new building

portable housing

underground housing.

Land

May be:

crown land

government owned, or

private.

Regulatory/statutory requirements

May be legislated/ordinances or operating codes developed by all levels of government.

Weather impact

May include:

flooding

fire risk

earthquake

cyclone

wind

fog

snow

rainfall.

Environmental impact

May include:

disturbance of flora/fauna

visual impact

safety hazards, e.g. radio frequency hazards

pollution - air, water, noise.

Barriers to signal path

May include:

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distance

line of sight

weather conditions

land or water

local features.

Local environmental imperatives

May include:

seasonal changes

habitats

heritage values

environment

legislation

traditional landowners.

Local geographical/topological features

May include:

dams

fences

access

survey marks

hazards

potential hazards

location of other services/plant

potential soil erosion areas.

Relevant legislation, **codes**, **regulations and standards may include**:

ACA technical standards

Australian building codes and regulations

International Standards ISO 9000 and 9001

Environmental Protection

Fire regulations

Heritage legislation

Industrial relations awards and agreements

ITU recommendations

Local government

Telecommunications Act and Telecommunications National Code

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Occupational Health&Safety Act

Privacy Act

Spectrum Management Authority

Trade Practices Act

Unit Sector(s)

Not applicable.

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LGACOM501B Develop and organise public education programs

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers providing education and information to the public on issues of public importance. The high public profile of council and the unique role councils can play in educating the public on matters of interest and concern are recognised. The unit is appropriate for those responsible for developing public education programs.

Application of the Unit

Application of the Unit This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Determine requirements for provision of information to public**	1.1. Need for information is determined from review of common public inquiries, public compliance levels and new trends and issues. 1.2. Information requirements are determined through discussion with clients, general public and relevant interest groups. 1.3. Requirements of relevant legislation and council policy are identified and incorporated into information requirements. 1.4. Specific educational objectives are determined from information needs of public. 1.5. Specific target groups are identified for education.
2. **Determine appropriate medium to educate public**	2.1. Appropriate medium is determined for public education program. 2.2. Educational medium is cost-effective and maximises access to target groups. 2.3. Education medium allows clear and understandable communication of information to target groups.
3. **Provide education to public**	3.1. Accurate information is provided in a clear and relevant manner and in accordance with the learning needs of the target group. 3.2. Target group is provided with opportunities to confirm understanding and seek clarification where required. 3.3. Reliable documentation and publications suitable to

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ELEMENT	PERFORMANCE CRITERIA
	target group and nature of issues are provided for ongoing reference where required. 3.4. Details on council services are provided to assist in future service provision as required. 3.5. Information on community, government and industry services available to the target group is provided where required.
4. **Review and evaluate education program**	4.1. Reliable feedback is sourced to enable effective evaluation of the educational program. 4.2. Programs are evaluated to determine success in meeting educational objectives and overall effectiveness of program outcomes.
5. **Maintain records of public education programs**	5.1. Education program materials are filed and stored according to agreed procedures. 5.2. Evaluation and feedback on programs are available for use in future program development. 5.3. Records of education schedules and costings are up to date and accurate.

Hidden text

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- communication of information
- presentation of information
- research of public needs
- management of difficult situations
- problem solving
- time management
- organisational.

Required Knowledge

- subject matter to be presented
- adult education principles
- different educational mediums
- presentation techniques

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REQUIRED SKILLS AND KNOWLEDGE

Hidden text

Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	The demonstrated ability to: • develop and organise public education programs • use a range of information sources when determining information requirements • develop and impart accurate information to the public that complies with council and legislative requirements • organise and use suitable mediums.
Context of assessment	Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.
Relationship to other units(prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite units: nil.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including

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EVIDENCE GUIDE

	personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence should be gathered over a period of time in a range of actual or simulated management environments.
Resource implications	Access to a workplace or simulated case study that encompasses: • information on council services, policies, statutory obligations and requirements • developing mediums such as videotapes, brochures and displays.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Need for information may arise from:	• new legislation • new council policy • current and emerging environmental and sustainability issues/policies • new council services • health considerations • customer needs and requirements • compliance requirements.
Information may include:	• services available • legislation • impacts on health, environment or safety.
Appropriate medium may include:	• brochures • fact sheets • displays • videotapes • public meetings.
Sources of information may include:	• council publications • council business papers • statutory authorities

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RANGE STATEMENT

- state and federal governments
- other councils
- regional organisations of councils.

Hidden text

Unit Sector(s)

Unit Sector Common Units

Hidden text

Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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LGAPLEM404A Prepare and present geographic information systems data

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers designing, generating and producing information to meet user requirements.

Application of the Unit

Application of the Unit This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Employability Skills Information

Employability Skills This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify presentation requirements**	1.1. Presentation requirements are determined in consultation with end user. 1.2. Extent, content and intended use of output are considered in recommending presentation format and medium.
2. **Format and present data**	2.1. Relevant data elements are assembled. 2.2. Procedures are designed for formatting data into compatible format. 2.3. Data formats are selected to meet customer requirements. 2.4. Information is presented to meet user requirements using suitable media in an attractive, informative and useable manner. 2.5. Information is presented in line with appropriate Australian standards.
3. **Ensure customer satisfaction**	3.1. Work is completed in line with council quality requirements . 3.2. Feedback is sought from customer regarding satisfaction with information and presentation. 3.3. Any areas of dissatisfaction are resolved in line with council policies and procedures. 3.4. Customer feedback is analysed and used as a quality improvement tool.

Hidden text

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- layout and design
- attention to detail
- consultation and negotiation with customers.

Required Knowledge

- display principles including colour, composition, layout, text and line style, appropriate scale, media, font types and sizes, legends and projectives
- use of software and hardware such as GIS, CAD, desktop publishing, desktop mapping, multimedia, graphic animation, plotters, printers and terminals
- Australian standards: drawing
- council policies relevant to information presentation.

Hidden text

Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	Customer requirements are met. Presentation is in line with Australian standards.
Context of assessment	On the job or in a simulated work environment.
Relationship to other units(prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite units: nil.
Method of assessment	The following assessment methods are suggested:

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EVIDENCE GUIDE

	• observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation third-party reports from experienced practitioners completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence will need to be gathered over time across a range of variables.
Resource implications	Access to a workplace or simulated case study that provides resources, including: • relevant software and hardware such as GIS, CAD, desktop publishing, desktop mapping, spreadsheets, word processing, multimedia, graphic animation, plotters, printers and terminals.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Output formats may include:	• hard copy • digital graphic output • spreadsheets • databases • word processing documents • maps • sticky labels • desktop published documents.
Quality requirements may include:	• percentage rework • allowable time frame durations.

Hidden text

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Unit Sector(s)

Unit Sector Planning Units

Hidden text

Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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LGAPLEM508A Manipulate and analyse data within geographic information systems

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit relates to extracting, comparing and manipulating data in response to customer requests.

Application of the Unit

Application of the Unit This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Employability Skills Information

Employability Skills This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Develop procedures for manipulation and analysis of data**	1.1. Desired data format is specified and based on job requirements. 1.2. Parameters are specified for manipulation of the data sets. 1.3. New procedures are documented clearly explaining the procedure and rationale for development.
2. **Establish models required to provide outcome**	2.1. Applicability of existing tools, models, theories, applications and solutions is evaluated. 2.2. Feasible parameters, equations and assumptions are specified. 2.3. Models required to provide specified outcome are established.
3. **Analyse data**	3.1. Steps to be undertaken to analyse and manipulate data are specified. 3.2. Source data limitations and other restricting factors are taken into account when selecting techniques for analysis. 3.3. Data is isolated and retrieved from its source. 3.4. Data is interrogated to ensure reliability. 3.5. Data is prepared for presentation media.

Hidden text

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

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REQUIRED SKILLS AND KNOWLEDGE

Required Skills

- analysing options
- using tools within software to manipulate data
- reading external data sets into data model.

Required Knowledge

- database structures
- scripting and commands
- line instructions and programming
- operating systems:
- range of tools, models, theories, applications and solutions
- data analysis and manipulation techniques.
- UNIX
- DOS
- Windows
- NT

Hidden text

Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	Suitable procedures are developed. New procedures are documented. Appropriate models are used and/or created.
Context of assessment	On the job or in a simulated work environment.
Relationship to other units(prerequisite or	Prerequisite units: nil. Co-requisite units: nil.

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co-requisite units)	
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence will need to be gathered over time across a range of variables.
Resource implications	Access to geographic information systems databases and operating systems.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Customer may include:	• internal • external.
Factors may include:	• time • command line operation • menu drivers options.
Source data limitations may include:	• currency • structure • accuracy • source of data.

Hidden text

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Unit Sector(s)

Unit Sector Planning Units

Hidden text

Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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LGAPLEM512A Provide geographic information systems data

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers developing and applying data management and analytical tools to produce specified outcomes.

Application of the Unit

Application of the Unit This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Employability Skills Information

Employability Skills This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Analyse request to develop solution**	1.1. Specific problem or question is clarified in consultation with end user to establish end result specifications . 1.2. Information required to achieve result is defined and required data sets are correctly determined.
2. **Assess data availability**	2.1. Availability of required data sets is ascertained through research of internal and external sources . 2.2. Custodianship of data is confirmed and access and pricing are determined. 2.3. Data is obtained in line with industry standards , statutory requirements and council policy. 2.4. Where appropriate, procedures are developed to capture data.
3. **Assess data quality**	3.1. Data is assessed for integrity to determine suitability for task. 3.2. Disparities between data sets are investigated and resolved to ensure integrity of data used.
4. **Run standard query**	4.1. Appropriate standard query is selected. 4.2. Selected query is run to achieve required outcome .
5. **Validate outcome**	5.1. Appropriate data validation procedures are determined. 5.2. Outcome is validated in line with predetermined procedures. 5.3. Procedures to refine model or analytical procedures are developed. 5.4. End user is consulted regarding suitability of outcome and amendments are negotiated as necessary.

Hidden text

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- analysing options
- researching and accessing information
- attention to detail
- negotiating with customers.

Required Knowledge

- database structures
- scripting and commands
- line instructions and programming
- operating systems
- SQL or other generic query language
- relationship of spatial features of database
- specific geographic information systems software, such as Genamap, MapInfo or ArcInfo
- potential inaccuracies and problems
- internal and external policies and practices relating to custodianship of data, pricing and access including industry standards, statutory requirements and council policies
- legislation relating to trade practices, copyright, intellectual property, local government acts, roads act and freedom of information legislation.
- UNIX
- DOS
- Windows
- NT

Hidden text

Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work

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EVIDENCE GUIDE

	practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	The demonstrated ability to: consider integrity of data ensure end result meets customer needs, including time frames.
Context of assessment	Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria applicable to the workplace environment, within the scope of the Range Statement.
Relationship to other units(prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite units: nil.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence should be gathered over a period of time in a range of actual or simulated management environments.
Resource implications	Access to a workplace or simulated case study that provides the following resources: • relevant hardware and software such as geographic information systems, CAD, desktop publishing, desktop mapping, spreadsheets, word processing, multimedia, graphic animation, plotters, printers and terminals.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

End users may be:	• council departments • residents and rate payers • real estate agents • general public • council management • elected members • state and federal departments • neighbouring councils • bus companies • statutory bodies including land titles office • land information council • utilities.
Data may include:	• graphical • spatial • textual • hard copy and paper documents, including work registers, rate books, plans and maps • computer records using applications programs (databases, spreadsheets and accounting packages) relating to physical or virtual features, including council assets, community facilities, demographic data, census data, property ownership, property boundaries, zonings, organisations, rateable land, dog ownership, bus routes, property classifications, utilities and services and council facilities.
Industry standards may include:	• protocols • de facto standards • confidentiality • privacy.
Desired outcome may include:	• information for external or internal client • creation of map layer • building up elements of database.
End result specification may include:	• graph • map • table • equations • parameters.

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RANGE STATEMENT

External sources of data sets may include:	• other councils • water authority • telecommunications industry • gas authority • electricity authority • land titles office • valuer general • private industry • land information council • street directory companies • surveys • orthophotography.
Internal sources of data sets may include:	• old plans • rates books • deeds books • transaction books • surveys • aerial photographs.
Integrity of data may include:	• accuracy • quality, which may be affected by age or condition of hard copy documents • currency • completeness • resolution • confidence limits • scale.
Manipulation of data sets may include:	• integration of data sets.
Procedures for manipulation of data sets may include:	• command lines • SQL or other generic query language • scripts • programming language.
Data management tools, **techniques or procedures may include**:	• RDBMS and GDMS • statistical packages • digital image processing packages • map algebra • geographical analysis techniques • ecological and economic models • survey computations.

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RANGE STATEMENT

Hidden text

Unit Sector(s)

Unit Sector Planning Units

Hidden text

Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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LGAPLEM603B Coordinate information gathering and geographic information systems development in council

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers the maintenance of a quality geographic information system (GIS) and the coordination and promotion of the use of GIS across all Council departments and externally, as appropriate, to promote efficient and effective use of the system.

Application of the Unit

Application of the Unit This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Employability Skills Information

Employability Skills This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Provide information to users and monitor usage**	1.1. Work is planned to ensure information is provided to users in a timely manner. 1.2. Use of information is audited and changes to procedures and output are recommended to maximise benefits from use of system. 1.3. Information on availability of data is disseminated to appropriate personnel in all functional areas of council.
2. **Coordinate use of geographic information systems (GIS) within council**	2.1. User input into system is monitored to ensure data is not duplicated. 2.2. Data directories are developed and maintained so that current information is readily available to all relevant council departments in line with council policy.
3. **Provide technical support, advice and assistance**	3.1. Advice on data content and suitability for particular use is provided on request. 3.2. Individuals/teams from different functional areas are assisted to achieve results within time frame. 3.3. Opportunities are identified to improve systems and processes and suggestions are provided to relevant personnel. 3.4. GIS expertise is used to provide technical support to other systems.
4. **Assist with provision of training**	4.1. Assistance is provided in determining the technical training Planning Units needs of personnel. 4.2. Input is given in developing courses and teaching materials for education and training. 4.3. Work procedures and work instructions are prepared as required within areas of technical competence.

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ELEMENT	PERFORMANCE CRITERIA
5. **Participate in policy and standards development within and outside council**	5.1. Contribution is made to the development of policy relating to use of GIS within council. 5.2. Awareness of current standards, industry developments and quality improvement processes is maintained by accessing appropriate information sources and networks. 5.3. Contribution is made to further development of appropriate standards across council and the industry. 5.4. Information sources are shared with other individuals and organisations to negotiate solutions to problems and assist in solving common problems. 5.5. Joint projects are organised or participated in as appropriate to improve validity of data.

Hidden text

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- analysing options
- researching and accessing information
- attention to detail
- negotiating with customers.

Required Knowledge

- current standards and industry developments
- database structures
- scripting and commands
- line instructions and programming
- operating systems: UNIX, DOS, Windows, NT
- SQL or other generic query language
- relationship of spatial features of database
- specific GIS software such as Genamap, MapInfo or ArcInfo
- potential inaccuracies and problems
- internal and external policies and practices relating to custodianship of data, pricing and access
- legislation relating to trade practices, copyright, intellectual property, local government

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REQUIRED SKILLS AND KNOWLEDGE

acts, roads act and freedom of information legislation.

Hidden text

Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	The demonstrated ability to: • monitor and review use of GIS • train end users and GIS personnel • represent GIS both within and outside council • provide technical support and advice.
Context of assessment	Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.
Relationship to other units(prerequisite or co-requisite units)	To enable holistic assessment this unit may be assessed with other units that form part of the job role in particular: • LGAPLEM404A Prepare and present geographic information systems data • LGAPLEM512A Provide geographic information systems information. • LGAPLEM610A Manage data within council's geographic information systems.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and

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EVIDENCE GUIDE

	understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence should be gathered over a period of time in a range of actual or simulated management environments.
Resource implications	Access to a workplace or simulated case study environment that encompasses the following resources: • GIS software • operating hardware • database structures • a group of users or GIS personnel • copies of relevant legislation • professional and technical literature • manuals • drawings.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Technical support may include:	• GIS support in the import and analysis of raster imagery • user support.
Training may include:	• in-house • organised within council networks • technical training outside the organisation.
Input into training may include:	• preparing draft instructions, manuals, drawings and teaching aids • assisting with fieldwork.
Work procedures may be for:	• end users • GIS personnel.

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RANGE STATEMENT

Information sources and networks may include:	• GIS vendors, products and user groups • GIS sites • professional or technical literature.

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Unit Sector(s)

Unit Sector Planning Units

Hidden text

Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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LGAPLEM607A Develop, monitor and maintain geographic information systems

Modification History

Not Applicable

Unit Descriptor

Not Applicable

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Not Applicable

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

Not Applicable

Required Skills and Knowledge

Not Applicable

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Evidence Guide

Not Applicable

Range Statement

Not Applicable

Unit Sector(s)

Not Applicable

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LGAPLEM610A Manage data within council's geographic information system

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers capturing, updating, storing, validating and upgrading both data and systems and ensuring their integrity.

Application of the Unit

Application of the Unit This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Employability Skills Information

Employability Skills This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Determine data requirements**	1.1. Business needs are identified in consultation with all functional areas of council. 1.2. Data requirements are defined in accordance with business needs.
2. **Implement data standards**	2.1. Appropriate ***data standards*** are implemented consistent with industry standards. 2.2. All data complies with implemented standards. 2.3. Opportunities for continuing improvement are investigated, assessed and implemented.
3. **Coordinate data capture and conversion**	3.1. Data acquisition strategies are developed to meet defined requirements. 3.2. A range of appropriate ***technologies*** for data acquisition is used. 3.3. Data is converted using appropriate technical interfaces. 3.4. The effects of spatial and temporal resolution of the information content of remote-sensed data are taken into account in assessing the data.
4. **Implement data maintenance and validation procedures**	4.1. Routines for data validation and maintenance are developed and implemented. 4.2. Versions of data and related systems are documented to ensure reliable historical tracking and accessibility. 4.3. Appropriate data is collated into one system for transfer and integration into other systems.
5. **Develop and implement data quality and security assurance procedures**	5.1. Quality procedures for data acquisition, storage and supply are developed and implemented. 5.2. Meta-data standards are developed and implemented in line with industry best practice. 5.3. Regular audits of data quality are performed and

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ELEMENT	PERFORMANCE CRITERIA
	followed up with appropriate advice. 5.4. Systems for archiving and backing up the data resource are implemented.
6. **Provide input into council systems development**	6.1. Timely advice and forecasting of data storage capacity, processing capability and other requirements are provided to management to ensure council's geographic information systems (GIS) requirements are recognised and considered in the budget. 6.2. Input is provided to upgraded or new council systems.

Hidden text

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- planning sequence of work
- management of data process
- judgement relating to suitability of data
- quality management.

Required Knowledge

- professional and legal liability certificate issued using GIS as part of basis for issue
- use and physics of remote sensing technologies, including aerial photography
- data input technologies, including digitising, scanning and remote sensing
- effects of spatial and temporal resolution of the information content of remote-sensed data
- database management technologies
- data output and distribution technologies including scripting, query languages, macro development, graphic interfaces, networks and remote access
- quality standards
- information management techniques
- complex spatial information technologies, spatial phenomena and data
- legislation relating to land tenure, environmental planning, surveying, infrastructure and natural and built resources
- current standards across the organisation and the industry
- quality improvement practices
- broad knowledge of different function areas of council.

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REQUIRED SKILLS AND KNOWLEDGE

Hidden text

Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	• High level of proficiency in both managing tasks and carrying them out directly. • Business needs are met by data requirements. • Reliable, timely and cost-effective information is provided.
Context of assessment	On the job or in a simulated work environment.
Relationship to other units(prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite units: nil.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence will need to be gathered over time across a range of variables.
Resource implications	Access to a workplace or simulated case study that

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EVIDENCE GUIDE

	incorporates the following resources: • complex spatial information technologies including digitising, scanning, remote sensing, aerial photography, spatial phenomena and data • data output and scripting technologies including scripting, query languages, macro development, graphic interfaces, networks and remote access • legislation relating to land tenure, environmental planning, surveying and natural and built resources • information management systems.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Data input technologies **may include**:	• remote sensing including:
	  • aerial photography
	  • digitising
	  • scanning
	  • coordinate geometry.

Data standards **may include**:	• standards relating to acquisition, storage and quality as determined by user requirements.

Hidden text

Unit Sector(s)

Unit Sector Planning Units

Hidden text

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Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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LMFFT4010B Identify and calculate production costs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the competency to estimate materials, labour and time requirements and establish costs for the provision of products, including all overheads.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil	

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather information	1.1. Details of the particular product and competition products are obtained 1.2. Details of the proposed production operation are obtained and analysed 1.3. Labour unit cost projections are obtained and agreed 1.4. Logistic support contracts, supply agreements or equivalent are obtained and analysed 1.5. Details of proposed warehousing and physical distribution systems and related cost factors are obtained 1.6. Information is converted to usable form and stored ready for retrieval and application
2. Estimate materials and labour	2.1. Types and quantities of materials required for production are estimated and recorded 2.2. Time requirements for production activities and other lead times are estimated 2.3. Labour requirements for direct production and handling operations are estimated and recorded
3. Determine/calculate overheads	3.1. Components contributing to overhead costs are identified 3.2. Overhead costs to be attributed to work in accordance with commercial and enterprise procedures are identified
4. Calculate costs	4.1. Total materials costs and labour costs are calculated in accordance with enterprise procedures 4.2. Total production cost is calculated, including overheads and mark-up percentages 4.3. Final cost to customer is calculated in conjunction

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ELEMENT	PERFORMANCE CRITERIA
	with marketing/sales personnel
5. Document details and verify where necessary	5.1. Details of costs and charges are documented in accordance with enterprise practice 5.2. Costs, calculations or other details are verified by other enterprise personnel, as required 5.3. Details are documented for future reference in accordance with enterprise practice

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- research, collect, organise and understand information related to production costing including the relevant technical, commercial, industrial and accounting requirements
- communicate ideas and information to enable clarification of the production and related requirements and to present the outcomes in an appropriate manner
- plan and organise activities to avoid backtracking and re-working of solutions
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly estimate and validate labour, materials and on-costs and calculate production costs
- create and apply systematic problem solving techniques to anticipate costing problems, avoid re-working and avoid wastage
- use the workplace technology related to costing, including calculators and measuring devices and computing/computer-aided systems

Required knowledge

- production systems documentation processes
- enterprise costing procedures
- mathematical formulae and processes relevant to costing
- components of labour costs
- enterprise/commercial approach to overhead costs
- enterprise/commercial approaches to warehousing and physical distribution costs
- enterprise information management processes, including storage requirements

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	

Critical aspects of evidence	• Apply safety requirements throughout the work sequence, including the use of personal protective clothing and equipment
	• For a significant mass production operation, determine the production and product costs using the following or equivalent steps:
	  • obtain all information relevant to the determination of costs
	  • interpret plans, specifications and instructions for production and materials to be used
	  • estimate quantities of materials required
	  • determine the types and amount of labour required to complete the work
	  • estimate time required to complete the work
	  • determine/calculate overheads
	  • document the process and outcomes
	• Work effectively with others

Resource implications	Access is required to real or appropriately simulated situations involving estimation and costing of production operations and products. Access is required to specifications and costs of relevant equipment and materials and information on labour costs and availability, on costs, safety costs, regulations, quality standards, and enterprise procedures. Access is required to all necessary facilities and associated equipment, including calculators, computers and relevant software.
Method of assessment	Assessment methods must confirm consistency or the potential for consistency of performance over time and in a range of workplace relevant contexts. Assessment should be by direct observation of performance and samples of work outcomes and questioning on underpinning knowledge. Assessment may be conducted over time and may be in conjunction with assessment of other units of

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EVIDENCE GUIDE	
	competency.
Context of assessment	Assessment may occur on the job or in a simulated workplace facility with a relevant scenario, simulated work instructions and deadlines.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Unit scope	• Work involves the estimating and costing of production and products in a significant mass production environment • Work may involve referral of matters to other enterprise personnel
Unit context	• OHS requirements include legislation, building codes, material safety management systems, hazardous substances and dangerous goods codes and safe operating procedures • Work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, authorised handling procedures and organisation insurance requirements • Work requires individuals to demonstrate organisational and administrative ability, discretion, judgement and problem solving skills
Workplace environment	• Work undertaken in accordance with established procedures involving a range of products, equipment and installation sites • Interaction with customers and other personnel from the operator's workplace • Use of relevant tools, equipment and resources, including:

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RANGE STATEMENT	
	• measuring equipment • product sales literature • product samples
Overhead costs	Overheads may be calculated for a specific product or be a constant component based on historical records and may include such costs as rental/lease costs, utilities, non-production resources, depreciation of plant and equipment, warehousing margins, physical distribution unit costs, insurance and other costs incurred by doing business
Information and procedures	• Enterprise production plan and schedule • Enterprise financial management policy and procedures • Enterprise policy and procedures for cost and apportioning overheads • Labour employment costs (awards, EBA, contracts) • Material/supply costs (contracts, standing agreements, market rates, warehousing margins) • Physical distribution contracts or arrangements • Australian, international and enterprise quality standards and procedures

Unit Sector(s)

Unit sector	Furnishing Technology

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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MNCO1046A Apply and monitor systems and methods of mining

Modification History

Unit Descriptor

This unit covers the application, monitoring and reporting on the status and maintenance of a mine site mining system.

Units Replaced

This unit replaces the following units:

MNC.O46.A Monitor systems and methods of mining.

Application of the Unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this Unit of Competency contain applicable facets of employability skills. The Employability Skills Qualification Summary for the qualification in which this Unit of Competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Plan and prepare for monitoring the application of the mining system.	1.1 Access, identify and **interpret** the legislative and site requirements related to the mining system. 1.2 Access and **interpret** site risk management, OH&S, environment, other appropriate systems and **standard operating procedures**. 1.3 Identify and assess the **risks** associated with

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		unstable **mining structures**.
2	Monitor and report mine development operation.	2.1 Monitor the application and communication of the approved **mining system** in accordance with the site requirements and procedures.
		2.2 Identify and assess mining constraints impacting on the maintenance of stable **mining structure** in accordance with the site requirements and procedures.
		2.3 Monitor, assess, rectify and report the method of mining in accordance with site procedures.
		2.4 Assess and report strata spoil and dump failures and implement appropriate control measures.
		2.5 Identify and monitor the application of the mining sequences in accordance with the site requirements and procedures.
		2.6 Identify, assess and record failure mechanisms , including virgin and induced **stress** control methods and implement appropriate control measures.
		2.7 Identify and apply emergency response and evacuation plans and procedures and report in accordance with site requirements.
		2.8 Monitor and report **standard operating procedures** in accordance with site requirements.
		2.9 Contribute to systems **audit** and review requirements in accordance with the site requirements and procedures.
3	Monitor waste management procedures.	3.1 Identify and assess surface and groundwater information.
		3.2 Monitor the implementation of the drainage system in accordance with mine site requirements.
		3.3 Monitor and report the measures taken to mitigate the impact of water and drainage issues.
4	Monitor stockpile formation and reclaiming systems.	4.1 Identify stockpile requirements.
		4.2 Monitor and report stockpile configuration according to mine site requirements.

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	4.3 Identify and assess the stockpile operation to meet mine site requirements and implement appropriate control measures.
5 Identify and communicate hazards related to engineering maintenance procedures.	5.1 Identify and control **hazards** relating to the inspection, repair and engineering maintenance activities in accordance with site requirements and procedures.
	5.2 Monitor, report and review engineering maintenance activities in accordance with site requirements.

Required Skills and Knowledge

Evidence Guide

Critical Aspects of Evidence

The evidence required to demonstrate this competency must be relevant to mine site operations. In addition to satisfying the requirements of all elements, performance criteria, required knowledge and skills, evidence must include demonstration of:

knowledge of procedures, requirements and instructions to apply and monitor systems and methods of mining appropriate to a mine site on a mine site

implementation of appropriate procedures and techniques for the efficient and effective application and monitoring of systems and methods of mining appropriate a mine site on a mine site, while complying with site risk control, health, safety, environmental, quality and communication requirements. This will include:

monitoring and apply personal and operational safety procedures

interpreting and communicating information on the stability of mining structures

identifying and effectively managing risks and hazards associated with mining structures, dumps and stock piles

evaluating mine site and failure mode historical information relating to the maintenance of stable mining structures

identifying and assessing geological features

identifying, monitoring and assessing strata gas characteristics, lithological features, stress regimes coal seam stockpile and waste dump, spontaneous combustion and other methods of heating

identifying, monitoring and assessing mining system types and methods

identifying, assessing and reporting mining constraints/equipment requirements.

Required Knowledge

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Specific knowledge is required to achieve the performance criteria in this unit to the standards of performance required in the workplace, to transfer the skills to other contexts and to deal with unplanned events. Assessment requires evidence of the ability to identify and explain the purpose of:

legislative and statutory requirements for mining structures , including mine plans, mining methods and safety management plans

the systems of mining

interpret visual signs of stress , including mining induced stress, adverse joining, fault orientation, spoil characteristics

sedimentology , including subsidence, water bearing strata, permeability of seam and strata, hydrology, physical property testing, over and underlying strata

mining systems of work

stable structure control and maintenance of excavation

geology, hydrogeological, strata and strata gas characteristics

coal seam characteristics which may include rank, petrology, moisture, cleat, coal hardness, seam gas, friability, pyrites, depositional factors such as seam formation, seam thickness, multiple and rider seams, fault folding, seam dip and depth of cover

basic mechanical, electrical and pressurised fluid safety

mining engineering principles

audit inspection, communication and reporting methodologies

job safety analysis

mine site historical information

people management.

Required Skills

Specific skills are required to achieve the performance criteria in this unit. Assessment needs to obtain evidence of the ability to:

access, interpret and apply technical information

plan operations

access and analyse archival and historical strata management information related to the mine and failure mode of mine structures

interpret and monitor the application of design criteria for strata management

communicate effectively in the work place

apply operational procedures relating to strata management

conduct and report on audits and inspections

identify and evaluate geological and geotechnical information.

Assessment and Interdependence of Units

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This unit may be assessed with other relevant units forming a cohesive work function, according to specific mine site requirements.

Pre-requisite Units

There are no prerequisite units for this unit.

Resource Implications

Assessment of this competency requires typical resources normally used in a mine-site work environment. Selection and use of resources for particular mine sites may differ due to mine site conditions, equipment availability, equipment/plant types and different contexts.

Consistency in Performance

To ensure consistency of performance, this unit may be assessed over a period of time and a range of work and site conditions. Local site factors will influence the breadth of evidence require to demonstrate the competency.

Context for Assessment

This unit should be assessed in the work environment where possible. Some assessment events may be conducted under simulated conditions where issues of safety and/or environmental damage are limiting factors.

All assessments must be valid, reliable, fair and flexible, and sufficient evidence should be accumulated to demonstrate the required competence.

The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job.

Methods of Assessment

Appropriate methods of assessment for this unit will usually include:

simulation/scenario analysis

oral and/or written questioning on required knowledge and skills

testimony from supervisors, colleagues, clients and/or other appropriate persons

inspection of the final product or outcome

a portfolio of documentary evidence

simulation and/or scenario analysis.

Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons.

Questioning should be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and to the requirements of the unit of competency.

Range Statement

RANGE STATEMENT

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The following range of variables is subject to site-specific operations, but is not limited to the following details. Site procedures, regulations and occupational health and safety and other relevant legislation apply to all elements and performance.

Interpret is defined as the understanding needed by the person within their job role.

Standard operating procedures (SOP's) are also known as safe working procedures, safe operating procedures and standard working procedures.

Risk is defined as: **the chance of something happening that will have an impact upon objectives**. **It is measured in terms of consequences and likelihood** (definition from AS/NZS 4360:1999 **Risk Management**).

Mining structures may include:

excavations

high walls

low walls

benches

dumps

haul roads.

Mining systems and methods may include but are not limited to:

highwall mining

pre strip

inter burden removal

spoil pits

stockpiles, dumps and safety berms

development of coal pits, roads and ramps

the use of various mining equipment , including draglines, truck and shovel, excavators, bucketwheel, scraper, high wall miners, augers and drills

mining areas which contain heating

coal face protection from blasting

reclamation from spoil dumps

dragline benching

And may include the sequences involved in the development of the mining process as specified in the mine design.

Stress includes, but is not limited to:

horizontal and vertical tectonic induced stress

mining induced stress.

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Audit is defined as: **a systematic examination against defined criteria to determine whether activities and related results conform to planned arrangement**, **and whether these arrangements are implemented effectively and are suitable to achieve the organisation policy and objectives** (AS/NZS 4804: 2001).

Hazard is defined as: **a source of potential harm or a situation with a potential to cause loss** (definition from AS/NZS 4360:1999 **Risk Management**).

Geological and hydrogeological information may be related, but not limited to:

subsidence

floor technical data

gas content

over and underlying strata

water bearing strata

permeability of seam and strata, physical properties

faults, intrusions and deformities.

Mine site historical information may include, but is not limited to:

existence of previous workings within the work seam or other seam

sedimentology aspects of the mine site relating to subsidence

gas content

floor technical data

over and underlying strata

water bearing strata

permeability of seam and strata

hydrology

physical property testing results

joint patterns, faulting.

Mine design may include in whole or in part requirements relating to:

mine plant

mining induced stress

sequencing

modelling

coal seam grades (dips)

geology

fault management

multi seams

fault drivage

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spontaneous combustion
floor technical data
over and underlying strata
subsidence
legislative and statutory requirements.

Stable structure controls may include:

roads
strength of coal and underlying/overlying strata
stress regimes
strata characteristics
water ingression
systems of mining
direction of mining.

Mine site plans, **policies and procedures** may include:

mine site and environment policy
environmental impact assessment
community consultation and involvement
objectives and targets
documentation and records
operational and emergency procedures
responsibility and reporting structure
environmental impact, regulatory and legal compliance
emission and performance monitoring and measurement
land reclamation practices.

Legislation, **codes**, **regulations and standards** may include:

Australian Standards
environmental agencies regulations
environmental protection acts
isolation procedures
manufacturer specifications and recommendations
Coal Mining Acts and regulations
occupational health and safety legislation
other applicable legislation , including explosives, gas, electricity, radiation
mine legislation.

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Unit Sector(s)

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MNQGEN200A Conduct local risk control

Modification History

Unit Descriptor

This unit covers the skills and knowledge required to apply basic **risk** control processes at a work site. It includes the identification of **hazards**; assessing **risk**; identifying unacceptable **risk**; identifying/analyzing and implementing **standard risk treatment**; and completing records and reports.

Linkages outside this unit:

The work described in this unit is equivalent to the work covered in:

MNCC1006A Conduct local risk assessment.

The work covered in this unit is relevant to Australian Standard AS/NZS 4360:1999 Risk Management**.**

Application of the Unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this Unit of Competency contain applicable facets of employability skills. The Employability Skills Qualification Summary for the qualification in which this Unit of Competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify hazards.	1.1 Analyse work area conditions to identify/recognise potential **hazards in the workplace**.
	1.2 Access and analyse relevant safety, environment

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		and quality systems information to eliminate situations covered by existing and adequate procedures.
		1.3 Recognise the type and scope of unresolved hazards and their likely impact.
2	Assess risk and identify unacceptable risk.	2.1 Evaluate and determine **consequence** if the event should occur.
		2.2 Consider and determine **likelihood** of the event.
		2.3 Identify **criteria for the acceptability/unacceptability of the risk** from the appropriate party.
		2.4 Evaluate risk against criteria to identify if it warrants 'unacceptable risk' status and either action or refer to the appropriate person.
3	Identify, analyse and implement risk treatments.	3.1 Identify and consider all possible **standard risk treatment options**.
		3.2 Identify available options by preliminary analysis and testing of possible options.
		3.3 Analyse available options, including the identification of resource requirements.
		3.4 Select most appropriate site procedure for dealing with the situation.
		3.5 Plan and prepare the course of action in detail and acquire/obtain required resources.
		3.6 Implement the course of action.
4	Complete records and reports.	4.1 Communicate information on the course of action and implementation to the relevant people.
		4.2 Complete **records and reports** for hazards and actions from personal risk assessment as specified by legislative and site requirements.

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Required Skills and Knowledge

Evidence Guide

Critical Aspects of Evidence

The evidence required to demonstrate this competency must be relevant to work site operations. In addition to satisfying the requirements of all elements, performance criteria, required knowledge and skills, evidence must include demonstration of:

knowledge of procedures, requirements and instructions to apply risk control measures and systems used at the work site

implement appropriate procedures and techniques for the efficient and effective control of risk on a work site, while complying with site safety, environmental, quality and communication requirements. This will include:

identifying hazards

assessing risk and identifying unacceptable risk

identifying, analysing and implementing actions/controls

completing records and reports.

Required Knowledge

Specific knowledge is required to achieve the performance criteria in this unit to the standards of performance required in the workplace, to transfer the skills to other contexts and to deal with unplanned events. Assessment requires evidence of the ability to identify and explain the purpose of:

AS/NZS 4360:1999 Risk Management

Risk Management process and methods including: identifying hazards; assessing risks; determining acceptability of risks; identifying controls

site safety systems information

site environmental management system information

site communication, reporting and recording procedures

enterprise statutory compliance management systems information

enterprise commercial risk management systems information.

Required Skills

Specific skills are required to achieve the performance criteria in this unit. Assessment needs to obtain evidence of the ability to:

proactively identify hazards

take action in response to risks.

Assessment and Interdependence of Units

This unit may be assessed with other relevant units forming a cohesive work function, according to specific site requirements.

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Prerequisite Units

There are no prerequisite units for this unit.

Resource Implications

Assessment of this competency requires typical resources normally used in a site work environment. Selection and use of resources for particular sites may differ due to site conditions, equipment availability, equipment/plant types and different contexts.

Consistency in Performance

To ensure consistency of performance, this unit may be assessed over a period of time and a range of work and site conditions. Local site factors will influence the breadth of evidence require to demonstrate the competency.

Context for Assessment

This unit should be assessed in the work environment where possible. Some assessment events may be conducted under simulated conditions where issues of safety and/or environmental damage are limiting factors.

All assessments must be valid, reliable, fair, flexible and sufficient evidence should be accumulated to demonstrate the required competence.

The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job.

Method of Assessment

Appropriate methods of assessment for this unit will usually include:

observation of processes and procedures

oral and/or written questioning on required knowledge and skills

testimony from supervisors, colleagues and/or other appropriate persons.

Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons.

Questioning should be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and to the requirements of the unit of competency.

Range Statement

RANGE STATEMENT

The following range of variables is subject to site-specific operations, but is not limited to the following details. Site procedures, regulations and occupational health and safety and other relevant legislation apply to all elements and performance.

Risk is defined as the chance of something happening that will have an impact upon objectives. It is measured in terms of consequences and likelihood.

Hazard is defined as a source of potential harm or a situation with a potential to cause loss.

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Risk treatment is defined as selection and implementation of appropriate options for dealing with risk.

Standard risk treatment means treatment options that are included in the site procedures for treatment of risk.

Hazards in the workplace may involve:

equipment

methods/plans

competencies

the work environment.

Consequence is defined as the outcome of an event or situation expressed qualitatively or quantitatively, being a loss, injury, disadvantage or gain.

Likelihood is used as a qualitative description of probability and frequency.

Criteria for the acceptability/unacceptability of the risk must be determined by the organisation's internal policy, goals and/or objectives.

Risk treatment options should be considered in sequence from:

eliminating the hazard

substitution

engineering controls

administrative controls (procedures, etc.)

personal protective equipment.

Records and reports may include:

hazard reporting forms

supervisor reports

incident reports

near miss reports

shift reports.

Unit Sector(s)

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MNQGEN300A Apply risk management processes

Modification History

Unit Descriptor

This unit covers the application of the processes and tasks to conduct inspections and to identify, analyse, assess risks, recommend treatment, contribute to implementation of treatments and to monitor risks. It also covers participation in the preparation, testing and documentation of site working instructions or equivalent.

This unit has been developed from the Queensland Mining S1 unit of competency.

Links outside this unit

The work described in this unit is equivalent to the work covered in:

MNCG1001A Apply risk management processes.

The work covered in this unit relates to the Australian Standard AS/NZS 4360:1999 - Risk Management.

Application of the Unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this Unit of Competency contain applicable facets of employability skills. The Employability Skills Qualification Summary for the qualification in which this Unit of Competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify hazards.	1.1 Inspect and analyse work area conditions regularly and systematically to identify/recognise potential

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		hazards.
		1.2 Access and analyse relevant **work site risk management systems information** to eliminate situations covered by existing and adequate procedures.
		1.3 Recognise the type and scope of uncontrolled hazards and their likely impact.
2	Assess and identify unacceptable risk.	2.1 Consider and determine the likelihood of the event happening.
		2.2 Evaluate and determine the consequence if the event should occur.
		2.3 Consider and determine the risk level (likelihood and consequence combined).
		2.4 Identify or source the **criteria** for determining the acceptability/unacceptability of the risk from the appropriate party.
		2.5 Evaluate the **risk** against criteria to identify if it warrants '**unacceptable risk'** status and the refer the findings to the appropriate person
3	Identify and recommend treatments.	3.1 Identify the range of actions/**treatments**, which may eliminate or minimise the risk.
		3.2 Identify and consider the possible options for resolution of the problem/dealing with the risk.
		3.3 Identify feasible options by preliminary analysis and testing of possible options.
		3.4 Conduct a detailed analysis of feasible options including the identification of **resource requirements**.
		3.5 Select the most appropriate action/treatment for dealing with the situation.
4	Contribute to the implementation of treatments.	4.1 Plan selected action/treatment in detail including the identification of resource requirements.
		4.2 Gain authorisation for selected action/treatment in accordance with site requirements.
		4.3 Review, prepare, test and document site working

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	instructions (or equivalent) for the job.
	4.4 **Communicate** information on the action/treatment and its implementation to the relevant people.
5 Review safety system documentation.	5.1 Monitor and review site working instructions (or equivalent) for **compliance with statutory and site requirements**.
	5.2 Action amendments to the site working instructions (or equivalent) or refer the matter to the appropriate party for follow up.

Required Skills and Knowledge

Evidence Guide

Critical Aspects of Evidence

The evidence required to demonstrate this competency must be relevant to work site operations. In addition to satisfying the requirements of all elements, performance criteria, required knowledge and skills, evidence must include demonstration of:

knowledge of procedures, requirements and instructions for risk management processes on a work site

implementation of appropriate procedures and techniques for the efficient and effective risk management on a work site, while complying with site risk control, health, safety, environmental, quality and communication requirements

ability to transfer risk assessment processes to changing circumstances and to respond to unusual circumstances in the critical aspects of:

conducting inspections

identifying hazards

assessing and identifying unacceptable risk

identifying and recommending treatments

contribution to the implementation of treatments

reviewing safety system documentation.

Required Knowledge

Specific knowledge is required to achieve the performance criteria in this unit to the standards of performance required in the workplace, to transfer the skills to other contexts and to deal with unplanned events.

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In order to determine the level of underpinning knowledge required, the following definitions are to be applied:

General Knowledge. An outline knowledge sufficient to identify the major features /issues and to be able to locate, access and interpret further information on commonly encountered or targeted topics.

Knowledge. A level of knowledge and understanding which supports the recall and application of information in a work situation. Normally related to site specific systems, processes, procedures and facts.

Assessment requires evidence of the ability to identify and explain the purpose of:

mining legislation and regulations

mining legislation and regulations

appropriate mining context and language

topics or subject areas which are target for assessment and treatment

site risk management systems and their application

conventions and requirements for written communications including report writing.

Required Skills

Specific skills are required to achieve the performance criteria in this unit. Assessment needs to obtain evidence of the ability to:

research and use interpretative skills to locate, interpret, analyse and apply relevant operational information

demonstrate technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret work procedures and processes

use plain English speaking and communication skills in relation to oral communications with supervisors and other employees

apply questioning and active listening skills, for example when obtaining information of technical working practices

demonstrate writing skills to allow effective report writing

apply planning and organising skills sufficient to prepare for and apply the risk management processes covered in this unit

demonstrate teamwork skills sufficient to involve and engage the employers/supervisors in the risk management processes

apply problem solving skills to assess technical mining issues.

Assessment and Interdependence of Units

This unit may be assessed with other relevant units forming a cohesive work function, according to specific work site requirements.

Prerequisite Units

There are no prerequisite units for this unit.

Resource Implications

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Assessment of this competency requires typical resources normally used in a work-site work environment. Selection and use of resources for particular work sites may differ due to work site conditions, equipment availability, equipment/plant types and different contexts.

Consistency in Performance

To ensure consistency of performance, this unit may be assessed over a period of time and in a range of work and site conditions. Local site factors will influence the breadth of evidence require to demonstrate the competency.

Context for Assessment

This unit should be assessed in the work environment where possible. Some assessment events may be conducted under simulated conditions where issues of safety and/or environmental damage are limiting factors.

All assessments must be valid, reliable, fair, flexible and sufficient evidence should be accumulated to demonstrate the required competence.

The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job.

Methods of Assessment

Appropriate methods of assessment for this unit will usually include:

observation of risk management processes and procedures

oral and/or written questioning on required knowledge and skills

testimony from supervisors, colleagues, clients and/or other appropriate persons

inspection of the final product or outcome.

Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons.

Questioning should be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and to the requirements of the unit of competency.

Range Statement

RANGE STATEMENT

The following range of variables is subject to site specific operations, but are not limited to the following details. Site procedures, regulations and occupational health and safety and other relevant legislation applies to all elements and performance.

Risk management processes may be undertaken at any mining site. They may involve the members of work groups, teams and management committees, and involve agencies and individuals external to the work site.

Hazard is defined as **a source of potential harm or a situation with a potential to cause loss**.

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Risk is defined as **the chance of something happening that will have an impact upon objectives**. **It is measured in terms of consequences and likelihood**.

Likelihood is used as a qualitative description of probability and frequency.

Probability is defined as **the likelihood of a specific outcome**, **measured by the ratio of specific outcomes to the total number of possible outcomes**. **Probability is expressed as a number between 0 and 1**, **with 0 indicating an impossible outcome and 1 indicating an outcome is certain**.

Consequence is defined as **the outcome of an event of situation expressed qualitatively or quantitatively**, **being a loss**, **injury**, **disadvantage or gain**.

Criteria for the acceptability/unacceptability of the risk must be determined by the organisation's internal policy, goals and/or objectives.

Risk management processes and measures may include those focused on:

personal safety (e.g. personal protective equipment, medical standards, drug and alcohol, stress management and evacuation)

equipment and machinery isolation

protection and guarding

hazard identification and monitoring

chemical safety

fire safety

other potential emergency related circumstances.

Site risk management systems information may include:

applicable commonwealth/state/territory legislation and codes of practice relating to the industry, dangerous and hazardous goods, environmental protection and safety and health

work site safety and/or environmental management systems

manufacturers' documentation and handbooks

workplace operating procedures and policies

material safety data sheets

emergency procedures.

Statutory/legal compliance may include:

common law

dangerous goods

development of training policies/programs to aid compliance

mining legislation

trade practices

waterways

weights and measures

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workers compensation/WorkCover

requirements for the maintenance of records for statutory/legal breaches

provision of information and training

regulations and codes of practice relating to statutory/legal compliance

site representatives and committees

issue resolution.

Acceptable risk criteria:

The organisation's internal policy, goals and/or objectives must determine the criteria for acceptable risk.

Types of risks may involve:

equipment

methods/plans

competencies

the work environment.

Treatments may include option type sin sequence such as:

eliminating the hazard

substitution

engineering controls

administrative controls (procedures, etc.)

personal protective equipment.

Resources may include:

people

finance

equipment

environment

buildings/facilities

technology

information.

Consultation may include:

regulatory authorities

tenderers

project managers

contractors

employees

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customers

suppliers.

Records and reports may include:

a full report including Objective, Method, Results and Recommendations

risk assessment forms

action planning documents.

Communications may be:

face to face

in writing

by telephone or by other electronic means

formal

informal.

Unit Sector(s)

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MNQGEN400A Apply site risk management system

Modification History

Unit Descriptor

This unit covers the **risk management** responsibilities of an employee with supervisory responsibilities on a work site. It includes the requirements for: providing information to work groups; applying and monitoring participative arrangements, providing risk training, identifying hazards, assessing risks, controlling risks and the maintaining of risk management records.

Unit Replaced

This unit replaces part of the unit MNQTL02 Implement monitor and report on the site risk management processes associated with occupational health and safety and environment.

Links outside this unit

The work covered in this unit is relevant to AS/NZS 4360:1999 Risk Management.

Application of the Unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this Unit of Competency contain applicable facets of employability skills. The Employability Skills Qualification Summary for the qualification in which this Unit of Competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Provide information to the work group.	1.1 Accurately explain **relevant provisions of legislation** and codes of practice to the work group.

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		1.2 Provide information on the **organisation's risk management policies, procedures and programs** to the work group in a readily accessible manner.
		1.3 Regularly provide and clearly explain information about **identified hazards** and the outcomes of **risk assessment** and control to the group.
2	Apply and monitor participative arrangements.	2.1 Explain the importance of effective consultative mechanisms in managing risk.
		2.2 Conduct and monitor consultative procedures to facilitate participation of work groups in managing work area hazards.
		2.3 Promptly deal with issues raised through consultation in accordance with **organisational consultation procedures.**
		2.4 Record and promptly communicate the outcomes of consultation over risk management issues to the work group.
3	Apply and monitor the procedures for providing training.	3.1 Systematically identify risk management training needs in line with organisational requirements.
		3.2 Make arrangements, in consultation with relevant individuals, to meet risk management training needs of team members.
		3.3 Provide workplace learning opportunities and coaching and mentoring assistance to facilitate team and individual achievement of identified training needs.
		3.4 Identify and report costs associated with provision of training for work team for inclusion in financial planning.
4	Apply and monitor procedures for identifying hazards and assessing risks.	4.1 Identify and report **hazards and risks** in the work area in accordance with risk management and related policies and procedures.
		4.2 Action team members hazard reports promptly in accordance with organisational procedures.
5	Apply and monitor the procedures for controlling risks.	5.1 Apply procedures for **controlling risk** using the hierarchy of controls and organisational requirements.

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	5.2 Identify and report inadequacies in existing risk control measures in accordance with hierarchy of controls.
	5.3 Monitor outcomes of reported inadequacies where appropriate to ensure a prompt organisational response.
6 Apply and monitor the procedures for maintaining records.	6.1 Ensure accurately completion and maintenance of **risk management records** of incidents in the work area in accordance with organisational requirements.
	6.2 Use aggregate information and data from work area records to identify hazards and monitor risk control procedures in work area.

Required Skills and Knowledge

Evidence Guide

EVIDENCE GUIDE

Critical Aspects of Evidence

The evidence required to demonstrate this competency must be relevant to **work site** operations. In addition to satisfying the requirements of all elements, performance criteria, required knowledge and skills, evidence must include demonstration of:

knowledge procedures, requirements and instructions to apply the site risk management system on a work site

implementation of procedures and techniques for the efficient and effective application of the site risk management system on a work site, while complying with site health, safety, environmental, quality and communication requirements. This will include:

apply the site's management systems and procedures to risk management in the work site

identify and comply with risk management legal and organisational requirements

apply site procedures to identify hazards in the workplace

apply site procedures for assessment and control of risk associated with those hazards in accordance with the hierarchy of control

provide specific clear and accurate information and advice on workplace hazards to work group

provide appropriate supervision of work group.

Required Knowledge

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Specific knowledge is required to achieve the performance criteria in this unit to the standards of performance required in the workplace, to transfer the skills to other contexts and to deal with unplanned events. Assessment requires evidence of the ability to identify and explain the purpose of:

relevant legislation from all levels of government that effect business operations, especially as they apply to occupational health and safety, the environment, development, trade practices, consumer protection, financial failure, damage to property and equipment, anti-discrimination, employment, industrial relations, professional incompetence

legal responsibilities of employers, supervisors and employees in the workplace

site policies and procedures relating to hazard management, fire emergency, evacuation, incident and accident investigation and reporting

relevance of consultation as a key mechanism for improving workplace risk management

principles and practices of risk management

characteristics and composition of the workgroup.

Required Skills

Specific skills are required to achieve the performance criteria of this unit. Assessment needs to obtain evidence of the ability to:

analyse skills to identify hazards and assess risks in the work area

data analysis skills including:

incident monitoring

environmental monitoring

evaluation of effectiveness of risk control measures

assessment skills to assess resources required to apply risk control measures

literacy skills for comprehending documentation and interpreting risk management requirements

coaching and mentoring skills to provide support to colleagues

ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

Concurrent Assessment and Interdependence of Units

This unit may be assessed with other relevant units according to specific work site requirements.

Prerequisite Units

There are no prerequisite units for this unit.

Resource Implications

Assessment of this competency requires typical resources in the work environment. Selection and use of resources for particular work sites may differ due to work site conditions, equipment availability, equipment/plant types and different contexts.

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Consistency in Performance

To ensure consistency of performance this unit may be assessed over a period of time and a range of work site conditions. Local site factors will influence the breadth of evidence required to demonstrate the competency. .

Context for Assessment

This unit should be assessed in the work environment where possible. Some assessment events may be conducted under simulated conditions where issues of safety and/or environmental damage are limiting factors.

All assessments must be valid, reliable, fair, flexible and sufficient evidence should be accumulated to demonstrate the required competence.

The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job.

Method of assessment

Appropriate methods of assessment for this unit will usually include:

observation of process and procedures

oral and/or written questioning of required knowledge and skills

testimony from supervisors, colleagues, clients and or other appropriate persons

a portfolio of documentary evidence.

Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons.

Questioning should be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and the requirements of the unit of competency.

Range Statement

RANGE STATEMENT

The following range of variables is subject to site specific operations, but is not limited to the following details. Site procedures, regulations and occupational health and safety and other relevant legislation apply to all elements and performance.

Risk is the chance of something happening that will have an impact upon objectives. It is measured in terms of consequence and likelihood.

Risk management is the culture, processes and structure that are directed towards the effective management of potential opportunities and adverse risk.

Risk management may be applied to:

statutory compliance

occupational health and safety

environment

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quality

property security

business risks, such as:

credit management

capital expenditure

sales and marketing

finance and accounting.

Relevant legislation and codes of practice may include:

award and enterprise agreements and relevant industrial instruments

relevant legislation, regulations and permits from all levels of government that affects business operations, such as:

occupational health and safety

environmental

development consents

trade practices and consumer protection

equal opportunity

industrial relations

anti-discrimination

common law duty of care

relevant industry codes of practice.

The policy is the statement of over all intent and direction of the organisation in respect of the specific area of managerial responsibility.

Organisation's Risk Management policies and procedures may include:

risk management policy

site procedures and work instructions for hazard identification

site procedures and work instructions for risk assessment, selection and implementing of risk control measures

site incident (accident) investigation requirements

site risk audits and investigations requirements

site consultative arrangements for employees in work area

site hazard report procedures

site operating procedures and instructions

site emergency and evacuation procedures

site purchasing policies and procedures

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site plant and equipment maintenance and use instructions

site hazardous substances use and storage procedures and work instructions

site dangerous goods transport and storage procedures and work instructions

site occupational health and safety arrangements for on site contractors, visitors and members of the public

site first aid provisions/medical practitioner contacts and attention instructions

site access procedures and instructions.

Hazard is a source of potential harm or a situation with a potential to cause loss.

Risk identification is the process of determining what can happen, why and how.

Risk assessment is the overall process of risk analysis and risk evaluation.

Risk analysis is a systematic use of available information to determine how often specified events may occur and the magnitude of their likely consequences.

Risk evaluation is the process used to determine risk management priorities by comparing the level of risk against predetermined standards, target risk levels or other criteria.

Risk treatment is the selection and implementation of appropriate options for dealing with risk.

Risk management processes are the systematic application of management policies, procedures and practices to the task of establishing the context, identifying, analysing, evaluating, treating, monitoring and communicating risk.

Consultation would typically include:

regulatory authorities

tenderers

project managers

contractors

employees

community

customers

suppliers.

Monitor is to check, supervise, observe critically, or record the progress of an activity, action or system on a regular basis in order to identify change.

Identifying hazards and assessing risk may occur through activities such as:

workplace inspections in area of responsibility

consulting work team members

housekeeping

risk audits and review of audit reports

daily informal employee consultation and regular formal employee meetings

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checking equipment before and during work

review of health, safety, environmental, quality and other risk related records.

Organisational consultation procedures may include:

formal and informal meetings

health and safety committees

other committees, such as, planning and purchasing

involvement of employees in management and planning meetings

early response to employee suggestions, requests, reports and concerns put forward to management

counselling/disciplinary processes.

Procedures for controlling risk may include:

removing the cause of the risk at its source (eliminating the hazard)

selecting control measures in accordance with the hierarchy (i.e. work through the hierarchy from most effective to least effective)

job/process/workplace re-design

consultation with employees and their representatives.

Risk management records may include:

audit and inspection reports

hazard registers

risk analysis records

risk treatment reports

minutes of meetings (risk management, occupational health and safety, environmental etc)

induction, instruction, training and assessment

manufacturer's and supplier's information

dangerous goods and hazardous substances registers

plant and equipment maintenance and testing reports

workers compensation and rehabilitation records

first aid/medical records

major incident and emergency response instructions

emergency contact lists

financial records

contract documents.

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Unit Sector(s)

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MNQGEN500A Implement and maintain management plans to control risk

Modification History

Unit Descriptor

This unit covers the use of appropriate measures and criteria to establish management plans to control **risk** in the area of managerial responsibility in work site operations. It includes establishing the framework of the plan, establishing the processes to support the plan; planning and implementation the plan; and monitoring, reviewing and updating the management processes.

The areas of managerial responsibility covered by this unit may include:

statutory compliance

occupational health and safety

environment

quality

property security

business risks, such as:

credit management

capital expenditure

sales and marketing

finance and accounting.

Units Replaced

This unit replaces the following units:

MNQQM01A Implement and maintain statutory/legal compliance system

MNQQM02A Implement and maintain site risk management processes associated with occupational health and safety and environment systems

MNQQM08A Implement and promote quality system.

Links outside this unit

The work in this unit relates to AS/NZS 4360:1999 Risk Management.

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Application of the Unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this Unit of Competency contain applicable facets of employability skills. The Employability Skills Qualification Summary for the qualification in which this Unit of Competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Develop the framework for the site management plan.	1.1 Develop and document site **objectives** in the **area of managerial responsibility**, in **consultation with relevant personnel,** and conforming to the organisation's **policy** and **system's procedures**.
	1.2 Develop and document the structures for the application of the management system**,** in consultation with relevant personnel, and conforming to the organisation's **policy** and **system's procedures**.
	1.3 Define, allocate and document the responsibilities for applying the management system in job descriptions and duty statement for all relevant site positions.
2 Develop the processes to support the site management plan.	2.1 Identify existing and potential site **hazards and risks** in the **area of managerial responsibility** in accordance with legislation, codes of practice and trends identified from the record system.
	2.2 Access, interpret and clarify the organisation's criteria for **assessing and treating risks**.
	2.3 Develop and document detailed **site procedures**

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		and practices for the application of the management system in consultation with relevant personnel, and that conform to the organisation's **policy** and **system's procedures**.
		2.4 Identify, obtain and maintain information sources and expert advise required to support the management plan.
3	Prepare and implement the plan.	3.1 Plan, schedule and document how the management systems will be introduced to the entire work site.
		3.2 Identify, seek and/or provide **resources** for the operation of the management plan, in a timely and consistent manner.
		3.3 Provide and explain information on the site management plan in a form readily accessible to site employees.
		3.4 Provide/arrange appropriate development and/or training for site personnel on the management plans' **site procedures and practices**.
		3.5 Make available information on known and intended process changes and enhancements to **site personnel.**
		3.6 Provide support and encouragement to those responsible for the conduct of the plan's activities.
		3.7 Ensure all management plans' **records and reports are** produced, processed and maintained as specified by legislative and organisation's requirements.
4	Monitor, review and update the management processes.	4.1 **Monitor** the management plans' activities and achievement targets and provide/focus **resources** to ensure the implementation plan is satisfied.
		4.2 Review and update the management plans' implementation plan periodically and when changing circumstances are anticipated/occur.
		4.3 Complete and retain management plans' documentation covering the reasons for and changes made in accordance with the organisation and relevant **legislative requirements**.

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Required Skills and Knowledge

Evidence Guide

Critical Aspects of Evidence

The evidence required to demonstrate this competency must be relevant to work site operations. In addition to satisfying the requirements of all elements, performance criteria, required knowledge and skills, evidence must include demonstration of:

knowledge of procedures, requirements and instructions to establish and maintain risk management plans on work sites,

implementation of appropriate procedures and techniques for the efficient and effective establishment and maintenance of risk management plan on work sites, while complying with site risk control, health, safety, environmental, quality and communication requirements. This will include:

preparation and issuing of a pit plan that reflects the risk management requirements of site and is capable of achieving all of its planned outcomes and the organisation's policy and requirements

identifying and making available the required resources for the safe, efficient and effective execution of the plan

providing sound leadership and supervision of team in undertaking the implementation and application of the plan

the successful implementation of the plan.

Required Knowledge

Specific knowledge is required to achieve the performance criteria in this unit to the standards of performance required in the workplace, to transfer the skills to other contexts and to deal with unplanned events. Assessment requires evidence of the ability to identify and explain the purpose of:

organisation's policies, goals and objectives

relevant legislative requirements

action planning methods

negotiation skill

written and oral communication methods

receptive listening skills

human resource management processes

method of identifying appropriate action based on cost, safety, and welfare issues

work procedure/instruction writing

reporting and recording procedures

work site operating procedures

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hazard identification processes

risk assessment processes

risk treatment processes

documentation methods.

Required Skills

Specific skills are required to achieve the performance criteria in this unit. Assessment needs to obtain evidence of the ability to:

read, interpret and apply legislation

develop and maintain site procedures and practices

read, interpret, apply and communicate technical information, rules, procedures, regulations etc

document and facilitate management planning

maintain relevant records and documents

monitor and decide on changes to process

provide leadership and guidance for group activities

communicate effectively in the workplace

explain complex information to superiors/subordinates

provide coaching and mentoring support

apply active listening

show sensitivity to the needs and feelings of others

actively encourage the free exchange of information.

Assessment and Interdependence of Units

This unit may be assessed with other relevant units forming a cohesive work function, according to specific work site requirements.

Prerequisite Units

There are no prerequisite units for this unit.

Resource Implications

Assessment of this competency requires typical resources normally used in a work-site work environment. Selection and use of resources for particular work sites may differ due to work site conditions, equipment availability, equipment/plant types and different contexts.

Consistency in Performance

To ensure consistency of performance, this unit may be assessed over a period of time and a range of work and site conditions. Local site factors will influence the breadth of evidence require to demonstrate the competency.

Context for Assessment

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This unit should be assessed in the work environment where possible. Some assessment events may be conducted under simulated conditions where issues of safety and/or environmental damage are limiting factors.

All assessments must be valid, reliable, fair, flexible and sufficient evidence should be accumulated to demonstrate the required competence.

The assessment environment should not disadvantage the participant. For example: language, literacy and numeracy demands of assessment should not be greater than those required on the job.

Methods of Assessment

Appropriate methods of assessment for this unit will usually include:

observation of processes and procedures

oral and/or written questioning on required knowledge and skills

testimony from supervisors, colleagues, clients and/or other appropriate persons

inspection of the final product or outcome

a portfolio of documentary evidence.

Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons.

Questioning should be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and to the requirements of the unit of competency.

Range Statement

RANGE STATEMENT

The following range of variables is subject to site-specific operations, but is not limited to the following details. The organisation's procedures, regulations and occupational health and safety and other relevant legislation apply to all elements and performance.

Risk is the chance of something happening that will have an impact upon objectives. It is measured in terms of consequence and likelihood.

Consultation with relevant personnel would typically include:

senior management

subject matter experts

regulatory authorities

tenderers

project managers

contractors

employees

community

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customers

suppliers.

The policy is the statement of over all intent and direction of the organisation in respect of the specific area of managerial responsibility.

The system's procedures are the procedures that support and expand on the policy and set out the requirements for implementing the system on individual sites. They provide direction and guidance to those responsible for implementation of the system and in the preparation of site specific work procedures, instruction and practices to put the system into effect.

System's procedures may include:

identification of hazards

risk identification

risk assessment

risk treatment

interim solutions

dealing with unplanned incidents and events

consultation

communication

monitoring

review

record keeping

reporting

training.

Hazards are sources of potential harm or situations with the potential to cause loss.

Risk identification is the process of determining what can happen, why and how.

Risk assessment is the overall process of risk analysis and risk evaluation.

Risk analysis is a systematic use of available information to determine how often specified events may occur and the magnitude of their likely consequences.

Risk evaluation is the process used to determine risk management priorities by comparing the level of risk against predetermined standards, target risk levels or other criteria.

Risk treatment is the selection and implementation of appropriate options for dealing with risk.

Risk treatment should considered using options in sequence from eliminating the hazard, substitution, engineering controls, administrative controls, and finally personal protective equipment.

Site procedures and practices may include:

standard operating procedures

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safe operating procedures

work instructions

emergency procedures

allocation of responsibilities

permit requirements

sampling and testing requirements

documentation and reporting requirements.

Resources may include:

people

finance

equipment

buildings/facilities

technology

information.

Site personnel may include:

employees

contractors.

Records and reports may include

results

recommendations

assessment forms

action planning documents.

Monitor is to check, supervise, observe critically, or record the progress of an activity, action or system on a regular basis in order to identify change.

Legislative requirements may include:

requirements for the maintenance of records for statutory/legal breaches

provision of information and training

regulations and codes of practice relating to statutory/legal compliance

site representatives and committees

issue resolution.

Unit Sector(s)

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PRMCMN201A Participate in workplace safety arrangements

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency covers understanding and participating in workplace occupational health and safety (OHS) policies and procedures in order to ensure own safety and that of others in the workplace. It also covers recognising hazards and following workplace emergency procedures.

This unit is relevant for employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision, within company guidelines.

The unit is based on Generic Competency A in the National Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards (NOHSC:7025 [1998] 2nd edition).

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Not Applicable

Elements and Performance Criteria Pre-Content

Not Applicable

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Follow workplace procedures for hazard identification and risk control	1.1 *Identify hazards* in the work area and report *hazards* to *appropriate personnel* in accordance with *workplace procedures* and *company requirements* 1.2 Follow *workplace procedures* and work instructions for controlling risks in accordance with *company requirements*
2 Participate in arrangements for the management of occupational health and safety	2.1 Raise OHS issues with *appropriate personnel* in accordance with relevant *OHS legislation*, *workplace procedures* and *company requirements* 2.2 Join in *participative arrangements* for OHS management in the workplace within scope of own role and responsibilities in accordance with *workplace procedures* and *company requirements*
3 Follow emergency procedures in the workplace	3.1 Follow *emergency procedures* for dealing with accidents, fires and emergencies whenever necessary within scope of own role and responsibilities in accordance with *company requirements* 3.2 Report details of *hazardous events* to *appropriate personnel* in accordance with *company requirements*

Required Skills and Knowledge

Refer to Evidence Guide

Evidence Guide

EVIDENCE GUIDE

Critical aspects of competency

- Ability to accurately follow workplace procedures relevant to controlling risks in the workplace.
- Ability to identify hazards and risks in the workplace and report such hazards and risks to designated personnel.

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- Ability to correctly follow emergency procedures in emergency situations. Note that evidence in this area may be gathered through simulations.

Knowledge needed to achieve the performance criteria

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this unit are listed below.

- Rights and responsibilities of parties in the workplace under relevant OHS Acts, regulations and codes of practice.
- Communication channels and procedures to report OHS concerns.
- Common workplace hazards and risk control measures including:
  - range and meanings of safety signs and symbols in the workplace
  - types and purpose of personal protective equipment
  - site safety plan
  - ways in which OHS is maintained in emergency situations
  - equipment and material use, storage, cleaning and disposal procedures.

Specific skills needed to achieve the performance criteria

To achieve the performance criteria, some complementary skills are required. These relate to the ability to:

- follow safe work procedures
- identify potential and existing risks or hazards
- follow emergency response procedures
- communicate OHS information to appropriate personnel.
- use tools and equipment and products safely
- use literacy and language skills to:
  - understand and comply with work instructions
  - interpret safety signs
  - read and comprehend product instructions
  - participate in OHS training.

Other units of competency that could be assessed with this unit

Competency in this unit will underpin competency in other aspects of the candidate's role in managing their work tasks.

This unit could be assessed on its own or in combination with other competencies relevant to the job function.

Resources required to assess this unit

The candidate and the assessor should have access to the appropriate documentation and resources normally utilised in the workplace. This includes access to the following:

- a suitable work area, or a simulated workplace environment, that allows for identification of hazards
- personal protective equipment commonly used to reduce workplace risk
- relevant products, tools, specialist equipment, and associated instructions

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- manuals and relevant documentation including occupational health and safety policies and procedures
- assessment documentation forms and record books.

Gaining evidence to assess this unit

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and be observed by the assessor (or assessment team working together to conduct the assessment). The competency is to be demonstrated in a range of situations, which may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

When assessing candidates, assessment techniques that allow a collection of evidence from relevant workplace experience should be used. Assessment against this unit may involve the following:

- continuous assessment in the workplace (observation), or a setting that simulates the conditions of a workplace (simulation), taking into account the range of variables affecting performance
- Self-assessment of performance on the same terms as those described above.
- interviews and/or provision of learning activities to check underpinning knowledge requirements
- supplementary evidence that may be obtained from relevant authenticated correspondence or reports from supervisors or team leaders.

Performance and assessment of this unit must be carried out within the relevant requirements of the legislative and industry framework and as set out in organisational OHS policies and procedures.

Key competency levels

There are a number of processes learnt throughout work and daily life that are required in all jobs. They are fundamental processes and generally transferable to other work environments. Some of these work processes are covered by the *key competencies* listed below. Information provided to each question highlights how these processes are applied in this unit of competency.

The number in brackets indicates the level to which the key competency should be demonstrated.

1 Perform the process	**2** Perform and administer the process	**3** Perform, administer and design the process

How can **information be collected**, **analysed and organised** (**1**)	Information regarding the work environment is compared against relevant policies and procedures.
How can **communication of ideas and information** (**1**) be applied?	Report or discuss OHS issues with relevant or designated personnel.

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How are **activities planned and organised** (**1**)	Organise work tasks according to safe work practices.
How can **teamwork** (**1**) be applied?	Participate in ensuring a safe work environment.
How can the use of **mathematical ideas and techniques** (**1**) be applied?	Mix chemicals according to product labels and follow equipment maintenance schedules.
How can **problem-solving skills** (**1**) be applied?	Identify hazards and report to appropriate persons.
How can the **use of technology** (**1**) be applied?	Use equipment appropriately in the workplace.

Range Statement

RANGE STATEMENT

The range statement links the required knowledge and organisational and technical requirements to the workplace context. It describes any contextual variables that will be used or encountered when applying the competency in work situations. It allows for different work practices and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables are listed alphabetically and may be present for this particular unit.

Appropriate personnel may include:

- health and safety representatives
- managers
- OHS personnel
- other persons including emergency service personnel, authorised or nominated by the enterprise or industry to:
  - approve specified work
  - direct specified work/functions
  - inspect specified work
  - perform specified work/functions
- supervisors/team leaders.

Company requirements may include:

- counselling/disciplinary processes
- maintenance of plant and equipment
- purchasing of supplies and equipment

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- work procedures and work instructions.

Emergency procedures may include:

- accident/incident reporting
- chemical containment
- evacuations
- following instructions from authorised or designated personnel during hazardous events
- provision of First Aid.

Hazardous events may include:

- accidents (including motor vehicle accidents)
- acts of violence
- bomb threats
- chemical spills
- fire and explosions
- inhalation of dangerous substances
- natural disasters.

Hazards may include:

- associated with electrical or mechanical faults
- environmental e.g. improper use of hazardous materials/chemicals
- ergonomic e.g. improper manual handling methods
- obstructive e.g. blocked access to emergency entry/exit points.

Identify hazards may include activities such as:

- checking equipment or the work area before work commences and during work
- regular housekeeping activities
- workplace inspections of equipment and work areas.

OHS legislation may include:

- general duty of care under OHS legislation and common law
- provisions relating to OHS issue resolution
- provisions relating to roles and responsibilities of health and safety representatives and/or OHS committees
- regulations and codes of practice including regulations and codes of practice relating to hazards present in the workplace or industry
- state/territory/Commonwealth OHS Acts.

Participative arrangements may include:

- formal and informal meetings of:
  - OHS committees
  - other committees e.g. consultative, planning and purchasing
- suggestions, requests, reports and concerns put forward by employees to management.

Workplace procedures may include specific OHS procedures and organisational policies or procedures relating to:

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- assessing and controlling risks
- consultation and participation arrangements for employees
- emergency response
- OHS issue resolution
- safe operating procedures or instructions that cover but are not limited to:
  - awareness of electrical hazards
  - confined space procedures
  - First Aid
  - safe use of tools and equipment
  - working safely around electrical wiring, cables, and overhead powerlines
- specific hazards
- reporting OHS issues
- use of personal protective equipment
- workplace safety inspections.
-

Unit Sector(s)

Not Applicable

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PRMCMN202A Provide effective client service

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency involves the skills and knowledge required to provide effective client service. It covers establishing client relationships, identifying client needs and meeting such needs via the delivery of services or by providing information and advice on products and services. The knowledge and skills required will apply to initial or repeat client encounters, either on company or client premises.

The unit may be expected to apply to a worker who has routine contact with internal or external clients and is providing routine, well-defined services/products to clients. This unit would usually be carried out under routine supervision, within company guidelines.

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Not Applicable

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
1 Establish a working relationship with clients	1.1 Acknowledge and greet *clients* courteously in accordance with *company requirements* and *workplace procedures* 1.2 Communicate with *clients* in a clear, accurate and courteous manner during *contacts* in accordance with *company requirements* 1.3 Establish rapport/relationship with *client* and express a genuine interest in *client* needs/requirements in accordance with *company requirements*
2 Identify client needs	2.1 Identify *client needs* in accordance with *workplace procedures* and *company requirements* 2.2 Analyse *client* requests and where necessary confirm, with the *client* or others, to identify exact requirements in accordance with *company requirements* 2.3 Provide *clients* with *information* about available options for meeting their needs in accordance with *company requirements* 2.4 Identify any personal limitations in addressing *client needs* and, where appropriate, seek assistance from others in the *work group* in accordance with *company requirements*
3 Deliver service to clients	3.1 Provide prompt *client* service to meet identified needs in accordance with *company requirements* 3.2 Treat *suggestions and complaints* positively and politely and, where appropriate, use to improve personal and company practice in accordance with *company requirements* 3.3 Identify *opportunities to enhance the quality of products and services* and *client contacts* and utilise such opportunities wherever possible
4 Provide effective client service on client premises	4.1 Carry out *workplace procedures* in a timely and professional manner in accordance with *company requirements* 4.2 Negotiate alternative arrangements with *clients* where previously arranged *commitments* cannot be met, in accordance with *workplace procedures* and *company requirements* 4.3 Ensure operations and services provided satisfy *client* delivery needs and *company*

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ELEMENT	PERFORMANCE CRITERIA
	requirements
5 Maintain personal presentation standards and present a professional image	5.1 Maintain company *uniform* to present an image appropriate to work functions carried out in accordance with *company requirements* 5.2 Maintain specific presentation requirements in accordance with *company requirements* 5.3 Keep visible work area tidy and uncluttered in accordance with *company requirements*
6 Promote the products and services of the organisation to potential and existing clients	6.1 Explain *products and services* of benefit to the *client* clearly and accurately in accordance with *company requirements* 6.2 Provide sales brochures and product *information* to *clients* where available and appropriate in accordance with *company requirements* 6.3 Maintain confidentiality of *product and service information* in accordance with *company requirements*
7 Present a positive company image using effective communication techniques	7.1 Maintain professional ethics to enhance client commitment and to build a return *client* base 7.2 Maintain the image and good standing by taking timely actions with *clients* in accordance with *company requirements* 7.3 Create an effective service environment through appropriate effective *communication techniques* 7.4 Use *communication equipment* effectively and efficiently according to *company requirements*

Required Skills and Knowledge

Refer to Evidence Guide

Evidence Guide

EVIDENCE GUIDE

Critical aspects of competency

- Accurate identification of client needs through the use of appropriate interpersonal skills.

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- Deliver services and respond to client requirements by applying company policy and procedures in a timely and accurate manner.
- Ability to clarify the needs and expectations of the client or explore alternative ways of satisfying their needs and expectations.
- Detailed knowledge of products and services and the capacity to explain to clients the features and benefits of products and services.
- Use effective communication techniques to enable rapport with clients to be established.
- Use appropriate presentation techniques and follow company uniform policies in order to maintain a positive company/industry and self-image.
- Establish a relationship with clients that engenders integrity and trust that will allow for the provision of effective client service to follow.

Knowledge needed to achieve the performance criteria

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below.

- The range of possibilities of company products/services.
- Company client service standards.
- Importance of client service, good communication and an individual's role in delivering client service.
- Client confidentiality provisions.
- Client groups - internal and external.
- Complaints handling procedures.
- Effective communication techniques including summarising and clarifying.
- Communication equipment procedures including reporting faults.
- Company codes of conduct.
- Uniform policies and procedures.

Specific skills needed to achieve the performance criteria

To achieve the performance criteria, some complementary skills are required. These relate to the ability to:

- use communication skills that assist in identifying and meeting client needs including:
  - locating and using information
  - time management
- use analytical skills to interpret and meet client needs
- use flexibility to handle variations in client needs
- use problem-solving skills
- use language skills that allow for adequate communication with the client
- use literacy skills to the level required to acquire the required product knowledge
- use numeracy skills to the level required to interpret the client requirements and meet their needs
- relate to people from a range of social, cultural and ethnic backgrounds.

Other units of competency that could be assessed with this unit

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Where practical, this unit should be assessed in an integrated fashion with other appropriate units.

This unit could be assessed on its own or in combination with other competencies relevant to the job function.

Resources required to assess this unit

Practical assessment will frequently be in the workplace or a suitable similar environment. Access to such an environment will be required. The candidate and the assessor should have access to the appropriate documentation and resources normally utilised in the workplace. This includes access to the following:

- a suitable work area or a simulated workplace environment that allows for demonstration of identifying client needs and delivering effective client service
- products and information utilised in the provision of client service
- client service manuals and other relevant organisational documentation
- assessment documentation forms and record books.

Gaining evidence to assess this unit

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and be observed by the assessor (or assessment team working together to conduct the assessment). The competency is to be demonstrated in a range of situations that may include client/workplace interruptions and involvement in related activities normally experienced in the workplace.

This unit is essentially skills-based and it is expected that assessment will be largely practical (i.e. workplace-based or by simulation) in nature, supported by questioning to assess product knowledge.

Performance and assessment of this unit must be carried out within the relevant requirements of the legislative and industry framework and as set out in company OHS policies and procedures. Assessment requires that client inquiries meet the objectives of the company and industry expectations in the particular company requirement.

Key competency levels

There are a number of processes learnt throughout work and daily life that are required in all jobs. They are fundamental processes and generally transferable to other work environments. Some of these work processes are covered by the key competencies listed below. Information provided to each question highlights how these processes are applied in this unit of competency.

The number in brackets indicates the level to which the key competency should be demonstrated.

1 Perform the process	**2** Perform and administer the process	**3** Perform, administer and design the process

How can **information be collected**, **analysed and**	Interpret and analyse client needs against available company products and services.

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organised (**2**)?	
How can **communication of ideas and information** (**2**) be applied?	Identify the client needs and recommend acceptable alternatives to the client.
How are **activities planned and organised** (**2**)?	Organise work tasks and rescheduling according to client requirements.
How can **teamwork** (**1**) be applied?	Share experiences with difficult clients and discuss possible solutions.
How can the use of **mathematical ideas and techniques** (**1**) be applied?	Calculate product and service pricing.
How can **problem-solving skills** (**2**) be applied?	Develop acceptable solutions and deliver that service to standard and in an appropriate timeframe. Identify where client requirements can and cannot be met and suggest alternatives.
How can the **use of technology** (**2**) be applied?	Store and retrieve client and product information and effectively utilise electronic communication equipment in line with company requirements.

Range Statement

RANGE STATEMENT

The range statement links the required knowledge and organisational and technical requirements to the workplace context. It describes any contextual variables that will be used or encountered when applying the competency in work situations. It allows for different work practices and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit.

Clients may be either internal or external and include:

- clients with routine or special requests
- people from a range of social, cultural or ethnic backgrounds
- people with varying physical and mental abilities
- regular and new clients including but not limited to:
  - members of the public
  - business enterprises
  - government agencies
  - suppliers

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- team members.

Communication equipment may include:

- email
- facsimile
- Internet/Intranet applications
- paging equipment
- photocopiers
- telephones.

Company requirements may include:

- code of ethics
- company image
- dress/uniform codes
- legal and company policy/guidelines
- legislation relevant to the work or service function
- legislative and regulatory requirements including:
  - codes of conduct
  - consumer law
  - discrimination/equal employment opportunity
  - environmental law
  - harassment and other laws specific to local government, state and federal legislation
  - OHS
  - privacy legislation
- OHS policies, procedures and programs
- personnel practices and guidelines outlining work roles, responsibilities and delegations
- quality systems, standards and guidelines
- staff appearance and presentation.

Client contacts may include:

- answering the telephone
- face-to-face interactions
- interactions with team members.

Client needs may relate to:

- accuracy of information
- advice or general information
- making complaints/suggestions
- purchasing products and services
- specific requests.

Commitments may be:

- individually negotiated
- negotiated in a team approach.

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Communication techniques may include:

- active listening techniques
- clear, legible writing
- giving clients full attention
- maintaining eye contact (for face-to-face interactions)
- non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)
- speaking clearly and concisely
- using appropriate language and tone of voice
- using open and/or closed questions
- verbal or written responses.

Information may be:

- contained in manufacturers' specifications or information
- provided verbally
- written e.g. product brochures.

Opportunities to enhance the quality of products and services may include procedures for:

- allocating appointments
- communicating with clients
- delivering products and services
- responding to complaints or suggestions.

Product and service information may include:

- features and benefits of products/services
- range of products/services available
- supplier information.

Suggestions and complaints may include:

- administrative or financial errors
- damaged goods
- service or delivery errors.

Uniform may include clothes with a company logo or overalls. Requirements for uniform type may depend on climate and seasonal changes.

Work groups may include:

- colleagues
- line managers
- supervisors.

Workplace procedures may include:

- assignment instructions
- instructions from colleagues/supervisor/manager
- personal protective equipment requirements
- reporting and documentation requirements

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- specific client requirements.
-

Unit Sector(s)

Not Applicable

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PRMCMN301A Contribute to workplace safety arrangements

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency covers contributing to occupational health and safety (OHS) policies and procedures in order to assist in ensuring own safety and that of others in the workplace. It is relevant for employees with some supervisory or team leading responsibilities.

This unit includes provisions for providing information to work groups and actively contributing to maintaining a safe work environment. Performance would usually be carried out under routine managerial supervision, within organisational guidelines.

The unit is based on Generic Competency B in the National Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards (NOHSC:7025 [1998] 2nd edition).

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Not Applicable

Elements and Performance Criteria Pre-Content

Not Applicable

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Share information with the work group about occupational health and safety	1.1 Discuss with the *work group* the relevant provisions of *OHS legislation* as they relate to *work procedures* in accordance with *company requirements*
	1.2 Discuss and provide *information* in a *readily accessible* manner to the *work group* about organisational OHS policies, procedures and programs in accordance with *company requirements*
2 Encourage participative arrangements within a work group for the management of occupational health and safety	2.1 Discuss and resolve OHS issues raised within the *work group* promptly, or refer such issues to *appropriate personnel* for resolution in accordance with *workplace procedures* and *company requirements*
	2.2 Advise promptly *work group* members about the outcomes of OHS issues raised in accordance with *company requirements*
3 Contribute to the organisation's procedures for identifying hazards and assessing risks and controlling risks	3.1 Encourage *contributions* from the *work group* in *identifying hazards* in accordance with *company requirements*
	3.2 Explain procedures to the *work group* designed to *control risks* and contribute to compliance monitoring in accordance with *workplace procedures* and *company requirements*
	3.3 Report inadequacies in existing risk control measures identified by the *work group* to appropriate *personnel* in accordance with *company requirements*
	3.4 Follow *emergency procedures* for dealing with *hazardous events* whenever necessary within scope of own role and responsibilities in accordance with *company requirements*
	3.5 Document details of *hazardous events* and advise *appropriate personnel* in accordance with *company requirements*
4 Contribute to the organisation's procedures for providing *OHS training*	4.1 Contribute to identifying *OHS training needs* of the *work group* in accordance with company *requirements*
	4.2 Contribute to arrangements for meeting *OHS training needs* of the *work group* by providing suitable *training* in consultation with relevant parties in accordance with *company*

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ELEMENT	PERFORMANCE CRITERIA *requirements*

Required Skills and Knowledge

Refer to Evidence Guide

Evidence Guide

EVIDENCE GUIDE

Critical aspects of competency

- Identify and encourage compliance with OHS legal requirements within a work group.
- Apply organisational requirements and work procedures to OHS within a work group.
- Share information to a work group on workplace procedures pertaining to health and safety in a readily accessible manner.
- Apply a consultative and open approach to the identification of hazards within the work group and ensure unresolved issues are referred to designated personnel.
- Identify and assist with meeting the OHS training needs of the work group.

Knowledge needed to achieve the performance criteria

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this unit are listed below.

- Provisions of OHS Acts, regulations and codes of practice relevant to the workplace including legal responsibilities of employers, employees and other parties with legal responsibilities.
- Principles and practices of effective OHS management including risk management.
- Organisational OHS management systems, policies and procedures.
- Procedures for identifying hazards, assessing risks and controlling risks in the work environment.
- Procedures and policies related to hazard management.
- Access and equity principles in order to accept and respect individual differences within the composition of the work group.

Specific skills needed to achieve the performance criteria

To achieve the performance criteria, some complementary skills are required. These relate to the ability to:

- apply literacy and language skills to:
  - understand and comply with work procedures
  - identify and report hazards
  - interpret site safety plan

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  - read and comprehend product instructions
  - identify training needs of work group
- analyse hazards, assess risks and evaluate risk control measures
- coach and mentor in order to provide support to work group
- be culturally sensitive.

Other units of competency that could be assessed with this unit

Competency in this unit will underpin competency in other aspects of the candidate's role in managing their work tasks.

This unit could be assessed on its own or in combination with other competencies relevant to the job function.

Resources required to assess this unit

The candidate and the assessor should have access to the appropriate documentation and resources normally utilised in the workplace. This includes access to the following:

- OHS Acts, regulations and codes of practice relevant to the workplace
- manuals and relevant documentation outlining occupational health and safety policies and procedures
- a suitable work area, or a simulated workplace environment, that allows for identification of hazards, risk assessment and risk control measures
- assessment documentation forms and record books.

Gaining evidence to assess this unit

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and be observed by the assessor (or assessment team working together to conduct the assessment). The competency is to be demonstrated in a range of situations, which may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

When assessing candidates, assessment techniques that allow a collection of evidence from relevant workplace experience should be used. Assessment against this unit may involve the following:

- continuous assessment in the workplace (observation), or a setting that simulates the conditions of a workplace (simulation), taking into account the range of variables affecting performance
- self-assessment of performance on the same terms as those described above
- interviews and/or provision of learning activities to check underpinning knowledge requirements
- supplementary evidence that may be obtained from relevant authenticated correspondence or reports from immediate supervisors or line managers.

Performance and assessment of this unit must be carried out within the relevant requirements of the legislative and industry framework and as set out in organisational OHS policies and procedures.

Key competency levels

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There are a number of processes learnt throughout work and daily life that are required in all jobs. They are fundamental processes and generally transferable to other work environments. Some of these work processes are covered by the key competencies listed below. Information provided to each question highlights how these processes are applied in this unit of competency.

The number in brackets indicates the level to which the key competency should be demonstrated.

1 Perform the process **2** Perform and administer the process **3** Perform, administer and design the process

How can **information be collected**, **analysed and organised** (**2**)?	Measure information against legislative and organisational requirements through observation and discussion with the work group.
How can **communication of ideas and information** (**2**) be applied?	Disseminate relevant information to work group members through discussion.
How are **activities planned and organised** (**2**)?	Organise work group tasks according to safe work practices with regard to the legislative and organisational framework.
How can **teamwork** (**2**) be applied?	Apply teamwork principles in collaborative and consultative ways that contribute to a safe work environment.
How can the use of **mathematical ideas and techniques** (**1**) be applied?	Design work scheduling using established formulae for the work group.
How can **problem-solving skills** (**2**) be applied?	Apply problem-solving skills to hazard identification and risk assessment.
How can the **use of technology** (**1**) be applied?	Enter and access safety information via electronic equipment.

Range Statement

RANGE STATEMENT

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The range statement links the required knowledge and organisational and technical requirements to the workplace context. It describes any contextual variables that will be used or encountered when applying the competency in work situations. It allows for different work practices and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables are listed alphabetically and may be present for this particular unit.

Appropriate personnel may include:

- health and safety representatives
- managers
- OHS personnel
- other persons including emergency service personnel, authorised or nominated by the enterprise or industry to:
  - approve specified work
  - direct specified work/functions
  - inspect specified work
  - perform specified work/functions.

Company requirements may include:

- counselling/disciplinary processes
- maintenance of plant and equipment
- purchasing of supplies and equipment
- work procedures and work instructions.

Contributions may include:

- behaviour that contributes to a safe workplace
- listening to ideas and opinions of others in the work group
- sharing opinions, views, knowledge and skills.

Control risks may include actions such as:

- administrative controls
- application of the hierarchy of control, namely:
  - elimination of the risk
  - substitution controls
  - engineering controls
  - administrative controls including training
  - personal protective equipment.

Emergency procedures may include:

- accident/incident reporting
- chemical containment
- evacuations
- following instructions from authorised or designated personnel during hazardous events
- provision of First Aid.

Hazardous events may include:

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- accidents (including motor vehicle accidents)
- bomb threats
- chemical spills
- fires and explosions
- inhalation of dangerous substances
- natural disasters
- violent incidents e.g. armed robberies.

Hazards may include:

- associated with electrical or mechanical faults of plant and/or equipment
- blocked exits
- environmental
- ergonomic
- obstructive
- reliance on low-order control measures to reduce worker risk instead of controlling the hazard itself
- slippery or uneven floors
- unlabelled chemicals and substances
- untidy or noisy work areas.

Identifying hazards and assessing risks may include activities such as:

- audits
- checking work area and/or equipment before and during work
- housekeeping
- identifying employee concerns
- job and work system assessment
- maintenance of plant and equipment
- purchasing of supplies and equipment e.g. review of material safety data sheets and manufacturer/supplier information
- reviews of OHS records including registers of hazardous substances, dangerous goods, etc
- workplace inspections.

Information may be:

- about hazards and risk management procedures
- about the nature of work, tasks and procedures
- as part of providing direct supervision e.g. to inexperienced workers
- for the induction of new workers
- to assist in work tasks
- to communicate legislation and codes of practice e.g. relating to hazards in the work area.

OHS legislation may include:

- general duty of care under OHS legislation and common law
- provisions relating to OHS issue resolution

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- provisions relating to roles and responsibilities of health and safety representatives and/or OHS committees
- regulations and codes of practice including regulations and codes of practice relating to hazards present in the workplace or industry
- requirements for provision of OHS information and training
- requirements for the maintenance and confidentiality of records of occupational injury and disease
- state/territory/Commonwealth OHS Acts.

OHS training needs may include:

- emergency and evacuation training
- induction training
- specific hazard training
- specific task or equipment training
- training as part of broader programs e.g. equipment operation.

Participative arrangements may include:

- formal and informal meetings of:
  - OHS committees
  - other committees e.g. consultative, planning and purchasing
  - health and safety representatives
- suggestions, requests, reports and concerns put forward by employees to management.

Readily accessible refers to information that:

- conforms to the principles of plain English
- caters for individual language and literacy levels
- is openly available.

Training may include:

- coaching/mentoring
- off-the-job training
- on-the-job training
- presenting and promoting the benefits of a safe workplace
- providing encouragement
- providing feedback and clarifying points where necessary.

Work group members may include:

- contractors authorised by the enterprise to perform specified work/functions
- employees under direct supervision
- entry-level trainees
- full-time, part-time or casual employees
- trainee supervisors or trainee team leaders.

Workplace procedures may include:

- assessing and controlling risks

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- consultation and participation arrangements for employees
- emergency response
- housekeeping
- incident investigation
- OHS issue resolution
- OHS record keeping
- OHS training and assessment
- providing OHS information
- reporting OHS issues
- safe operating procedures or instructions that cover but are not limited to:
  - awareness of electrical hazards
  - confined space procedures
  - First Aid
  - safe use of tools and equipment
  - use of personal protective equipment
  - working safely around electrical wiring, cables, and overhead powerlines
- specific hazards
- workplace safety inspections.
-

Unit Sector(s)

Not Applicable

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PRMCMN403A Facilitate effective teamwork

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency involves the knowledge and skills required for individuals responsible for monitoring and maintaining effective work group activities. It covers developing trust and confidence in the work group and requires the demonstration of appropriate communication methods in determining team roles and activities.

The unit also covers the requirement for significant planning skills to ensure members of the work group are clear on carrying out their roles and responsibilities. A participative approach is required to monitor and review team effectiveness in order to satisfy wider client needs.

This unit may be expected to apply to a worker who has significant team leading responsibilities. This unit would usually be carried out under managerial supervision, within organisational guidelines.

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Not Applicable

Elements and Performance Criteria Pre-Content

Not Applicable

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop trust and confidence and provide necessary information to team	1.1 Treat *work group* members with integrity, respect and empathy in accordance with *company requirements*
	1.2 Promote the company's social ethical and business standards in accordance with *company requirements*
	1.3 Develop and maintain positive relationships in accordance with *legislative* and *company requirements*
	1.4 Determine roles of *work group* members in a cooperative manner in accordance with *company requirements*
	1.5 Provide information to *work group* members on work requirements, specifications and *company requirements* using *effective communication techniques* and suitable *communication mediums*
	1.6 Gain and maintain trust and confidence of *work group* members through the consistent outlining and competent demonstration of *workplace procedures*
2 Plan team activities	2.1 Allow *work group* members the opportunity to participate in planning work activities, where appropriate, in accordance with *company requirements*
	2.2 Consider the existing competencies and capacities of *work group* members in determining level and type of input to work planning and in accordance with *company requirements*
	2.3 Inform *work group* members of the interrelated nature of work activities, where necessary, in accordance with *company requirements*
	2.4 Verify and confirm that work objectives are understood by *work group* members in accordance with *company requirements*
3 Contribute to effective teamwork	3.1 Adopt *forms of communication* appropriate to work activities and the *work group* in accordance with *company requirements*
	3.2 Assign individual responsibilities for activities, taking into account individual levels of competency as part of a full job plan

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Provide assistance, guidance and support where appropriate to individuals in order to achieve required *work group* outcomes and complete activities
	3.4 Manage poor work performance in accordance with *company requirements*
	3.5 Discuss problems and resolve them through agreed and accepted processes wherever possible in accordance with *company requirements*
4 Monitor and review team performance	4.1 Develop processes for *work group* performance review in accordance with *company requirements*
	4.2 Collect feedback from individuals or the *work group* on a regular basis and use information to identify and implement improvements in future workplace arrangements in accordance with *company requirements*
	4.3 Assess and record outcomes and performance of individuals or the *work group* to determine the effectiveness of work arrangements in accordance with *company requirements*
	4.4 Analyse and review *data* on performance and provide information to *relevant parties* in accordance with *company requirements*

Required Skills and Knowledge

Refer to Evidence Guide

Evidence Guide

EVIDENCE GUIDE

Critical aspects of competency

- Use appropriate communication techniques to develop trust and confidence within a work group.
- Utilise work group in participative arrangements to plan and improve workplace effectiveness.
- Resolve poor work performance efficiently within organisational requirements.

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- Monitor and evaluate work group performance with the view to improving and refining arrangements that exist.

Knowledge needed to achieve the performance criteria

Knowledge and understanding are essential to apply this unit of competency in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this unit are listed below.

- Role and function of workplace teams.
- Enterprise communication structure and work procedures.
- Staff development/learning opportunities available.
- Organisational codes of conduct.
- Legislative and regulatory requirements relevant to workplace procedures.
- Counselling and disciplinary procedures.
- Recruitment practices.
- Team dynamics.
- Stages of team development.
- Causes of stress or conflict in teams.
- Strategies for managing or reducing conflict.
- Communication methods and communication mediums.

Specific skills needed to achieve the performance criteria

To achieve the performance criteria, some complementary skills are required. These relate to the ability to:

- use interpersonal communication skills that assist in establishing and maintaining work group relationships:
  - conflict management
  - negotiation
  - problem-solving
  - active listening/providing feedback
  - report writing
- use work planning and data analysis
- relate to people from a range of social, cultural and ethnic backgrounds.

Other units of competency that could be assessed with this unit

Where practical, this unit should be assessed in an integrated fashion with other appropriate units.

This unit could be assessed on its own or in combination with other competencies relevant to the job function.

Resources required to assess this unit

Practical assessment will frequently be in the workplace or a suitable similar environment. Access to such an environment will be required. The candidate and the assessor should have access to the appropriate documentation and resources normally utilised in the workplace. This includes access to the following:

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- a relevant venue
- a work group
- relevant organisational documentation
- assessment documentation forms and record books.

Gaining evidence to assess this unit

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and be observed by the assessor (or assessment team working together to conduct the assessment). The competency is to be demonstrated in a range of situations that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

This unit is essentially skills-based and it is expected that assessment will be largely practical (i.e. workplace-based or by simulation) in nature, supported by questioning to assess underpinning knowledge and effective communication techniques.

Opportunities for practice and self-assessment under the guidance of a person deemed to be competent in the work area should be provided in advance of a formal assessment. Information derived from actual workplace experience should be treated as confidential.

Performance and assessment of this unit must be carried out within the relevant requirements of the legislative and industry framework and as set out in organisational OHS policies and procedures. Assessment requires that the facilitation of workplace teams meets the objectives of the company and industry expectations in the particular organisational requirement.

Key competency levels

There are a number of processes learnt throughout work and daily life that are required in all jobs. They are fundamental processes and generally transferable to other work environments. Some of these work processes are covered by the key competencies listed below. Information provided to each question highlights how these processes are applied in this unit of competency.

The number in brackets indicates the level to which the key competency should be demonstrated.

1 Perform the process	**2** Perform and administer the process	**3** Perform, administer and design the process

How can **information be collected**, **analysed and organised** (**2**)?	Collect verbal, visual and anecdotal information to measure team performance.
How can **communication of ideas and information** (**2**) be applied?	Utilise appropriate communication techniques to create and maintain harmonious work group relationships.
How are **activities planned and organised** (**2**)?	Organise work tasks according to customer requirements.

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How can **teamwork** (**3**) be applied?	Monitor participative arrangements to encourage the delivery of quality customer service.
How can the use of **mathematical ideas and techniques** (**2**) be applied?	Monitor service delivery against budgets and contractual financial arrangements.
How can **problem-solving skills** (**2**) be applied?	Identify and analyse problems and take action to rectify the situation with minimal disruption to performance.
How can the **use of technology** (**2**) be applied?	Use communication tools such as email to support communication to the work group.

Range Statement

RANGE STATEMENT

The range statement links the required knowledge and organisational and technical requirements to the workplace context. It describes any contextual variables that will be used or encountered when applying the competency in work situations. It allows for different work practices and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit.

Communication mediums may include:

- company training
- face-to-face discussions
- instructional materials
- regular and one-off meetings
- signs and symbols
- use of an interpreter where required
- written instructions.

Company requirements may include:

- code of ethics
- dress/uniform codes
- legal and organisational policy/guidelines
- legislation relevant to the work or service function
- OHS policies, procedures and programs
- organisational image
- personnel practices and guidelines outlining work roles, responsibilities and delegations
- quality systems, standards and guidelines
- staff appearance and presentation.

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Data may be verbal, visual and anecdotal information collected during operations.

Effective communication techniques may include but are not limited to:

- active listening techniques
- clear, legible writing
- maintaining eye contact (for face-to-face interactions)
- non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)
- speaking clearly and concisely
- using appropriate language and tone of voice
- using open and/or closed questions
- verbal or written responses.

Forms of communication may include:

- exchange of reports and information
- face-to-face interactions
- responding to email
- site news sheet
- telephone discussions
- two-way radio interactions
- written information via a communication logbook.

Legislative and regulatory requirements may take into account:

- consumer law
- discrimination/equal employment opportunity/racial vilification
- environmental law
- harassment and other laws specific to local government, state and federal legislation
- industry codes of conduct
- OHS
- privacy legislation.

Relevant parties may include external clients and supervisors/line managers.

Work group members may include:

- colleagues/team members
- people from a range of social, cultural or ethnic backgrounds
- supervisors/line managers.

Workplace procedures may include:

- assignment instructions
- instructions from colleagues/supervisor/manager
- personal protective equipment requirements
- reporting and documentation requirements
- specific customer requirements.
-

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Unit Sector(s)

Not Applicable

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PRMCMN404A Facilitate effective workplace relationships

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency involves the knowledge and skills required for individuals responsible for establishing and maintaining effective workplace relationships within a work group. It covers communicating workplace expectations and legislative requirements to work group members, as well as managing workplace conflict.

The unit also requires demonstration of high-level communication skills to ensure opportunities for staff development are encouraged and provided. Internal workplace relationships are required to be monitored and evaluated on a regular basis in order to ensure effectiveness. The knowledge and skills of this unit are required by work group leaders in order to facilitate workplace relationships that contribute to effective workplace arrangements and delivery of customer service strategies to clients.

The unit may be expected to apply to a worker who has significant team-leading responsibilities. This unit would usually be carried out under managerial supervision, within organisational guidelines.

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Not Applicable

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Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Communicate workplace expectations	1.1 Collect and record *information* to achieve work responsibilities from *information sources*
	1.2 Adopt suitable *communication mediums* to suit context and staff at all levels in accordance with *company requirements*
	1.3 Ensure *communication medium* takes into account social and cultural diversity in accordance with *legislative* and *company requirements*
	1.4 Verify and confirm that the *communication* is understood by *work group* members in accordance with *company requirements*
2 Implement relevant company and legislative workplace requirements	2.1 Provide information on *legislative* and *company requirements* to *work group* members via a suitable *communication medium*
	2.2 Comply with and adopt appropriate measures to ensure *workplace procedures* and *company requirements* at the work site are understood and implemented
3 Assist in resolving workplace conflict and manage difficulties to achieve positive outcomes	3.1 Identify sources of conflict within or associated with the activities of the *work group* in accordance with *company requirements*
	3.2 Ensure appropriate and timely action is taken to resolve conflict when identified, in accordance with company requirements
	3.3 Manage conflict constructively in accordance with *legislative* and *company requirements*
	3.4 Negotiate difficult situations to achieve results that are acceptable to the parties involved and that meet *legislative* and *company requirements*
4 Facilitate development of staff	4.1 Encourage the development of staff in the work environment in accordance with *company requirements*
	4.2 Provide *workplace learning opportunities* and coaching and mentoring assistance to facilitate

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ELEMENT	PERFORMANCE CRITERIA
	individual and *work group* achievement
	4.3 Communicate opportunities for staff development and training regularly to staff in accordance with *company requirements*
	4.4 Provide *development opportunities* that incorporate a range of activities and support materials appropriate to the achievement of identified needs in accordance with *company requirements*
	4.5 Identify resources and timelines required for learning and development activities and approve in accordance with *company requirements*
5 Monitor and evaluate workplace relationships	5.1 Use feedback from individuals or *work groups* to identify and implement improvements in workplace consultative arrangements
	5.2 Assess and record outcomes and performance of individuals or *work groups* in accordance with *company requirements* to determine the effectiveness of development programs

Required Skills and Knowledge

Refer to Evidence Guide

Evidence Guide

EVIDENCE GUIDE

Critical aspects of competency

- Use effective communication techniques to establish and maintain relationships within a work group.
- Use appropriate methods of communication to cater for social, cultural and language differences within a work group.
- Resolve problems and conflicts efficiently within organisational requirements.
- Provide learning and development opportunities within the work group.
- Monitor and evaluate workplace relationships with the view to improving and refining arrangements that exist.

Knowledge needed to achieve the performance criteria

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Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this unit are listed below.

- Role and function of workplace teams.
- Enterprise communication structure and work procedures.
- Staff development/learning opportunities available.
- Company codes of conduct.
- Legislative and regulatory requirements relevant to workplace procedures.
- Stages of team development.
- Causes of stress or conflict in teams.
- Strategies for managing or reducing conflict.
- Communication methods and communication mediums.

Specific skills needed to achieve the performance criteria

To achieve the performance criteria, some complementary skills are required. These relate to the ability to:

- use interpersonal communication skills that assist in establishing and maintaining workplace relationships:
  - negotiation
  - problem-solving
  - active listening/providing feedback
  - report writing
- relate to people from a range of social, cultural and ethnic backgrounds
- use work planning and data analysis.

Other units of competency that could be assessed with this unit

Where practical, this unit should be assessed in an integrated fashion with other appropriate units.

This unit could be assessed on its own or in combination with other competencies relevant to the job function.

Resources required to assess this unit

Practical assessment will frequently be in the workplace or a suitable similar environment. Access to such an environment will be required. The candidate and the assessor should have access to the appropriate documentation and resources normally utilised in the workplace. This includes access to the following:

- a relevant venue
- a work group
- relevant company and legislative documentation
- assessment documentation forms and record books.

Gaining evidence to assess this unit

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For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and be observed by the assessor (or assessment team working together to conduct the assessment). The competency is to be demonstrated in a range of situations that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

This unit is essentially skills-based and it is expected that assessment will be largely practical (i.e. workplace-based or by simulation) in nature, supported by questioning to assess underpinning knowledge and effective communication techniques.

Opportunities for practice and self-assessment under the guidance of a person deemed to be competent in the work area should be provided in advance of a formal assessment. Information derived from actual workplace experience should be treated as confidential.

Performance and assessment of this unit must be carried out within the relevant requirements of the legislative and industry framework and as set out in company OHS policies and procedures. Assessment requires that the facilitation of workplace relationships meets the objectives of the company and industry expectations in the particular organisational requirement.

Key competency levels

There are a number of processes learnt throughout work and daily life that are required in all jobs. They are fundamental processes and generally transferable to other work environments. Some of these work processes are covered by the key competencies listed below. Information provided to each question highlights how these processes are applied in this unit of competency.

The number in brackets indicates the level to which the key competency should be demonstrated.

1 Perform the process	**2** Perform and administer the process	**3** Perform, administer and design the process

How can **information be collected**, **analysed and organised** (**2**)?	Collect information to achieve work responsibilities from appropriate sources and communicate via suitable mediums.
How can **communication of ideas and information** (**2**) be applied?	Utilise appropriate communication techniques to create and maintain harmonious relationships.
How are **activities planned and organised** (**2**)?	Organise work tasks according to customer requirements.
How can **teamwork** (**2**) be applied?	Encourage and monitor participative arrangements to build a high level of client service.
How can the use of **mathematical ideas and**	Analyse the costs of associated with examples of poor customer service.

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techniques (**2**) be applied?	
How can **problem-solving skills** (**2**) be applied?	Negotiate difficult situations to achieve results acceptable to the participants and that meet the organisation's and legislative requirements.
How can the **use of technology** (**2**) be applied?	Use email as a means of distributing important information in a timely manner.

Range Statement

RANGE STATEMENT

The range statement links the required knowledge and organisational and technical requirements to the workplace context. It describes any contextual variables that will be used or encountered when applying the competency in work situations. It allows for different work practices and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit.

Communication may include:

- exchange of reports and information
- personal visits
- site news sheet
- telephone discussions
- written information via a communication logbook.

Communication mediums may include:

- company policy and procedure documents
- company training
- face-to-face discussions
- instructional materials
- regular and one-off meetings
- signs and symbols
- use of an interpreter where required
- work method statements
- written instructions.

Information may be provided either in text or orally and may be contained in:

- contractual arrangements
- industry codes of practice or standards
- legislative requirements
- manufacturers' specifications/equipment manuals
- site specifications.

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Information sources may include:

- clients
- employer and/or employee associations
- government agencies
- members of the work group
- supervisors
- work/shift communication logbooks.

Legislative requirements may include:

- consumer law
- discrimination/equal employment opportunity/racial vilification
- environmental law
- harassment and other laws specific to local government, state and federal legislation
- industry codes of conduct
- industry codes of practice and/or standards
- OHS Acts and regulations
- privacy legislation.

Company requirements may include but are not limited to:

- code of ethics
- company image
- dress/uniform codes
- legal and company policy/guidelines
- legislation relevant to the work or service function
- OHS policies, procedures and programs
- personnel practices and guidelines outlining work roles, responsibilities and delegations
- quality systems, standards and guidelines
- staff appearance and presentation.

Development opportunities may include:

- career planning
- performance appraisals
- providing feedback to work group members
- rotation to another work group
- skills assessments and recognition of prior learning.

Work group members may include:

- colleagues/team members
- people from a range of social, cultural or ethnic backgrounds
- supervisors/line managers.

Workplace learning opportunities may include providing:

- coaching and mentoring assistance
- induction and refresher training

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- other formal/structured training
- specialist process training
- specific equipment training.

Workplace procedures may include:

- assignment instructions
- instructions from colleagues/supervisor/manager
- personal protective equipment requirements
- reporting and documentation requirements
- specific customer requirements.
-

Unit Sector(s)

Not Applicable

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PSPGOV202B Use routine workplace communication techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the use of communication techniques for interacting with internal and external clients and following instructions. It includes handling routine enquiries, following and relaying routine instructions and engaging in workplace discussions. Though the prime focus of the unit is on speaking, listening and reading non-verbal cues, if reading, writing and visual literacy are intrinsic to the workplace communication these are included. Where reading and writing are the prime focus of the workplace function these are addressed in *PSPGOV208A Write routine workplace materials*.

In practice, workplace communication overlaps with other generalist or specialist public sector work activities such as working in a public sector environment, delivering client service, handling information, participating in change, using resources, using technology, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with communication. Related units are:

PSPGOV312A Use workplace communication strategies

PSPGOV412A Use advanced workplace communication strategies

PSPGOV512A Use complex workplace communication strategies

PSPGOV605A Persuade and influence opinion

This unit replaces, and for qualification purposes is equivalent to *PSPGOV202A Communicate in the workplace*.

Application of the Unit

Not applicable.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Handle routine enquiries	1.1 *Enquiries* are acknowledged and details recorded in accordance with organisational etiquette and standards 1.2 Urgency of the enquiry is determined and *responsive action* is initiated promptly or the matter referred in accordance with organisational procedures 1.3 Effective *listening and speaking* skills are employed including confirming understanding 1.4 An understanding of *individual differences* is reflected in spoken and non-verbal communication to meet the expected standards of the workplace 1.5 Problems are resolved in accordance with standard procedures or referred to others in accordance with organisational policy and procedures 1.6 Records of verbal enquiries and resulting action are made and stored in accordance with organisational policy and procedures for recordkeeping and information security

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ELEMENT	PERFORMANCE CRITERIA
2. Follow and relay routine instructions	2.1 *Instructions* are acted upon within the timeframe and to the standard required by the workgroup/team leader 2.2 Difficulties in understanding instructions are referred for clarification in accordance with organisational policy and procedures 2.3 Notes are made of oral instructions, the intent and outcomes required, and the timeframe for completion, and used to carry out instructions at a later date when required 2.4 Instructions for others are noted and relayed in accordance with organisational requirements, and feedback provided on successful relating of requirements 2.5 Established communication channels are used as required
3. Engage in workplace discussions	3.1 Oral interactions with other staff are used to exchange information, explore issues and solve routine problems 3.2 Participation in and contributions to formal and informal meetings are made in accordance with personal knowledge and meeting requirements 3.3 *Meeting protocols* are observed and colleagues are encouraged to participate where relevant 3.4 Issues and ideas which affect work within the group are raised with the appropriate person 3.5 Unresolved conflicts which affect work in the group are referred through the appropriate channel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- speaking and listening relating to routine communication exchanges
- eliciting and giving factual information
- clarifying meaning, exploring issues and problem solving or referral
- listening for relevant information from oral discussions

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REQUIRED SKILLS AND KNOWLEDGE

- taking personal notes
- observing - reading non-verbal cues especially those relating to culture, ethnicity, emotional state
- using communication technology such as telephones, computers with audio, message bank, answering machines, email, short message service, pagers
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to workplace communication in the public sector
- principles of effective communication
- knowledge of organisation processes
- procedures manuals for dealing with enquiries
- channels of communication
- organisational etiquette for oral communication
- conflict resolution techniques
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health, safety and environmental requirements in the context of workplace communication

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to any of the generalist public sector specific units at Certificate II or above, particularly:

PSPGOV201B Work in a public sector environment

PSPGOV203B Deliver a service to clients

PSPGOV204B Access and use resources

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EVIDENCE GUIDE

PSPGOV205B Participate in workplace change

PSPGOV206B Handle workplace information

PSPGOV207B Use technology in the workplace

PSPGOV208A Write routine workplace materials

PSPOHS201B Follow workplace safety procedures

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- routine communication techniques used in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to workplace communication
- case studies and workplace scenarios to capture the range of verbal communication situations likely to be encountered in the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using routine workplace communication techniques, including coping with difficulties, irregularities and breakdowns in routine
- routine communication techniques used in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people

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EVIDENCE GUIDE

- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Enquiries may be

- face-to-face
- by telephone
- via technology and other media, such as:
- computers
- email
- short message service (SMS)
- facsimile
- pagers

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RANGE STATEMENT

	• teletype machines • from internal or external clients • routine in nature and related to the immediate work area
Responsive action may include	• passing on messages for someone else • responding immediately • referring to others for action • noting enquiry for later follow-up • file notes
Listening and speaking skills may include	• open and closed questions • listening for central ideas • giving feedback on understanding • re-phrasing • paraphrasing • summarising • clarifying • active listening • using silence to elicit additional information • congruent verbal and non-verbal communication messages • using and recognising body language • considering how information applies in different situations or to different people
Understanding of individual differences may include	• tailoring communication to meet cultural, ethnic, religious, language, gender or age differences, disabilities, etiquette • using culturally appropriate body language and gestures • interpreting emotional and cultural cues
Instructions may include	• supervisor/team leader's instructions • work unit/organisation guidelines and procedures • occupational health and safety procedures • corporate style manuals/guidelines • safety signs and warning labels • manufacturer's/operating instructions/technical instructions
Meeting protocols may	• following agenda

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RANGE STATEMENT

include	• speaking through chair • being prepared to present information for particular agenda items

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

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PSPLAND302A Investigate tenure and land use history

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to undertake a tenure and land use history. It includes identifying land, reading plans/maps, searching records, interpreting information, recording investigation findings and organising plans/diagrams.

In practice, investigation of tenure and land use history may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, organising workplace information, working with diversity, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify land	1.1 Sufficient details are obtained to identify the map, plan or aerial photo containing the area of land
	1.2 The map, plan or aerial photo is obtained using *organisational procedures*
	1.3 The area of land is located on the map, plan and aerial photo using the information gathered
2. Read plans/maps	2.1 The *purpose* of the *plan* or *map* is established
	2.2 The *type of information* that can be obtained from the different types of plans and maps is identified
	2.3 Information is obtained from the plan or map to suit the intended purpose
3. Search public land records	3.1 The purpose for the investigation of tenure and/or land use history is established to determine the level of detail required
	3.2 *Electronic data sources* are accessed and searched in accordance with organisational policy and procedures
	3.3 *Key repositories* are identified and *data sources and historic records* are accessed to obtain *information* relating to the identified land
	3.4 Consultations are conducted when necessary to identify/corroborate tenure and/or land use information
	3.5 All available land records related to the area are sourced and analysed and *evidence* is compiled in accordance with the purpose of the investigation
4. Interpret information	4.1 *Legislation* relevant to the jurisdiction is interpreted
	4.2 Information in tenure-related and land use *documentation* is interpreted
	4.3 *Expert assistance* is obtained for interpretation as required
	4.4 Evidence of past and present tenure and/or land use is identified and analysed in accordance with organisational policy and procedures
5. Record investigation	5.1 Accurate chronology of tenure and/or land use history is compiled with sufficient detail to meet the purpose for which

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ELEMENT	PERFORMANCE CRITERIA
findings	the investigation was conducted 5.2 History is recorded in a format and style to suit the intended purpose and audience 5.3 Investigation is conducted and findings are presented in accordance with *legislation, policy and procedures*
6. Organise plans/diagrams	6.1 The purpose of the plan or *diagram* is established 6.2 The information and *resources* required to *arrange for* the diagram or plan are accessed and obtained 6.3 The diagram or plan is checked to see that it suits the intended purpose and is in accordance with legislation and *accepted organisational practices*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

finding information in systems, databases and other sources

researching data repositories such as libraries, archives, etc

interpreting legislation and instruments

interpreting tenure documents, correspondence, maps, plans, etc

reading a gazette

using microfiche

producing accurate reports, setting out facts in logical sequence

making assessments/judgments of facts where interpretation is required

using computer technology in the context of investigating land history

responding to diversity, including gender and disability

applying public sector legislation including occupational health and safety and environment in the context of investigating land use and tenure history

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

the organisation's spatial and textual information systems, databases and archival storage/s

land tenure legislation, tenure types and the effect of these

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REQUIRED SKILLS AND KNOWLEDGE

maps, plans, title documents and related legal matter

sources of historical information and how to access them (for example, enrolments, relationship of Crown grants to certificates of title and original grants, tenure codes used under prior legislation, accessing records held in archives, storage etc)

public sector legislation including occupational health and safety, environment, privacy and diversity

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV305B Access and use resources and financial systems

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPLEGN301B Comply with legislation in the public sector

FPIFGM147A Read and interpret maps

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

investigation of tenure and land use history in a range of (3 or more) contexts (or occasions, over time)

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EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and protocols relating to the investigation of land use and tenure history

- access to land information system/s

case studies and workplace scenarios to capture the range of situations likely to be encountered when investigating land use and tenure history

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when investigating land use and tenure history, including coping with difficulties, irregularities and breakdowns in routine
- investigation of tenure and land use history in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

demonstration

portfolios

projects

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

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EVIDENCE GUIDE

For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Organisational procedures may include	• statutory and regulatory requirements • industry practices • manual or electronic application
The purpose of a plan may be	• to calculate an area and show dimensions • to identify abutments • to use as a diagram to process an application
Plans may include	• detailed survey plans • compiled plans • limited folio plans • non-certified survey plans • data plans
Maps may include	• parish maps (current and cancelled) • topographical maps • county maps • tourist maps • town maps • topographical plans (particularly reserves) • spatial information systems
Type of information that can be obtained	• areas • dimensions • road and street names • names of watercourses • reference marks • permanent marks • corner marks

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RANGE STATEMENT

	• topographical information • date • grid references • contours • north points • covenant details • location of bores, buildings • gazette details
Electronic data sources may include	• departmental systems • databases • files • archives
Key repositories may include	public libraries archives storage
Data sources and historical records may include	• cancelled maps • cancelled public plans • certificates of titles • certified plans • correspondence files • Crown allotments • Crown leases • Crown surveys • deeds registers • deposited plans • electronic records • files - policy statutory planning and land files • gazette notices • government authorities • guidelines • Hansard • historical records • instruments registered against title • Internet • land accounts • legal precedents • Local Government • maps • newspapers

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RANGE STATEMENT

	• original plans • plans • public libraries reserve plans • resumption plans • television • tenure cards • tenure documents • Territory Plan/s (ACT jurisdiction) • titles
Information may be affected by	• geographic location (coastal site tenure histories may be more complicated than for inland sites due to more intensive settlement history) • legibility • state of repair • survival of files (some key information may have been destroyed or lost)
Evidence may include	• dimensions • areas • pencil notes • dates • colours • map or plan notations • names • lot or portion number • plan numbers • watercourses • gazette details • guardbook details • land grants • certificates of title • folio identifiers
Legislation may include	• jurisdictional • earlier legislation • repealed Acts • regulations
Documentation may include	• tenure documents • gazettals • plans • files

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RANGE STATEMENT

	• correspondence • Crown leases and instruments • notification of decisions
Expert assistance may include	• surveyors • cartographers • archivists • historians • legal advisers • persons with historical knowledge of issue (corporate knowledge)
Legislation, policy and procedures may include	legislation related to public land administration public sector legislation such as equal employment opportunity, anti-discrimination, diversity, occupational health and safety privacy legislation and freedom of information public sector standards organisational standards quality standards jurisdictional and organisational code/s of practice and code/s of ethics planning policy zoning policy Territory Plan/s (ACT jurisdiction)
Diagrams may include	• spatial printouts • digital printouts • freehand sketches • parts of parish maps • parts of topographical maps • enlargements/reductions of survey plans
Required resources may include	• skilled persons to undertake plan preparation
Arranging for plans/diagrams may include	• undertaking the preparation of plans • arranging for preparation of plans by others
Accepted organisational practices may be	• organisational standards • statutory requirements • manual • computer generated

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Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

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PSPLAND308A Compile and check survey plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to prepare a compiled survey plan to industry standards and check a survey plan to ensure compliance with organisational requirements and industry standards.

In practice, compiling and checking survey plans may overlap with other generalist or specialist public sector work activities such as working effectively and ethically, complying with legislation, organising workplace information, using resources, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Check a survey plan	1.1 Survey plans are checked to ensure they comply with organisational requirements and industry standards in accordance with *legislation, policy and guidelines* 1.2 Any discrepancies or abnormalities are referred to the appropriate personnel for verification or amendment 1.3 Approval is endorsed in accordance with *organisational procedures*
2. Compile a survey plan	2.1 *Information and resources* required to prepare the compiled plan are accessed and gathered 2.2 Techniques to prepare the compiled plan are used in accordance with accepted legislative and *organisational standards* 2.3 The compiled plan is checked to ensure it is mathematically correct 2.4 The plan is endorsed by the appropriate personnel in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

compiling and preparing survey plans

interpreting survey plans

checking survey plans

calculating a survey close

converting imperial dimensions to metric

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REQUIRED SKILLS AND KNOWLEDGE

creating an easement or covenant

responding to diversity, including gender and disability

applying public sector legislation including occupational health and safety and environment in the context of compiling and checking survey plans

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

land titles office guidelines for plan preparation and lodgment

survey techniques and practices (past and current)

easement or covenant creation

public sector legislation including occupational health and safety, environment, privacy and diversity in the context of compiling and checking survey plans

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV305B Access and use resources and financial systems

PSPGOV307B Organise workplace information

PSPLEGN301B Comply with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit

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EVIDENCE GUIDE

	(see Employability Summaries in Qualifications Framework) compilation and checking of survey plans in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out assessment	These resources include: • legislation, policy, procedures and guidelines relating to compilation and checking of survey plans • access to plan drawing equipment and resources and a programmable calculator • case studies and workplace scenarios to capture the range of situations likely to be encountered when compiling and checking survey plans
Where and how to assess evidence	Valid assessment of this unit requires: • a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when compiling and checking survey plans, including coping with difficulties, irregularities and breakdowns in routine • compilation and checking of survey plans in a range of (3 or more) contexts (or occasions, over time) Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as: people with disabilities people from culturally and linguistically diverse backgrounds Aboriginal and Torres Strait Islander people women young people older people people in rural and remote locations Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of: case studies demonstration questioning scenarios simulation or role plays

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EVIDENCE GUIDE

	authenticated evidence from the workplace and/or training courses
For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Legislation, policy and guidelines may include	legislation related to public land administration public sector legislation such as equal employment opportunity, anti-discrimination, diversity, occupational health and safety privacy legislation and freedom of information public sector standards jurisdictional and organisational code/s of practice and code/s of ethics organisational standards industry standards
Organisational procedures may include	• regulatory requirements • industry practices • manual or electronic application
Organisational procedures may be specified in	• office practice guidelines • workplace notices • computer training manuals
Information and resources required to prepare a plan may be	• survey maps • programmable calculator • drawing equipment (manual) • computer aided drawing software (electronic) • land titles office forms

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Organisational standards may be	• industry standards, such as land titles office standards

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

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PSPLAND501A Review planning documents and environmental assessments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to conduct environmental reviews of planning documents and environmental assessments involving public land and to consult with other authorities/parties.

In practice, reviewing planning documents and environmental assessments may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, coordinating and using resources, engaging the community, managing projects, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review planning documents/ environmental assessments	1.1 The purpose of the *planning document*/environmental assessment involving public land is established
	1.2 An assessment is made to identify the impact of the likely effects of the proposal as submitted on public land
	1.3 A check is made to ensure that any proposal is in accordance with legislative requirements and policies relating to public land
	1.4 *Statutory* and organisational procedures are followed for the *review and assessment* of the planning document/environmental assessment
	1.5 Documentation associated with the review is prepared and directed, following organisational *best practice requirements*
	1.6 Responses are made within the specified timeframe where applicable
2. Consult with other authorities/parties	2.1 The authorities/*parties* that need to be consulted are established
	2.2 The information submitted is directed to all authorities/parties promptly
	2.3 Consultations are conducted in accordance with organisational policy and procedures
	2.4 A coordinated response is prepared using the information supplied following *organisational procedures*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

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REQUIRED SKILLS AND KNOWLEDGE

assessing impacts of development on public land

interpreting policy and strategies

interpreting planning documents

interpreting engineering and construction plans

interpreting aerial photographs

interpreting electronic mapping (GIS)

communicating with a diverse range of stakeholders to enable a coordinated response

responding to diversity, including gender and disability

preparing a response involving negotiation of an agreed position

applying public sector legislation including occupational health and safety and environment in the context of conducting environmental reviews of planning documents and environmental assessments

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies and practices relating to public land administration and land use planning approvals

legal implications of a development on public land

risk management

departmental delegations

public sector legislation including occupational health and safety and environment in the context of conducting environmental reviews of planning documents and environmental assessments

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

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EVIDENCE GUIDE

PSPGOV503B Coordinate resource allocation and usage

PSPGOV507A Undertake negotiations

PSPCOM502A Develop and implement community engagement strategies

PSPLAND502A Develop and market public land

PSPLEGN501B Promote compliance with legislation in the public sector

PSPPM502B Manage complex projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- the review of planning documents and environmental assessments in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the review of planning documents and environmental assessments
- case studies and workplace scenarios to capture the range of situations likely to be encountered when reviewing planning documents and environmental assessments

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when reviewing planning documents and environmental assessments, including coping with difficulties, irregularities and breakdowns in routine
- the review of planning documents and environmental assessments in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women

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EVIDENCE GUIDE

- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Planning documents may include

- development applications
- development control plans
- environmental protection authority referrals
- environmental impact statements
- statement of environmental effects
- regional environmental plan
- local environmental study
- review of environmental factors
- planning permit applications
- planning scheme amendments
- land management plans
- waterways

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RANGE STATEMENT

Statutory procedures may include	• local environmental plan • plans of management • State/Territory/Commonwealth environmental planning policy • Acts and regulations relevant to environmental planning and assessment • Acts and regulations relevant to the Local Government
Environmental or assessment review may include	• impact on natural environment and built environment • legal impact • the economic impact • public reaction • method of operation • remedial works • social effects
Best practice requirements may include	• quality client service • quality system documentation
Parties that may need to be referenced for assessments may include	• other government agencies • Local Government • internal clients • the public
Organisational procedures may include	• office practice guidelines • workplace notices • computer training manuals • executive directives • manual or electronic applications

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

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PSPPOL404A Support policy implementation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the identification and application of policy in a public sector work environment. It includes identifying relevant policy, implementing policy, and monitoring and reporting on policy implementation.

In practice, supporting policy implementation occurs in the context of other generalist or specialist work activities such as delivering client services, providing input to change, implementing workplace safety procedures, awarding contracts etc.

This unit replaces and is equivalent to *PSPPOLI401A Support policy implementation*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify relevant policy	1.1 *Work situations* that are shaped by government or organisation policy are identified in accordance with public sector guidelines
	1.2 *Policy* relating to particular work situations is identified and located
2. Implement policy	2.1 Policy to be implemented is interpreted under direction to identify and plan for change in work practices
	2.2 The implications of policy for individual work practices are identified, and practices are confirmed/adjusted to reflect policy requirements in accordance with organisational procedures
	2.3 Others affected by policy requirements are supported to accommodate those requirements
	2.4 Policy is implemented to support achievement of outcomes intended in specific work areas
3. Monitor and report on policy implementation	3.1 Information that will assist with the evaluation of the effectiveness of policy implementation is gathered, recorded and reported under direction in accordance with organisational procedures
	3.2 *Information* that will assist with the evaluation of the impact of policy implementation on organisational outcomes is gathered, recorded and reported under direction in accordance with organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

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REQUIRED SKILLS AND KNOWLEDGE

reading complex and formal documents such as policy and legislation and providing information on their application

researching and providing information

preparing written reports requiring accuracy of expression and language and structures suited to the intended audience

working with legislation drafters and legal advisers

writing guidelines in plain English

working as a member of a team to consult on and prepare policy guidelines

adjusting communication to suit different audiences

responding to diversity, including gender and disability

gathering and analysing policy feedback

accessing policies and legislation electronically or in hard copy

identifying and addressing the environmental and occupational health and safety implications of policy/s being implemented

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

practices and procedures for developing policy guidelines

policy feedback mechanisms

current organisation policies

whole of government policies and international policy obligations that impact on organisation policy

organisation and government procedures and protocols

public sector code/s of ethics and code/s of conduct

equal employment opportunity, equity and diversity principles

environmental and occupational health and safety implications of policy/s being implemented

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to

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EVIDENCE GUIDE

	increase the efficiency and realism of the assessment process include, but are not limited to, public sector generalist and specialist units in the Certificate IV in Government. Choice from the following is recommended: PSPGOV402B Deliver and monitor service to clients PSPGOV403B Use resources to achieve work unit goals PSPGOV408A Value diversity PSPGOV422A Apply government processes PSPREG407B Produce formal record of interview PSPREG410B Give evidence PSPPROC409A Receive and select offers
Overview of evidence requirements	In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms: • the knowledge requirements of this unit • the skill requirements of this unit • application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework) • policy implementation supported in a range of (2 or more) contexts (or occasions, over time)
Resources required to carry out assessment	These resources include: • relevant policy and legislation • public sector standards, procedures and protocols • policy guidelines
Where and how to assess evidence	Valid assessment of this unit requires: • a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when supporting policy implementation, including coping with difficulties, irregularities and breakdowns in routine • policy implementation supported in a range of (2 or more) contexts (or occasions, over time) Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as: • people with disabilities • people from culturally and linguistically diverse backgrounds • Aboriginal and Torres Strait Islander people • women

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EVIDENCE GUIDE

- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Work situations may include	• processes • outcomes • priorities • client services • core business • service delivery mode/s • organisational structure
Policy may include	• government policy • organisation policy
Information for evaluation may include	• statistical data • qualitative data • anecdotal feedback

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RANGE STATEMENT

- survey data
- stakeholder opinions

Unit Sector(s)

Not applicable.

Competency field

Competency field Policy

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PSPREG401C Exercise regulatory powers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the exercise of powers under the organisation's enabling legislation, and other relevant legislation for regulation, monitoring, inspection and investigation. It includes establishing regulatory powers, applying enabling legislation, utilising other legislation and standards, and working with other organisations.

In practice, exercising regulatory powers occurs in the context of other specialist and generalist public sector work activities such as acting ethically, promoting client compliance, assessing compliance, conducting investigations, making arrests, conducting search and seizure, interviewing, gathering evidence, etc.

This unit replaces and is equivalent to *PSPREG401B Exercise regulatory powers*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish regulatory powers	1.1 Current information relating to enabling *legislation* and regulations is accessed and used to maintain up-to-date knowledge of requirements
	1.2 Powers provided under the legislation and the boundaries of those powers are confirmed
	1.3 Compliance requirements of the legislation, related regulations, standards, codes of practice and policy are identified and confirmed
	1.4 Acts and omissions that comprise non-compliance/offences under the legislation are identified and confirmed
2. Apply enabling legislation	2.1 Circumstances where regulatory powers will be exercised are identified and analysed to determine *response/s or measures* to apply, in accordance with the legislation and organisational policy and procedures
	2.2 Circumstances requiring the exercise of regulatory powers that are outside own limits are identified and referral to others is made in accordance with organisational policy and procedures
	2.3 *Risks* associated with the exercise of regulatory powers are identified and strategies to manage risks are identified in accordance with the organisation's risk management strategy
	2.4 Enabling legislation is applied consistent with the boundaries and powers contained therein and organisational policy and procedures
3. Utilise other legislation and standards	3.1 *Other legislation* and *standards* which impact on powers are identified and their requirements confirmed
	3.2 Apparently conflicting legislative directions are resolved or referred in accordance with organisational policy and procedures
4. Work with other organisations	4.1 Organisations that have jurisdictions which may overlap are identified and *relationships* are established and maintained in accordance with organisational policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
	4.2 Organisations available to provide assistance and advice or take referrals are identified and relationships are established for mutual benefit
	4.3 Organisational protocols and procedures are followed when working with *other organisations*
	4.4 Compliance matters are referred to other organisations for action when required in accordance with organisational policy and procedures
	4.5 Lead agency protocols/lines of authority are followed during operations involving more than one organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

undertaking research and analysis

using information technology to access relevant legislation and procedures

reading complex written materials such as legislation, regulations, codes of practice and legal precedents and applying them to work practices

using scanning techniques to locate main ideas in legislation, guidelines and policy documents

engaging in discussion involving exchanges of often complex oral information

communicating with a range of people from diverse backgrounds

responding to diversity, including gender and disability

choosing regulatory responses/measures to fit the circumstances and justifying those responses against legislation, guidelines, policy and regulations

networking, building relationships and working with others

applying occupational health and safety and environment procedures relating to the exercise of regulatory powers

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

full range of regulatory powers and the limits to those powers

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REQUIRED SKILLS AND KNOWLEDGE

enabling legislation

offences under the legislation

aspects of criminal law, administrative law, industrial law, contract law

statutory time limits

applicable standards

terminology used in legislation and procedures

organisational policies, guidelines and regulations

equity and diversity principles

public sector legislation such as occupational health and safety and environment relating to the exercise of regulatory powers

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPCRT401B Carry out court orderly functions

PSPCRT402B Manage witnesses

PSPCRT403B Handle exhibits and documents tendered

PSPCRT404B Serve process

PSPCRT405B Handle monies received in satisfaction of warrants or orders

PSPCRT406B Compile and use official notes

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG402C Promote client compliance

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EVIDENCE GUIDE

PSPREG403B Assess compliance

PSPREG404C Investigate non-compliance

PSPREG405B Act on non-compliance

PSPREG406C Make arrests

PSPREG407B Produce formal record of interview

PSPREG408C Conduct search and seizure

PSPREG409B Prepare a brief of evidence

PSPREG411A Gather information through interviews

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- the exercise of regulatory powers in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policy, guidelines and standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of regulatory situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when exercising regulatory powers, including coping with difficulties, irregularities and breakdowns in routine
- the exercise of regulatory powers in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular target groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people

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EVIDENCE GUIDE

- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Legislation may include

- State/Territory and Commonwealth legislation related to:
- public sector management, financial management
- auditor general
- audit, customs and excise, quarantine, fisheries, agriculture, land management, conservation, coastal management, environmental protection, environment, insurance, legal administration (sheriffs, young offenders), workers compensation, occupational safety and health, workplace relations
- planning, construction, transport, energy, mining, resource management, communications
- education and children's services, employment, vocational education and training, equal employment opportunity and

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RANGE STATEMENT

	anti-discrimination
Regulatory responses or measures may include	• audit • caution • clearance • community protection • control • encouragement to comply • entry • impoundment • initiation of proceedings that may lead to prosecution • inspection • investigation • issue of notices • on-the-spot fines • possession • referral to another agency/jurisdiction • search • seizure • surveillance • warning
Risks associated with the exercise of regulatory powers may result from	• workplace hazards • environmental hazards • equipment failure • people engaged in illegal activities • movement into and out of Australia of: • aircraft • cargo • people • postal articles • vessels • client cultural background • client literacy levels
Other legislation may include	• aspects of common law • aspects of Crimes Act 1914 and Criminal Code Act 1995 • contract law • administrative law • industrial relations law • financial management Acts • public service Acts

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RANGE STATEMENT

Standards may include	• public sector standards • government security standards • fraud control standards
Relationships may include	• informal • formal • memoranda of understanding (MOUs)
Other organisations may include	• administrative appeals tribunals • Coroner's office • emergency services • federal police • fire and rescue • industrial inspectors • Local Government law enforcement officers • legal advisers • military police • security services • State/Territory police and special units • other State/Territory/Commonwealth departments/agencies • State/Territory/Commonwealth prosecution agencies

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

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PSPREG402C Promote client compliance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers provision of information, encouragement and advice by personnel in regulatory/compliance/law enforcement roles in one-to-one and group situations to raise awareness, encourage understanding and improve compliance with legislative requirements and/or standards. It includes advising and assisting clients to comply with legislation or standards, and implementing communication strategies to improve compliance.

In practice, promoting client compliance may overlap with other generalist or specialist public sector work activities, such as providing client service, acting ethically, exercising regulatory powers, assessing compliance, acting on non-compliance, etc.

This unit replaces and is equivalent to PSPREG402B Promote client compliance with legislation.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Advise and assist clients to comply with legislation or standards	1.1 *Client* needs, expectations, *attitudes*, and current level of knowledge are confirmed
	1.2 Risks related to possible confrontations are identified and managed in accordance with organisational risk management and procedures
	1.3 Advice is provided to clients that is current, timely and meets the specific needs of clients in its range, depth and form of presentation
	1.4 Feedback is obtained on clients' levels of understanding and additional information or explanation is used to clarify issues if required
	1.5 *Information* is provided to promote the benefits of compliance and the consequences of non-compliance
	1.6 Clients are advised of processes and timelines when interpretation/advice from others is needed for complex matters
2. Implement communication strategies to improve compliance	2.1 *Communication strategies* are tailored to the audience and the *context*
	2.2 *Presentation standards* are applied in accordance with organisational guidelines and the needs of clients
	2.3 Community rights and responsibilities and avenues for public redress under *legislation*/*standards* are highlighted when applicable
	2.4 Conflict resolution techniques are used if necessary and safety of self and others is protected in accordance with legislation, policy and procedures
	2.5 Content and presentation of communication strategies are adjusted in response to feedback gathered from a range of clients

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

providing advice and discussion involving exchanges of sometimes complex oral information

working with people - conflict resolution, coaching, problem solving

delivering presentations tailored to the needs of a range of people from diverse backgrounds

responding to diversity, including gender and disability

reading and explaining complex and formal documents such as legislation and their application to clients' situations

using active listening and questioning strategies to clarify understanding

using information technology to access relevant legislation and guidelines

applying occupational health and safety and environment procedures relating to the promotion of client compliance

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

relevant legislation, standards, policies and legal precedents

consequences of non-compliance

terminology used in legislation and procedures

organisational procedures, guidelines and protocols

delivery approaches to address a range of learning styles

industry knowledge

equity and diversity principles

public sector legislation such as occupational health and safety and environment relating to the promotion of client compliance

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training

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EVIDENCE GUIDE

Package.

Units to be assessed together	• *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil* • *Co-requisite* unitsthat must be assessed with this unit:*Nil* • *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to: PSPETHC401A Uphold and support the values and principles of public service PSPGOV402B Deliver and monitor service to clients PSPGOV408A Value diversity PSPGOV422A Apply government processes PSPLEGN401A Encourage compliance with legislation in the public sector PSPPOL404A Support policy implementation PSPREG401C Exercise regulatory powers PSPREG403B Assess compliance PSPREG405B Act on non-compliance
Overview of evidence requirements	In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms: • the knowledge requirements of this unit • the skill requirements of this unit • application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework) • promotion of client compliance in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out assessment	These resources include: • legislation, regulations, policy, guidelines and standards • public sector values and codes of conduct • presentation materials and communication techniques to suit diverse audiences • case studies and workplace scenarios to capture the range of compliance situations likely to be encountered
Where and how to assess evidence	Valid assessment of this unit requires: • a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when promoting client compliance, including coping with difficulties, irregularities and breakdowns in

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EVIDENCE GUIDE

routine
- promotion of client compliance in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Clients may include

- individuals
- organisations

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RANGE STATEMENT

	• general public • key stakeholders from industry • industry groups • unions • students • community • specific interest groups • other government agencies
Attitude may include	• compliant/willing to comply • interested • helpful • negative • aggressive • violent
Information may include	• verbal advice or explanation • written materials • brochures • videos • electronic media: floppy disk, CD-ROM, email, Internet
Communication strategies may include	• one-to-one • informal discussion • telephone call • small group discussion/presentation • large group presentation • written paper-based or electronic presentation • teleconference • video-conference
Contexts may include	• telephone • face-to-face • public forums • in the workplace • in the field • front counter • call centres • video-conferencing • email • web site
Presentation standards may include	• dress • punctuality • preparedness

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RANGE STATEMENT

	• manner • handouts • overhead transparencies/slide shows • questioning techniques • customisation to meet the needs of a diverse workplace
Legislation and standards may include	• enabling and related legislation • public sector standards • organisational policy and procedures • equal employment opportunity and anti-discrimination law

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

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RIIG005A Read and interpret map

Modification History

Not applicable.

Unit Descriptor

This unit specifies the skill and knowledge to read and interpret maps relevant to work activities in the resources and infrastructure industries.

The unit includes identification of locations using maps, compasses and other equipment, identification of types of maps and their functions, the recognition of commonly used symbols and abbreviations, the identification of key features and specifications on a map, and the navigating of a route using maps, compass and other equipment.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this Unit of Competency contain applicable facets of employability skills. The Employability Skills Qualification Summary for the qualification in which this Unit of Competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare for navigation	1.1 Applicable safety and organisational requirements relevant to navigation are identified and complied with.
	1.2 **Information** is gathered and relevant factors identified and checked with appropriate personnel.
	1.3 Suitable **maps, equipment** and **navigation aids** are selected and checked for accuracy, currency and operational effectiveness in accordance with manufacturers' recommendations.
	1.4 Faults or errors in maps and equipment are detected and corrected.
	1.5 Communication with others is established and maintained in accordance with OHS requirements.
2 Plan the route	2.1 Traverse route to destination is selected using information from map or plan and field observations.
	2.2 Maps are examined to identify relevant **symbols and information** and **navigation data**.
	2.3 Current position in the field is identified on map or plan in accordance with organisational procedures.
	2.4 Current position in the field is located using landmarks and key geographical features.
	2.5 Required destination is identified on map or plan in accordance with organisational procedures.
	2.6 Hazards and potential hazards in traversing from location to destination are recognised and interpreted from map or plan, field observations, and local knowledge.
	2.7 Distance to required destination is estimated using map scale and selected traverse route.
3 Conduct navigation	3.1 Navigation is undertaken in accordance with planned route and schedule.

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3.2 Maps are correctly orientated to **surroundings** in accordance with planned route.

3.3 Equipment and navigation aids are used in accordance with manufacturers' recommendations

3.4 Alternative routes are navigated to bypass **obstacles** and improve efficiency of route or course

Required Skills and Knowledge

This describes the essential skills and knowledge required for this unit

Required Skills

Specific skills are required to achieve the performance criteria of this unit, particularly for their application in the variety of circumstances in which this unit may be applied. Skills include

Speaking clearly and directly, listening carefully to instructions and information

Accessing, interpreting and applying technical and operational information including work instructions, quality assurance procedures, manufacturers' instructions, material safety data sheets and equipment instructions

Applying teamwork to a range of situations, particularly in a safety context

Solving problems such as recognising clear discrepancies between available maps or other data and the actual site and taking action to correct these

Showing initiative in adapting to changing work conditions or contexts particularly when working across a variety of work areas

Managing time, particularly in organising priorities and planning work

Taking responsibility for self organisation of work priorities

Showing a willingness to learn and to use a range of mediums to learn

Applying mathematical skills, including basic angles and geometry for compass bearings, estimation and measurement.

Required Knowledge

Specific knowledge is required to achieve the performance criteria of this unit, particularly for their application in the variety of circumstances in which this unit may be applied. Assessment requires evidence of the ability to identify and explain the purpose of:

types of maps, charts and scales and their uses

Representation of topographic features on maps and plans

Common scales used on maps and plans

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Features and use of a compass and factors that affect compass accuracy

Advantages and disadvantages of different map and chart types and sources of error

Techniques for estimating distance travelled.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to reading and interpreting maps and satisfy all of the requirements of the Performance Criteria, Required Skills and Knowledge and the Range Statement of this unit and include demonstration of: working with others to plan, prepare and execute the tasks consistent successful achievement of the requirement outcomes
Context of and specific resources for assessment	This unit should be assessed in the context of the work environment wherever possible. Where this is not possible, assessment may occur in a simulated environment. Evidence for assessment is best gathered using the outcomes of products and processes of the workplace context The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job Assessment of this competency requires typical resources normally used in the work environment. Selection and use of resources for particular work sites may differ due to site circumstances Where applicable, physical resources should include equipment modified for people with disabilities

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	Access must be provided to appropriate learning and/or assessment support when required
Methods of assessment	This unit maybe assessed in a holistic way with other units of competency Appropriate methods of assessment for this unit will usually include: workplace observation of processes and procedures oral and/or written questioning on required knowledge testimony from supervisors, colleagues, clients and/or other appropriate persons simulation and/or scenario analysis Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons Questioning should be undertaken in a manner appropriate to the language and literacy levels of the candidate and to the requirements of the Unit of Competency Assessment should also reinforce the integration of the knowledge and skills aspect of this unit Questioning should be undertaken in such a manner as is appropriate to the oracy, language and literacy levels of the assessee, any cultural issues that may affect responses to the questions, reflecting the requirements of the competency and the work being performed

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different

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work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below.

Information may include:	Details of local inhabitants, type of terrain or features of the route, access and exit routes, natural protection or shelter, land management and legislative requirements, guide books
Maps may include:	Cadastral and topographic maps, charts, guide books, aerial photographs, sketches and cave maps, and diagrams
Equipment may include:	Compass, track and survey markers, beacons, personal protective equipment and clothing, GPS units
Navigation aids may include:	Track and creek junctions and crossings, survey markers, beacons, track markers, cairns, paths, signs, arrows, compass and man-made objects or features
Symbols and information may include:	Grid lines and numbers, contour lines, magnetic variation, scale, map legend, topographic features, markers and beacons, water depth
Navigation data may include:	Grid reference points, grid and magnetic bearings, distances, estimated travelling times, height gain/loss, gradient, identifiable features and exit routes
Surroundings may include:	Ground/terrain, bodies of water, beacons and markers, natural formations, landmarks and man-made features
Obstacles may include:	Thick vegetation, drops and climbs, marshes and bogs, fog, rivers, lakes and dams, tides and hazards

Unit Sector(s)

Not applicable.

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RTD4507A Produce maps for land management purposes

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of preparing maps by hand or using geographical information systems (GIS) for land management purposes. It requires the ability to obtain information for a specific land management purpose, assess data availability and quality, format and present data and incorporate data onto maps. Producing maps for land management purposes requires knowledge of land management processes, relevant legislative and regulatory requirements, mapping principles, and the use of mapping software and hardware.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria

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1	Obtain information for a specific land management purpose	1.1 Information required to achieve result is defined and required **data sets** are correctly determined.
		1.2 Information from **stakeholders** on land management and production systems is collected and presented consistent with the local area management strategy.
		1.3 Information collected includes **temporal and spatial data**.
		1.4 Information is reviewed for relevance and accuracy.
2	Assess data availability	2.1 Availability of required data sets is ascertained through research of **internal and external sources.**
		2.2 Ownership of data is confirmed, and access and pricing determined.
		2.3 Data is obtained in line with **industry standards**, statutory requirements and enterprise policy.
		2.4 Where appropriate, procedures are developed to capture data.
3	Assess data quality	3.1 Data is assessed for **integrity** to determine suitability for task.
		3.2 Disparities between data sets are investigated and resolved to ensure integrity of data used.
4	Format and present data	4.1 Compatible format for data is identified.
		4.2 Relevant data elements are assembled.
		4.3 Data format(s) are selected to meet user's requirements.
		4.4 Information is presented to meet user requirements using suitable media in a tidy, informative and useable manner.
		4.5 Information is presented in line with appropriate enterprise and Australian standards.
5	Incorporate data onto map(s)	5.1 Information is transferred from various data sources onto map(s).

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	5.2 Maps are produced showing **spatial and temporal data** consistent with development and implementation of the land management strategy.
	5.3 Maps are analysed for data to assist in development or implementation of land management plan.
6 Review customer satisfaction	6.1 Work is completed in line with enterprise quality requirements.
	6.2 Feedback is sought from users regarding satisfaction with information and presentation.
	6.3 Any areas of dissatisfaction are resolved in line with enterprise policy and procedures.
	6.4 Customer feedback is analysed and used as a quality improvement tool.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in producing maps for land management purposes requires evidence that maps are produced that meet the needs of users, that timelines are achieved and that the integrity of data is maintained. The skills and knowledge required to produce maps for land management purposes must be **transferable** to a range of work environments and contexts. For example, this could include a range of purposes for preparing a map, different locations, client/user groups and formats for presentation.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below: Land management processes relevant to map being prepared. Relevant Commonwealth, State and Local legislative and regulatory requirements.

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	Mapping principles including layout, legends, scale, media, printing and presentation styles. Use of software and hardware such as GIS, CAD, desktop publishing, desktop mapping, multimedia, graphic animation, plotters and printers.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, some complementary skills are required. These skills include the ability to: Obtain information for a specific land management purpose. Assess data availability. Assess data quality. Format and present data. Incorporate data onto maps. Review customer satisfaction.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**2**) be applied?	Establishing and maintaining consultation and liaison processes with local landholders and stakeholders.
2. How can **information be collected**, **analysed and organised** (**2**)?	Collecting and analysing local data relating to pest distribution.
3. How are **activities planned and organised** (**3**)?	Planning monitoring activities.
4. How can **team work** (**2**) be applied?	Working with local landholders.

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5. How can the use of **mathematical ideas and techniques** (**3**) be applied?	Collating and determining significance of data.
6. How can **problem-solving skills** (**2**) be applied?	Analysing pest data and defining the scope of the problem.
7. How can the **use of technology** (**2**) be applied?	Collating data, documenting findings and developing the report.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, refer to the Assessment Guidelines for this Training Package.

Range Statement

Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts

Which **relevant data** may be included in this standard?	Reports of land management problems, salinity readings, pest infestation from stakeholders, land use maps, land title maps, maps showing topography, soil type or other factors relating to likelihood of pest infestation and output from systematic monitoring program.
Who might other **stakeholders** be?	Land managers, recreational land users, land management bodies, regulatory authorities and landcare committees.
What **temporal and spatial data** may be included?	Pest distribution and intensity of infestation

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Which **management units** may be included?	Measures of potential or actual impact on biological values, agricultural values, environmental values, recreational and social values and public health values.
From where may **data** be obtained?	Direct observation, historical records, GIS, satellite information and air-flown MSS.
Which **types of maps** may be included?	Transparency overlays for air photographs or printed maps and thematic maps produced on Geographic Information Systems.
What **data** is relevant to this competency standard?	Graphical, spatial, textual, hard copy and paper documents (historical records, work, registers, plans, maps), computer records using applications programs (data bases, spreadsheets, accounting packages), relating to physical or virtual features, including demographic data, census data, property ownership, property boundaries, zonings, organisations, property classifications, utilities and services.
What features may be included in the **end result specification**?	Graph, map, table, equations and parameters.
What **external sources of data sets** may be relevant to this competency standard?	Water authority, telecommunications industry, gas authority, electricity authority, land titles office, Valuer General, private industry, land information, council records, surveys and ortho photography.
What **internal sources of data sets** may be relevant to this competency standard?	Old plans, books, surveys, aerial photographs and records owned by the enterprise.
What may be included as **industry standards**?	Competency standards, protocols, de facto standards, confidentiality and privacy.
How can the **integrity of data** be measured?	Accuracy, quality (may be affected by age/condition of hard copy documents), currency, completeness, resolution, confidence limits and scale.
What **procedures for manipulation** of data sets may be included?	Command lines, SQL or other generic query language, scripts and programming language.
What **data management tool**, **technique and procedures** may be relevant to this competency standard?	RDBMS, GDMS, statistical packages, digital image processing packages, map algebra, geographical analysis techniques,

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	ecological/economic models and survey computations.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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TAADEL401B Plan and organise group-based delivery

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to plan and organise training for individuals within a group.

Application of the Unit

This competency involves developing a delivery plan that is used by the trainer/facilitator to guide and manage delivery to a group. It encompasses interpreting the learning environment and delivery requirements for the identified group of learners, developing session plans, and preparing and organising the resources required.

The delivery plan is based on a documented learning program and provides a context specific plan for implementation.

The competency of designing and developing learning programs is separately addressed in **TAADES402B Design and develop learning programs**.

In some situations the learning program and delivery plan may be developed concurrently while in other circumstances the delivery plan is developed separately. Where the application is concurrent co-learning and/or co-assessment of these two units is recommended.

The planning and organising of group delivery is essential to the effective conduct of group delivery/facilitation which is also addressed as a unit of competency in **TAADEL402B Facilitate group-based learning**. While these two units are discrete, co-learning and assessment are strongly recommended. Both units are written from the perspective of a face-to-face delivery mode in a learning context such as a training room, classroom, meeting room, community setting or any location a group can access which is safe, relevant and conducive to learning. Other units in the Delivery and Facilitation Field of the **TAA04 Training and Assessment Training Package** address other modes of delivery and learning contexts.

Throughout this unit the learner refers to the individuals in the group being trained/participating in a learning process; not the candidate undertaking this unit.

The competency specified in this unit is typically required by trainers/facilitators, vocational education and training teachers and training consultants.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Interpret the learning environment and delivery requirements**	1.1 The **learning context** is established and the **organisational arrangements** for delivery are confirmed
	1.2 The **learning program** documentation is accessed, read and interpreted to determine delivery requirements
	1.3 Group and individual **learning needs** and **learner characteristics** are identified using available **information and documentation**
	1.4 **Processes** to identify **learner support requirements** are undertaken
	1.5 **Constraints** and **risks** to delivery are identified and assessed
	1.6 **Personal role and responsibilities** in the planning, delivery and review of training are confirmed with **relevant personnel**
2 **Prepare session plans**	2.1 Specific **learning objectives** and assessment activities (where required) are refined in accordance with learning program requirements

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		and specific needs of individual learners
	2.2	Ideas for managing the delivery are generated using knowledge of **learning principles and learning theories** and reflect the learning needs and characteristics of the group
	2.3	Existing **learning resources**, **learning materials** and documented **learning activities** identified in the learning program are evaluated and selected for use in the specific delivery context
	2.4	**Session plans** are developed and documented for each segment of the learning program to be addressed
3 **Prepare resources needed for delivery**	3.1	Selected existing learning resources, learning materials and learning activities are modified and contextualised for the particular group
	3.2	Additional new, relevant and engaging learning activities and associated learning materials are developed and documented to meet specific session requirements based on the application of learning principles and **learner styles** of individuals and the group
	3.3	All learning materials required by learners are finalised and organised in time for delivery
	3.4	**Specific facility, technology and equipment needs** for each session are identified and organised in time for delivery
	3.5	**Additional resourcing to meet identified learner support needs** is identified and organised, where required, in time for delivery
	3.6	The overall **delivery plan** is confirmed with relevant personnel

Required Skills and Knowledge

Not applicable.

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Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they have planned and organised training for a group of learners to be trained in a face-to-face learning environment.

Evidence should show that candidates can develop a delivery plan that incorporates: interpreting a specific learning environment; interpreting an existing learning program to develop and document specific training sessions that address a whole or part of a learning program and which reflect the needs and characteristics of a specific learner group; selecting and modifying existing learning resources, learning materials and learning activities and developing new learning materials and learning activities; planning and organising the resources required in delivery.

Evidence Requirements

Required knowledge includes:

a sound knowledge of learning principles, including:

learning needs to be learner-centred

the learning process needs to support increasing learner independence

emphasis is on experimental and participative learning

use of modelling

the learning process needs to reflect individual circumstances and needs

adults have a range of life experience which they can connect to learning

adults have a need to know why they are learning something and its benefits

adults have a need to be self-directing

a sound knowledge of learner styles, for example:

auditory

visual

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kinaesthetic

left/right brain

global/analytical

theoretical

activist

pragmatist

reflective

an introductory knowledge level of learning theories, for example:

cognitive learning theory

andragogy

pedagogy

information processing

behavioural learning theory

learner profile including characteristics and needs of learner group/learner target group

learning program design and structure and content

how to structure and develop session plans

the availability, types and content of relevant existing learning resources and learning materials

how to develop new learning materials and learning activities

the industry area/subject matter of the delivery, for example:

the relevant industry competency standards

the specific topic/subject/unit content

specific areas of content knowledge as defined in the learning strategy or learning program

basic instructional design principles, for example:

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sequencing information

providing opportunities for practise

different delivery methods and techniques appropriate to face-to-face delivery

the availability and sources of specific resources, equipment and support services for learners with specific needs

organisational records management system and reporting requirements which may include Australian Quality Training Framework (AQTF) and AVETMISS requirements

relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, including:

competency standards

licensing

industry/workplace requirements

duty of care under common law

OHS

recording information and confidentiality requirements

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

industrial awards/enterprise agreements

National Reporting System

OHS relating to the work role, including:

reporting requirements for hazards

safe use and maintenance of relevant equipment

emergency procedures

sources of OHS information

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Required skills and attributes include:

planning and organisational skills to:

reflect the group and individual learning needs and learner characteristics within session plans

incorporate relevant/modified learning objectives and assessment methods (where required) in session plans

determine the structure and time requirements for each session

identify specific facility, technology and equipment needs for each session

literacy skills to:

document the delivery plan, prepare or customise learning activities

prepare or customise learning materials such as handouts and information sheets

read and interpret learner information

technology skills to:

use computers to produce documents, prepare presentations e.g. PowerPoint and communicate through email and the web

time management skills to:

determine time allocations for each part of the session plan

determine overall session time

determine how many sessions may be required

schedule training sessions

reflection skills to:

identify areas for improvement

maintain own skill development

recognising and being sensitive to individual difference and diversity, for example:

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	being sensitive to and valuing culture acting without bias/discrimination responding to individuals with particular needs recognising the importance of religion ensure the correct industrial relations climate of the learning environment
Products that could be used as evidence include:	documented delivery plan individual session plans forming part of the delivery plan feedback forms from learners on quality/effectiveness of delivery planning modified/contextualised learning resources and learning materials new learning materials and documented learning activities
Processes that could be used as evidence include:	how the learning program was interpreted how responsibilities were identified and clarified why sessions were planned as documented how ideas for delivery were generated how individual learning needs were managed in the planning and organising process
Resource implications for assessment include:	access to relevant learning programs access to relevant learning resources and learning materials access to real or simulated learning environment that addresses organisational requirements of this unit
The collection of quality evidence requires that:	assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills a range of appropriate assessment methods/ evidence gathering techniques is used to

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	determine competency
	evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
	the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
	assessment meets the rules of evidence
	a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	the ability to transfer skills to different training environments and learner groups
	evidence of the preparation of a minimum of two delivery plans:
	one of these delivery plans must address a learning program that is linked to competency standards or an accredited curricula
	one delivery plan should address the whole or substantial part of a learning program and contain session plans for a series of training sessions
	assessment must also include evidence of both developing and contextualising learning activities for the delivery plan and of developing new learning materials such as handouts, overheads, etc., and organising the material and physical requirements for delivery
Integrated assessment means that:	this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to:
	TAADEL402B Facilitate group-based

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	learning **TAADES402B Design and develop learning programs**.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Learning contextincludes:	where the learning will occur, for example: in the workplace in a simulated work environment in the training room/classroom in specialist environments - e.g. laboratory/ computer room in an external venue in an internal venue in a community setting
Organisational arrangementsmay include:	finalising specific location/s or venue/s for delivery coordinating locations enrolment procedures scheduling requirements size of group special equipment or technology needs providing for specific needs of the learners investigating the learning environment to identify, assess and control occupational health and safety (OHS) risks allowable time for training management expectations

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	people to be involved
	reporting requirements
	access issues, e.g. to work practice environment
A **learning program** may include:	a subset of a learning strategy
	a short course/vocational program
	a professional development program
	a community education program
	a workplace learning program
	part of a VET in Schools program
	part of an apprenticeship/traineeship
	a short-term development plan developed by a coach
	a short-term induction program
Alearning programprovides a documented guide to support a cohesive and integrated learning process for the learner and includes:	the competencies or other benchmarks to be achieved
	the specific learning outcomes for each chunk or segment of the learning program
	an overview of the content to be covered in each chunk/segment of the learning program
	learning resources, learning materials and activities for each chunk/segment of the learning program
	number and duration of training sessions/ classes required and overall timelines
	delivery methods for each chunk/segment of the learning program
	OHS issues to be addressed in delivery
	identification of assessment points to measure learner progress
	assessment methods and tools to be used to collect evidence of competency, where assessment is required
Learning needsmay be:	a competency or group of competencies
	aspects of competency such as skills, knowledge or technical applications

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	skills in operating specific equipment generic skills development personal development and growth English language, literacy and numeracy underpinning skills
Learner/srefers to:	existing industry/enterprise employees school leavers new entrants to the workforce apprentices/trainees individuals learning new skills/knowledge individuals seeking to upgrade skills/knowledge individuals changing careers unemployed people learners who have a disability members of target groups such as Aboriginal and Torres Strait Islander communities overseas learners recent migrants individuals/groups meeting licensing or other regulatory requirements
Learner characteristicsmay include:	language, literacy and numeracy requirements specific needs, physical or psychological preferred learning styles employment status past learning experiences level of maturity cultural background and needs level of formal schooling in Australia or overseas length of time resident in Australia
Information and documentationmay include:	enrolment information employee/personnel records (confidentiality

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	protected)
	results of organisational training needs analyses
	outcomes of RCC/RPL assessments
	communication with individual learners
Processesmay be formal or informal, **and may include**:	analysing learner information on enrolment forms
	discussions with learners to identify learning support needs
	observation of the learners
Learner support requirementsmay include:	support arrangements for meeting disability needs
	support arrangements for meeting cultural needs
	support arrangements for meeting language, literacy and numeracy needs
Constraintsmay include:	access to industry experts
	access to workplace
	access to practice opportunities
	cost of training
	time required/available for delivery
	scheduling difficulties
	consideration of appropriate groupings of learners and meeting learner needs/characteristics
Risksmay include:	OHS considerations
	inappropriate location
	inadequate equipment/technology/resources
	capacity to meet learner needs and characteristics
Personal role and responsibilitiesmay include:	responsibility for planning and organising provision of parts of the relevant learning strategy, or learning program or parts of the learning program
	responsibility for planning and organising provision of a specific number of sessions

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	planning and organising the availability of relevant learning materials
	relationships with other trainers/facilitators
	arrangements for assessment
	reporting arrangements
Relevant personnelmay include:	own supervisor
	other trainers/facilitators
	other workplace supervisors
	workplace management
	industry personnel
	OHS representatives
	English language, literacy and numeracy specialists
Learning objectivesmay relate to:	competencies to be achieved by learners
	learning outcomes
	individual/group objectives
	generic and/or technical skills
Learning principlesinclude:	adults have a need to be self-directing
	adults have a range of life experience, and connecting learning to experience is meaningful
	adults have a need to know why they are learning
	training needs to be learner-centred to engage learners
	the learning process needs to support increasing learner independence
	emphasis on experimental and participative learning
	use of modelling
	reflecting individual circumstances
Learning theoriesmay include:	behavioural learning theory
	information processing theory
	cognitive learning theory
	constructivist

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	situational
	problem-based
	andragogy
	pedagogy
Existinglearning resourcesmay include:	Training Packages noted support materials, such as:
	learner/user guides
	trainer/facilitator guides
	how to organise training guides
	example training programs
	specific case studies
	professional development materials
	assessment materials
	other published, commercially available support materials for Training Packages/courses
	organisational learning resources
	competency standards as a learning resource
	videos
	CDs and audio tapes
	references and texts
	manuals
	record/log books
	learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
	learning resources produced in languages other than English as appropriate to learner group and workplace
Learning materialsmay include:	handouts for learners
	worksheets
	workbooks
	prepared case studies
	prepared task sheets

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	prepared activity sheets
	prepared topic/unit/subject information sheets
	prepared role-plays
	prepared presentations and overheads
	prepared scenarios, projects, assignments
	materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
	prepared research tasks
Learning activitiesmay include:	discussions
	role-plays
	written activities/tasks
	case studies
	simulation
	audio or visual activities
	demonstration
	practice, e.g. practicum or supervised teaching/facilitation
	individual activities/projects/assignments
	group activities/projects/assignments
	workplace tasks
	research
	problem-based tasks
	thinking skills exercises
	question and answer
	working through self-paced materials
	games
Session plansmay include:	introductions
	outline of objectives/content to be addressed
	ice breakers to be used
	delivery methods for each part of the session
	plan of learning activities to be used within the session

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	timelines/duration for each learning activity formative assessment points/opportunities learning materials required summary/overview/wrap up
Learner stylesmay include:	auditory visual kinaesthetic left/right brain global/analytical theoretical activist pragmatist reflective
Specific facility, **technology and equipment needsmay include**:	specific location/room availability of appropriate furniture adequate lighting comfortable seating and temperature overhead projector computer hardware and software video equipment audio equipment technical machinery/equipment working tools scientific laboratory and equipment
Additional resourcing to meet identified learner support needsincludes:	providing referrals to internal services such as language, literacy and numeracy support unit or individual learning unit providing referrals to external services such as community language, literacy and numeracy program, disability support service, counselling support, etc. incorporating techniques such as modelling/demonstrating, chunking, visual/diagrammatic, opportunities to practise skills, peer support, and repetition

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	drawing on range of resources from first language, including peer support
	ensuring appropriate physical and communication supports are available
	listening to problems and helping within own area of responsibility and/or knowledge
	building required knowledge and skills using support materials
A **delivery planmay include**:	individual/group learning objectives or outcomes for the segment of the learning program to be addressed
	number of learners and their specific support requirements
	content of sessions as specified in the session plans
	timelines/duration of activities within sessions
	learning resources, learning materials and learning activities to be used in sessions
	other resource and equipment requirements
	OHS considerations, including:
	incident or hazard reporting
	emergency procedures

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation

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TAADEL402B Facilitate group-based learning

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to facilitate learning by individuals within a group.

Application of the Unit

The competency of delivering training and facilitating learning to a group involves preparing, guiding supporting and managing learners using a range of delivery methods, knowledge, skills and behaviours that enhance learning.

It also includes the skills needed to support and manage interactions with and between individuals in a group. The competency of individual facilitation is addressed by a separate unit of competency - **TAADEL403B Facilitate individual learning**.

The vocational outcomes and performance requirements of this unit are set in the context that the learning outcomes to be achieved are defined and documented through a learning program (**TAADES402B Design and develop learning programs)** and the organisational arrangements to support delivery have been previously determined (**TAADEL401B Plan and organise group-based delivery).** The focus of the group facilitator is on guiding and supporting learners progress towards the learning outcomes/competency to be achieved.

The skill of group facilitation, which is not linked to specified learning outcomes, is also addressed in this Training Package through **TAATAS504B Facilitate group processes**. The competency defined in that unit focuses on facilitating a group to determine its own outcomes.

Co-learning and assessment with **TAADEL401B Plan and organise group-based delivery** is strongly recommended where both these competencies are required. Both units are written from the perspective of a face-to-face delivery mode within an off-the-job learning context such as a training room, classroom, meeting room, community setting or any location a group can access which is safe, relevant and conducive to learning.

Throughout this unit the learner refers to the individual participating in the group learning process, not the candidate undertaking this unit.

The competency specified in this unit is typically required by trainers/facilitators, teachers and training consultants.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Establish an environment conducive to group learning**	1.1 The **learning program** and **delivery plan** are read and interpreted to identify and confirm delivery requirements for the specified session
	1.2 Availability of **all resource needs** is confirmed prior to commencement of session/s
	1.3 Outcomes of **learner recognition processes** are obtained from **relevant persons** to provide flexible responses to **individual learner needs**
	1.4 The learning program/segment of the learning program is introduced and **objectives, expectations and requirements** including occupational health and safety (OHS) are discussed, clarified and agreed
	1.5 A learning facilitation relationship is established between trainer/facilitator and the group using **appropriate oral communication and language skills** and **interpersonal skills**
	1.6 Relationships with and between learners are initiated which support inclusivity, acknowledge diversity and enable a positive learning

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		environment
2	**Deliver and facilitate training sessions**	2.1 Interactions with learners are based on the application of **learning principles** in accordance with **learner styles** and identified **learner characteristics**
		2.2 Each training session is conducted in accordance with **session plans** but modified where appropriate to meet the needs of the learners
		2.3 All **resource requirements** for delivery are addressed and the **diversity** of the group is used as another resource to support learning
		2.4 **Generic skills** relevant to the learning objectives are addressed in delivery
		2.5 A range of **delivery methods** are employed and **appropriate technology and equipment** are used as training aids to optimise the learner experience
		2.6 Opportunities for practice and formative assessment are built into the delivery, where assessment is required
3	**Demonstrate effective facilitation skills**	3.1 **Presentation skills** are used to ensure the delivery is engaging and relevant
		3.2 **Group facilitation skills** are used to ensure effective participation and group management
		3.3 Oral communication and language skills are used to motivate the learner and to transfer knowledge and skills
		3.4 Interpersonal skills are used to maintain appropriate relationships and ensure inclusivity
		3.5 **Observation skills** are used to monitor individual and group progress
4	**Support and monitor learning**	4.1 Learner progress is monitored and documented to ensure outcomes are being achieved and the needs of individual learners are being met
		4.2 Adjustments are made to the delivery plan to reflect specific needs and circumstances and **unanticipated situations**

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	4.3 Learners are encouraged to reflect on personal learning progress
	4.4 Group dynamics are managed to ensure effective participation by all learners and to maintain effective relationships
	4.5 **Inappropriate behaviour** is managed using **conflict resolution and negotiation skills** to ensure learning can take place
	4.6 Learner records are maintained, stored and secured in accordance with legal/organisational requirements
5 **Review and evaluate effectiveness of delivery**	5.1 The delivery plan is evaluated to determine its effectiveness as a tool in guiding the learning process and feedback is provided to the writer, as appropriate
	5.2 Feedback from learners/management/peers is sought on the quality of delivery, and areas for improvement are identified and documented
	5.3 Trainer/facilitator **reflects on own performance** in training delivery
	5.4 Areas of improvement/new ideas to improve the quality of delivery/facilitation and to enhance the learning experience are considered and implemented

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

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To demonstrate competency against this unit candidates must be able to provide evidence that they have delivered training and facilitated learning within a group in a face-to-face learning environment, on a number of occasions, that involves a series of training sessions covering a number of learning outcomes. They should also provide evidence of reviewing and evaluating the effectiveness of the delivery plan and their personal performance in training delivery.

Evidence should show that they can provide training using appropriate sequencing and activities to develop the skills and knowledge of learners, as well as enhancing motivation, interest and enthusiasm. Trainers must demonstrate high-level facilitation, observation, communication and interpersonal skills to support and teach each learner effectively.

Evidence Requirements

Required knowledge includes:

a sound knowledge of learning principles, including:

adults have a range of life experience which they can connect to learning

adults have a need to know why they are learning something and its benefits

learning needs to be learner-centred

adults have a need to be self-directing

the learning process needs to support increasing learner independence

emphasis is on experimental and participative learning

use of modelling

the learning process needs to reflect individual circumstances and needs

a sound knowledge of learner styles, for example:

auditory

visual

kinaesthetic

left/right brain

global/analytical

theoretical

activist

pragmatist

reflective

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the industry area/subject matter of the delivery, for example:

the relevant industry competency standards

the specific topic/subject/unit

specific areas of knowledge as defined in the learning strategy or learning program

an introductory knowledge of learning theories, for example:

cognitive learning theory

andragogy

pedagogy

information processing

behavioural learning theory

learner group profile including characteristics and needs of individual learners in the group

the content and requirements of the learning program and/or delivery plan

different delivery methods and techniques appropriate to face-to-face group delivery

techniques for the recognition and resolution of inappropriate behaviours

behaviours in learners which may indicate learner difficulties

organisational records management system and reporting requirements which may include Australian Quality Training Framework (AQTF) and AVETMISS requirements

evaluation/revision techniques, for example:

developing simple questionnaires and feedback forms

administering evaluation forms

using questioning for evaluation purposes

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	specific resources, equipment and support services available for learners with special needs
	relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
	competency standards
	licensing requirements
	industry/workplace requirements
	duty of care under common law
	OHS legislation
	recording information and confidentiality requirements
	anti-discrimination including equal opportunity, racial vilification and disability discrimination
	workplace relations
	industrial awards/enterprise agreements
	National Reporting System
	OHS relating to the facilitation of group-based learning, including:
	assessment and risk control measures
	reporting requirements for hazards
	safe use and maintenance of relevant equipment
	emergency procedures
	sources of OHS information
	role of key workplace persons
	policies and procedures relevant to the learning environment
Required skills and attributes include:	group facilitation skills to:
	facilitate discussion and group interaction
	maintain group cohesion

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handle difficult learners/situations

manage group activities

manage conflict

observe and interpret behaviour that puts others at risk

different delivery and facilitation methods/ techniques, such as:

demonstration/modelling

instruction

presentations/lectures

guided facilitation of individual and group learning activities/group work/case studies

initiating and facilitating group discussions

brainstorming activities

providing and guiding practice opportunities

enabling and supporting effective learner participation

tutoring

project-based

individual facilitation techniques - coaching/ mentoring

blended

oral communication and interpersonal skills to:

present information

provide sequenced, structured instructions

use questioning techniques

use listening techniques

adjust language to suit the audience

maintain appropriate relationships

establish trust

build rapport

be open to others' opinions

use appropriate body language

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negotiation and conflict resolution skills

observation skills to:

monitor learner progress

monitor group and individual interactions

monitor conflict/behavioural difficulties

monitor learner cues about concerns/difficulties in learning

monitor learner readiness for assessment/new areas of learning

literacy skills to:

prepare presentations

prepare questions

prepare or customise learning activities

prepare or customise learning materials such as handouts and information sheets

develop feedback documentation

record learner information

technology skills to:

use overhead projectors

use audiovisual equipment

use computers to produce documents, prepare presentations e.g. PowerPoint, and communicate through email and the web

manage time to:

schedule training

be flexible

make adjustments to suit learners

reflection skills to:

identify areas for improvement

maintain own skill development

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	recognising and being sensitive to individual difference and diversity, for example: being sensitive to and valuing culture acting without bias/discrimination responding to individuals with particular needs recognising the importance of religion ensure the correct industrial relations climate of the learning environment
Products that could be used as evidence include:	identified generic skills relevant to the learning objectives feedback forms and other evaluation evidence from learners observations or videotaped examples of presentation, group facilitation, oral communication and interpersonal and observation skills used during the training sessions examples of completed learning activities that are product- or document-based notes showing reflection on own performance and own learning
Processes that could be used as evidence include:	how the delivery plan was followed and why how group or individual conflict was managed how individual learning needs were managed ways in which initial relationships in the group were established how the trainer/facilitator reflected on own performance learning achieved by the learners
Resource implications for assessment include:	delivery venue for programmed learning activities access to more than one group of learners access to learner group over time access to learning program/s access to delivery plan/s

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	time to ensure that assessment covers the range of specific evidence requirements
The collection of quality evidence requires that:	assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills
	a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
	evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
	the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
	assessment meets the rules of evidence
	a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	the ability to transfer delivery and facilitation skills to different training environments and learner groups
	evidence of the delivery, facilitation and review of a series of training sessions including at least two consecutive sessions that follow a learning program design:
	at least one session (minimum) should be based on a learning program that is derived from Training Package competency standards or accredited curricula
	at least one session must be based on using learning outcomes from another source
	at least one session must be delivered to a different learner group with evidence of how the characteristics and needs of this group were addressed

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	at least one training session should be one hour minimum duration
Integrated assessment means that:	this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to: **TAADES402B Design and develop learning programs** **TAADEL401B Plan and organise group-based delivery**.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Thelearning programprovides a documented guide to support a cohesive and integrated learning process for the learner and includes:	the competencies or other benchmarks to be achieved the specific learning outcomes derived from the benchmarks for each chunk or segment of the learning program an overview of the content to be covered in each chunk/segment of the learning program learning resources, learning materials and activities for each chunk/segment of the learning program number and duration of training sessions/ classes required and overall timelines delivery methods for each chunk/segment of the learning program OHS issues to be addressed in delivery identification of assessment points to measure learner progress assessment methods and tools to be used to collect evidence of competency, where

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	assessment is required
Thedelivery planis used by the trainer/facilitator to guide and manage delivery to a group and includes:	individual/group learning objectives or outcomes for the segment of the learning program to be addressed
	number of learners and their specific support requirements
	content of sessions as specified in the session plans
	timelines/duration of activities within sessions
	learning resources, learning materials and learning activities to be used in sessions
	other resource requirements
	OHS considerations, including:
	incident or hazard reporting
	emergency procedures
All resource needsincludes:	the learning resources required by the trainer/ facilitator and learners to be used in the session/s
	the learning materials and documented learning activities required by the trainer/facilitator and learners to be used in the session/s
	specific facility, technology and equipment to be used in the session/s
	learner support requirements
Learner recognition processesmay include:	recognition of prior learning (RPL) for previous formal education and training which contributes to assessment of current competency or formal credit
	recognition of current competency (RCC)
	credit for subjects/units/qualifications/Statements of Attainment
Relevant personsmay include:	self (as the assessor)
	other trainers/facilitators with learner records
	other assessors
	support personnel administering

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	learner/candidate records
Individual learner needsmay:	vary from overall group learning objectives depending on previous experience and competencies already held
Objectivesmay include:	the competency standards being addressed
	specified learning outcomes or learning objectives derived from the competency standards
	learning outcomes based on other benchmarks
	group learning needs
	individual learning needs
	specific learning activities
	practise opportunities e.g. practicum or supervised teaching/facilitation
	formative assessment opportunities
Expectationsmay include:	expectations of learners and the group by trainer/facilitator
	expectations of the trainer/facilitator by individuals and by the group
	expectations of individual and group behaviour including respect, sensitivity to needs of others, sensitivity to culture, ethics and gender, practising inclusivity in group work, use of appropriate language
	expectations of commitment to learning/learning process/learner motivation and participation
	expectations of interesting, engaging delivery and facilitation
	expectations of a safe, secure learning environment
Requirementsmay include:	appropriate behaviour
	maintaining progress
	attendance
	assessment including
	the points in delivery at which assessments

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	will occur
	identified formative assessment activities as part of learning experience
	evidence requirements
	OHS aspects and requirements, including:
	reporting requirements for hazards
	safe use and maintenance of relevant equipment
	emergency procedures
	sources of OHS information
	names of key workplace persons with OHS roles and responsibilities
	OHS policies and procedures relevant to the learning environment
Appropriate oral communication and language skillsmay include:	using an appropriate tone and level of voice
	making clear and concrete presentations of options/advice
	using icebreakers as appropriate
	using appropriate terminology and language of the industry/profession
	using an open, warm communication style including effective verbal and body language
	communicating clearly to facilitate group and individual learning
	using critical listening and questioning skills and techniques
	providing constructive and supportive feedback
	accurately interpreting verbal messages
	inviting learners to paraphrase advice/instructions
	ensuring language, literacy and numeracy (LLN) used is appropriate to the learner/s needs
Interpersonal skillsmay include:	showing respect for the expertise and background of learners

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	establishing trust
	building and maintaining rapport
	demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
	modelling facilitation and learning behaviours
	engaging in two-way interaction
	encouraging the expression of diverse views and opinions
	negotiating complex discussions by establishing a supportive environment
	using language and concepts appropriate to cultural differences
	accurately interpreting non-verbal messages
Learning principlesinclude:	adults have a range of life experience which they can connect to learning
	adults have a range of life experience which they can connect to learning
	adults have a need to know why they are learning something and its benefits
	learning needs to be learner-centred
	adults have a need to be self-directing
	the learning process needs to support increasing learner independence
	emphasis on experimental and participative learning
	use of modelling
	the learning process needs to reflect individual circumstances and needs
Learner stylesmay include:	auditory
	visual
	kinaesthetic
	left/right brain
	global/analytical
	theoretical

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	activist
	pragmatist
	reflective
Learner characteristicsmay include:	language, literacy and numeracy requirements
	specific needs, physical or psychological
	preferred learning styles
	employment status
	past learning experiences
	level of maturity
	cultural background and needs
	level of formal schooling in Australia or overseas
	length of time resident in Australia
Session plansmay include:	introduction/s
	outline of objectives/content to be addressed
	ice breakers to be used
	delivery methods for each part of the session
	plan of learning activities to be used within the session
	timelines/duration for each learning activity
	formative assessment points/opportunities
	learning materials required
	summary/overview/wrap up
Resource requirementsinclude:	the resources needed by the trainer/facilitator and the resources needed by the learners as identified in the delivery plan
Diversitymay include:	age
	gender
	culture
	ethnicity
	disability
	religion

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	sexual orientation
	level and prior experiences of education and training
	attitudes and reasons for learning
Generic skillsmay include:	Employability Skills, including:
	communication
	teamwork
	problem solving
	initiative and enterprise
	planning and organising
	self-management
	learning
	technology
	innovation
	language, literacy and numeracy skills
Delivery methodsare the techniques used to guide, **facilitate and support the learning process and may be**:	lock step, learner-paced, mixed pace
	interactive, participative, collaborative
	trainer/facilitator-centred and learner-centred, and may include:
	demonstration/modelling
	instruction
	presentations/lectures
	guided facilitation of individual and group learning activities/group work/case studies
	initiating and facilitating group discussions
	brainstorming activities
	practice opportunities
	enabling and supporting effective learner participation
	tutoring
	project-based
	individual facilitation techniques - coaching/mentoring
	blended

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Appropriate technology and equipmentmay include:	overhead projectors computers light projectors DVD/video equipment television/screen whiteboard/blackboard butcher's paper specific technical equipment/machinery relevant to technical areas
Presentation skillsmay include:	synthesising information and ideas preparing aids such as overhead projectors and data projectors using computer presentation applications using computer software and hardware speaking with appropriate tone and pitch using appropriate language to reflect the audience encouraging and dealing appropriately with questions showing enthusiasm for the topic summarising key points making direct eye contact to create direct pathway between learners and self (may be culturally inappropriate for some groups) demonstrating confidence supporting learners to enable progress from simple to more complex tasks and concepts
Group facilitation skillsmay include:	ensuring that every individual has an opportunity for participation and input maintaining group cohesion encouraging rapport between group members managing group dynamics observing and interpreting behaviour that puts others at risk facilitating discussion and group interaction

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Observation skillsmay include:	using formative evaluation to monitor learner progress
	monitoring group and individual interactions
	monitoring conflict/behavioural difficulties
	monitoring learner cues about concerns/difficulties in learning
	monitoring learner readiness for assessment and/or new areas of learning
Unanticipated situationsmay include:	identifying learners experiencing difficulties with learning for a variety of reasons, which may include:
	English language, literacy and numeracy difficulties
	physical/sensory difficulties
	socio-emotional difficulties
	organisational issues
Inappropriate behaviourmay include:	violent or inappropriate language
	verbal or physical abuse
	bullying
	insensitive verbal or physical behaviour towards other learners or the trainer/facilitator e.g. cultural, racial, disability or gender-based insensitivities
	dominant or overbearing behaviour
	disruptive behaviour
	non-compliance with safety instructions
Conflict resolution and negotiation skillsmay include:	identifying critical points/issues/concerns/problems
	talking through points/issues/concerns/problems
	identifying options for changing behaviours
	bringing the parties together
	managing discussions
	moving parties forward
	presenting solutions
	ensuring equitable outcomes

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	providing face-saving options obtaining agreements
Reflecting on own performancemay include:	thinking through the training delivery asking key questions reviewing achievements analysing difficulties

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation

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TAADEL403B Facilitate individual learning

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to facilitate individual learning through a one-on-one relationship between a learner and facilitator.

Application of the Unit

Learning facilitation relationships may take a number of forms including structured/semi-structured activities and formal/informal agreements. They may be independent of or part of a broad learning and delivery strategy. Identifying which learners and learning contexts may benefit from individual learning facilitation forms part of this competency.

Establishing an appropriate mutual relationship is critical, and the communication and interpersonal skills of the trainer/facilitator are paramount in creating the necessary preconditions for individual learning facilitation to be effective.

Two major techniques to facilitate individual learning are derived from mentoring and coaching methodologies. Other similar instructional techniques may also be appropriate, such as tutoring. The trainer/facilitator may use these techniques with one learner or with individual learners in a small group context.

Individual learning/facilitation relationships may be used to help an individual or individuals meet personal or job goals, learn new skills/knowledge or develop new learning/work behaviours. The role of the trainer/facilitator using these techniques is to advise, guide, support and respond to the needs of the individual learner.

The delivery mode may be face-to-face, online, via telecommunication or using a combination of media.

The competency specified in this unit is typically required by trainers/facilitators, supervisors, managers, leaders, practitioners, teachers, assessors and consultants.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Identify individual learning facilitation requirements**	1.1 The **need for individual learning/facilitation** in the **learning area** is identified
	1.2 The **goals for learning** for individual learning/ facilitation are identified and discussed with **relevant persons**
	1.3 Appropriate **individual learning/facilitation techniques and processes** are identified and documented to support individual learning needs and goals
	1.4 **Evaluation processes** are developed and agreed
	1.5 **Organisational support** for implementation is obtained, where relevant
2 **Establish the learning/ facilitation relationship**	2.1 The **individual's learning style**, **learner characteristics** and the **context for learning** are identified
	2.2 The appropriate technique/process to facilitate individual learning is **selected or organised** and the basis of the technique/process is explained and discussed with the individual learner
	2.3 The **boundaries and expectations** of the learning/ facilitation relationship are clarified and agreed using effective **communication and interpersonal**

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		skills
		2.4 Any **equity or additional support needs** are clarified
		2.5 An **individualised learning plan** is developed, documented and discussed with the learner
3	**Maintain and develop the learning/facilitation relationship**	3.1 **Preparation** for each meeting/session is evident
		3.2 Effective communication and interpersonal skills are used to grow the relationship and sustain active participation
		3.3 **Structured learning activities** are developed to support and reinforce new learning, build on strengths and identify areas for further development
		3.4 **Leadership and motivational skills** are demonstrated to enable the learner to take responsibility for learning
		3.5 **Learner cues** are observed and **changes in approach** are made, where necessary, to maintain momentum
		3.6 **Ethical behaviours** are practised at all times
		3.7 Regular meetings are agreed to by both parties and scheduled to monitor the effectiveness of the learning/facilitation relationship
		3.8 Appropriate documentation to support the relationship is mutually developed and maintained
4	**Close and evaluate the learning/facilitation relationship**	4.1 **Tools and signals** are used to determine readiness for closure of individual learning/facilitation relationship
		4.2 The closure is carried out smoothly using appropriate interpersonal and communication skills
		4.3 **Feedback** is sought from the learner on the outcomes achieved and the value of the relationship
		4.4 The **impact** of the learning/facilitation relationship is reviewed using identified evaluation processes

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4.5 **Self-evaluation and reflection** on own performance in managing the relationship is carried out and areas for improvement are identified

4.6 The outcomes of the learning/facilitation relationship and evaluation of the process are documented and filed in accordance with legal, organisational and personal requirements

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they can establish and maintain an effective learning/facilitation relationship with an individual learner.

The trainer/facilitator must demonstrate the development of a relationship, in one or more delivery modes which is learner-centred, adaptable to individual needs, and appropriate to the learning area or focus of the relationship. Demonstration of effective techniques, communication, interpersonal skills and problem solving skills are pivotal to demonstrated competency in this unit.

Evidence Requirements

Required knowledge includes:	the effects of verbal and non-verbal communication, for example: how to interpret behaviours how to model behaviours and values sound knowledge of different learning styles and how to encourage different learners, for example: theoretical learners

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pragmatic learners

activist learners

reflective learners

kinaesthetic learners

audio learners

visual learners

tactile learners

left/right brain learners

the learning cycle, including:

concrete experience

observation and reflection

concept formation

testing new learning

learning principles, for example:

adults have a need to be self-directing and decide for themselves what they want to learn

adults have a range of life experience, and connecting learning to experience is meaningful

adults have a need to know why they are learning something

adults need to be respected

adults prefer learning to be relevant and practical

the needs and characteristics of the individual learner

change processes, for example:

how people work through change

behaviours associated with change

the organisational culture, for example:

how individualised learning is perceived and

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valued

workplace arrangements for individualised learning

industrial relations implications

regulatory requirements

current techniques to facilitate individual learning

how to create new learning activities

learner cues that may reflect difficulties with individual learning facilitation relationships

sources of external support

measurement or evaluation tool development

other learning options, learning activities and referrals

relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

competency standards

licensing

industry/workplace requirements

duty of care under common law

recording information and confidentiality requirements

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

industrial awards/enterprise agreements

National Reporting System

OHS relating to the work role, including:

reporting requirements for hazards

safe use and maintenance of relevant equipment

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emergency procedures

sources of OHS information

Required skills and attributes include:

use of empathy to:

build rapport

communicate the feeling of threat and risk when facilitation begins

deal appropriately with a range of emotions

interpersonal skills to:

set up a comfortable environment

demonstrate awareness of own behaviour

use appropriate humour to lighten atmosphere

keep the sessions learner-centred

analysis skills to:

identify suitable learning/facilitation techniques and activities for the individual learner

flexibility to:

determine and alter a learning plan

negotiate with the learner to ensure facilitation is suitable

be patient with individual's learning ability

interpret information gathered and adapt own style accordingly

communication skills to:

give positive and negative feedback

demonstrate awareness of own behaviour

negotiate and manage conflict

confirm, clarify or repair understanding

build constructively on what has been said

learning and facilitation techniques to:

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	lead and motivate learners to take responsibility for their own learning
	maintain momentum during the learning process
	facilitate individual learning through a one-on one relationship
	literacy skills to:
	develop the learning plan
	maintain records and other documentation
	read and interpret relevant documentation
	recognising and being sensitive to individual difference and diversity, for example:
	being sensitive to and valuing culture
	acting without bias/discrimination
	responding to individuals with particular needs
	recognising the importance of religion
	time management skills to:
	structure sessions
	drive the process to achieve goals
Products that could be used as evidence include:	individual learning plan
	facilitation activities
	evaluations from participants or organisation
	evidence of self-evaluation and improvement of skills, for example, a learning journal
	audio or video of a facilitation session
Processes that could be used as evidence include:	how communication skills have been used in facilitating/learning, particularly questioning techniques, listening and interpretation, and why
	how the individual's learning area, style and context were matched to the learning facilitation methods, process and activities

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	utilised
	how learning was structured to build new skills, and why
	how reflection and insight into learning was developed in the learner
	how the trainer/facilitator relationship was terminated, and why
Resource implications for assessment include:	materials and information for facilitation
	permission of organisation for time and resources
The collection of quality evidence requires that:	assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills
	a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
	evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
	the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
	assessment meets the rules of evidence
	a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	a minimum of two examples of a learning facilitation relationship being conducted, with different individuals to demonstrate communication skills and flexibility; one or more of the processes/techniques identified must be demonstrated
Integrated assessment means that:	this unit can be assessed alone or as part of

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	an integrated assessment activity involving other relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to: **TAADEL401B Plan and organise group-based delivery** **TAADEL402B Facilitate group-based learning** **TAADEL404B Facilitate work-based learning** **TAADEL501B Facilitate e-learning**.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Need for individual learning/ facilitationmay be:	proposed by the learner, a manager/department in the organisation, or the trainer/facilitator a requirement of management part of the delivery strategy of a Training Package qualification, course or learning program a request for additional support to enhance learning based on observation
Learning areamay be:	organisational/individual a new/changed job role new or changed work procedures/work skills technical skills life skills

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	generic skills
	management skills
	units of competency in Training Packages
	curriculums
Goals for learningmay include:	learning a new skill/area of knowledge or competency
	defined through learning outcomes or objectives of a learning program
	increasing productivity
	career advancement or redirection
	changes in life direction
	setting personal directions/achievements
	relationship development
Relevant personsmay include:	the learner
	the workplace supervisor/coordinator/manager
	other team members
	other trainers/facilitators/teachers/lecturers
Individual learning/ facilitation techniques and processesmay include:	a formal or informal process
	an ongoing or one-off process
	a specific circumstance or an integrated feature of the overall learning process
	coaching techniques
	mentoring techniques
	tutoring techniques
	peer relationships
	matching experienced workers/learners
	single or double loop learning approaches
Evaluation processesmay include:	a formal evaluation tool
	quantifiable measures such as increased productivity/achievement of new skills
	level of attendance
	critical feedback from learner and others

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Organisational supportmay include:	agreement by organisation to provide additional assistance to individuals through identified techniques
	venue and equipment support
	additional time with learner
Individual's learning stylemay include:	auditory
	visual
	kinaesthetic
	tactile
	left/right brain
	global/analytical
	theoretical
	activist
	pragmatist
	reflective
Learner characteristicsmay include:	language, literacy and numeracy requirements
	specific needs, physical or psychological
	preferred learning styles
	employment status
	past learning experiences
	level of maturity
	cultural background and needs
	level of formal schooling in Australia or overseas
	length of time resident in Australia
Context for learningmay be:	determined by the area of learning
	determined by the trainer/facilitator and the learner
	defined by the work/learning activities
	in a classroom, tutorial room, meeting room, office, work in situ, any agreed meeting place
	in a workplace, training and/or assessment organisation, college, community, university

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	or school
	defined by the time requirements for individual facilitation and how these will be built into learning activities
	impacted by the health, safety or welfare of the learner
Selectedis defined as:	where the trainer/facilitator has the capacity to independently determine which technique/process will be most appropriate
Organisedis defined as:	where the trainer/facilitator is operating in circumstances where the technique/process is part of an existing delivery system
Boundaries and expectationsmay include:	the roles and responsibilities of the trainer/facilitator
	the roles and responsibilities of the learner
	extent/limits of the relationship
	the techniques/processes to be used
	confidentiality
	the range of expertise of the trainer/facilitator
	the involvement of others
	organisational expectations
	reporting requirements
Communication skillsmust include:	using icebreakers as appropriate
	building rapport with the learner
	using effective verbal and body language
	demonstrating a capacity to communicate clearly to facilitate the learning
	using critical listening and questioning techniques
	providing constructive and supportive feedback
	accurately interpreting verbal messages
	assisting learners to paraphrase advice/instructions to the trainer/facilitator
	providing clear and concrete options/advice
	using appropriate terminology and language

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	of the industry/profession
	ensuring language, literacy and numeracy (LLN) used is appropriate to the learner
Interpersonal skillsmust include:	showing respect for the expertise and background of the learner
	demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
	modelling facilitation and learning behaviours
	engaging in two-way interaction
	encouraging the expression of diverse views and opinions
	negotiating complex discussions by establishing a supportive environment
	using language and concepts appropriate to cultural differences
	accurately interpreting non-verbal messages
Equity or additional support needsmay include:	English language, literacy and numeracy support
	disability support
	Aboriginal and Torres Straight Islander support
	ethnic support services
	interpreting services
	counselling services
	community support
Anindividualised learning planincludes:	the goals to be achieved
	contingency plans
	the logistics of the learning relationship, for example:
	period of relationship
	frequency of meetings/length of sessions
	location of meetings/contact
	the structure of the learning relationship, for

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	example:
	activities to be undertaken
	monitoring processes
	tools/equipment needed
	shadowing
	occupational health and safety (OHS) considerations
Preparationmay include:	planning for each meeting/session
	being organised for each meeting/session
	reflecting on outcomes of previous meeting/session
	being punctual
	identifying 'where we are' at the start
	appearing relaxed and confident
	enabling learner to identify his/her perspective
	providing a relaxing, non-threatening environment
Structured learning activitiesmay include:	direction, guidance and mutual discussion
	role-plays
	written exercises
	demonstrations
	practice opportunities e.g. practicum or supervised teaching/facilitation
	role modelling
	projects
	readings
	research
	video/audio analysis
	a learning journal
Leadership and motivational skillsmay include:	maintaining focus
	transferring responsibility
	empowering the learner

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	inspiring the learner
	visualising the learner's perspective
	using effective communication
Learner cuesmay include:	level of engagement/disengagement
	regular/irregular attendance/absences
	evidence of frustration, distraction, stress
	level of communication/interaction
	level of ease/difficulty in undertaking learning activities
	stagnation in learning
	level of dependence/independence
	evidence of problems/issues which may be personal, employment-based or related to the individualised learning
Changes in approachmay include:	revision of individualised learning plan
	fresh approach/shift in technique
	problem solving
	shift in level of guidance/level of independence
Ethical behavioursinclude:	trust
	integrity
	privacy and confidentiality of the session
	following organisational policies
	knowing own limitations
	having a range of other intervention referrals ready when needed
	honesty
	fairness to others
Tools and signalsmay include:	self-assessment by the learner
	a measure of improvement in a particular area
	readiness for formal assessment
	level of independence in learning
	readiness to maintain learning through other

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	means or modes
	severe/fixed blockages in the relationship
	agreed time period over
Feedbackmay be:	interview
	formal discussion
	informal discussion
	written questionnaire
Impact may be:	successful achievement/rate of achievement/lack of achievement of identified goals
	achievement of other outcomes as a result of the relationship
	development of new goals
	increased/new motivation to learn
	greater capacity to learn
	development of or increase in the self-confidence of the learner
Self-evaluation and reflectionmay include:	asking critical questions about own ability, what worked, what did not work and how the relationship building process could be improved
	reviewing records and journals on sessions and critically evaluating own performance
	reviewing feedback from learner and identifying critical aspects and areas for improvement

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation

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TAADEL404B Facilitate work-based learning

Modification History

Not applicable.

Unit Descriptor

This unit specifies the outcomes required to use work effectively as a learning process.

Application of the Unit

Learning through work is an ongoing and everyday reality of being in work. However, the effectiveness of that learning can be shaped by interventions and actions that modify, direct and provide support to the workplace learner. This guided learning ensures a planned approach to learning through work activities, effective strategies to support the learning and appropriate monitoring and safeguards.

This unit addresses the processes, skills and knowledge involved in using the work process and the work environment as the basis for learning in the workplace.

Learning though work may contribute to an educational outcome, such as a qualification or Statement of Attainment; and/or a work outcome, such as learning how to use a new piece of equipment; and/or a personal outcome, such as extending an individuals self-esteem.

Providing a guided approach to work-based learning is an essential component of any apprenticeship or traineeship arrangement and also has application in induction processes, change management processes and ongoing employee development.

The competency specified in this unit is typically required by trainers/facilitators, teachers, workplace supervisors, team leaders, human resource or industrial relations managers, consultants and any employee responsible for guiding learning through work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Establish an effective work environment for learning**	1.1 The **purpose or objectives of the work-based learning** are established and agreed with **appropriate personnel**
	1.2 The **areas of work** encompassed by the work-based learning are defined and documented
	1.3 **Work practices and routines** are analysed to determine their effectiveness in meeting the work-based learning objectives
	1.4 Changes are proposed to work practices, routines and the work environment to support more effective learning, where appropriate, and discussed with **relevant persons**
	1.5 **Occupational health and safety (OHS)** and **industrial relations implications** of using work as the basis for learning are identified and addressed
2 **Develop a work-based learning pathway**	2.1 The documented work areas are analysed to determine an **effective work-based learning pathway**
	2.2 **Organisational strategies** to support the work-based learning are proposed
	2.3 Any **contractual requirements and responsibilities** for learning at work are addressed
	2.4 Connections are made with the training and/or assessment organisation to integrate and monitor the **external learning activities** with the work-based learning pathway where relevant

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		2.5 The proposed work-based learning pathway is evaluated against **appropriate criteria**
		2.6 Agreement is obtained from relevant personnel to implement the work-based learning pathway
3	**Implement the work-based learning pathway**	3.1 The **learners' profile and characteristics** are evaluated to determine **possible requirements for support**
		3.2 The purposes/objectives for undertaking work-based learning and the processes involved are clearly explained to the learners
		3.3 The introduction of workplace tasks, activities and processes is sequenced to reflect the agreed work-based learning pathway
		3.4 Agreed organisational strategies are put into effect
		3.5 Relations with other work personnel affected by the work-based learning pathway are managed to ensure effective implementation
		3.6 **Appropriate communication and interpersonal skills** are used to develop a collaborative relationship with learners
4	**Monitor learning and address barriers to effective participation**	4.1 **Access and equity considerations** are addressed, where appropriate
		4.2 The readiness of the worker to participate in and/or take on new tasks and responsibilities is effectively monitored
		4.3 Work performances are observed and alternative approaches suggested where needed
		4.4 Learners are encouraged to take responsibility for learning and to self-reflect
		4.5 **Techniques for learners to demonstrate transferability** of skills and knowledge are developed
		4.6 **OHS requirements** are monitored to ensure health, safety and welfare
		4.7 **Feedback** is provided to learners about work performance and success is communicated and

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		acknowledged
5	**Review the effectiveness of the work-based learning pathway**	5.1 Work performance and learning achievement are documented and recorded in accordance with legal/organisational requirements
		5.2 Learners are encouraged to provide critical feedback on their learning experiences
		5.3 The effectiveness of the work-based pathway is evaluated against the objectives, processes and models used
		5.4 The effectiveness of any integration of work-based learning and external learning activities is assessed
		5.5 Improvements and changes to work-based practice are recommended in light of the review process

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they have developed work-based learning pathways that integrate learning through work.

This includes identifying learning needs, analysing work practices, the environment and work tasks; organising and allocating work in a way that reflects the learning needs and provides effective learning opportunities, and monitoring the effectiveness of the selection of work-based learning pathway.

Evidence Requirements

Required knowledge includes:	work organisation systems, processes, practices within the organisation where

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work-based learning is taking place

operational demands of the work and impact of changes on work roles

organisational work culture including industrial relations environment

systems for identifying skill needs, for example:

performance reviews

training needs analysis

identifying additional training needs of learners

learning principles, for example:

learning and experience are connected for meaning

adults need to know why they are learning

adults can self-evaluate

adults learn in different ways

individual facilitation techniques to support and guide learning

change processes, for example:

how people work through change

behaviours associated with change

introductory knowledge of different learning styles and how to encourage learning in each, for example:

visual learners

audio learners

kinaesthetic learners

theoretical learners

relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

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	industrial awards
	enterprise bargaining agreements
	licensing requirements
	industry/workplace requirements
	duty of care under common law
	information and confidentiality requirements
	anti-discrimination including equal opportunity, racial vilification and disability discrimination
	workplace relations
	National Reporting System
	OHS relating to the work role, including:
	hazards relating to the industry and specific workplace
	reporting requirements for hazards and incidents
	specific procedures for work tasks
	safe use and maintenance of relevant equipment
	emergency procedures
	sources of OHS information
	organisational strategies that provide support to the workplace learning
Required skills and attributes include:	communication skills to:
	identify needs
	communicate suggestions
	give feedback constructively
	ask open-ended questions to tease out required knowledge and information
	evaluate learner profiles and characteristics
	coach learners
	literacy skills to:
	read and interpret organisational documents,

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	legal documents and contracts complete and maintain documentation
	monitor and manage work environment and individual dynamics, for example: assess the climate of the group facilitate employee acceptance ensure each individual feels valued
	organisational skills to: allocate and reorganise work organise changes with relevant persons provide guidance and feedback to individuals
	cognitive skills to: set learning outcomes through work interpret and analyse competency standards and/or other performance specifications to actual work processes design a learning process through work
Products that could be used as evidence include:	redesigned individual/group work plans documented individual work-based learning pathways training gap identification materials documented reviews of work-based learning pathways performance management feedback
Processes that could be used as evidence include:	how learning needs were identified and why how learning opportunities were matched to work how work was organised/reorganised to reflect learning needs how learning was promoted
Resource implications for assessment include:	work opportunities learning opportunities in work

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	time to support learner needs e.g. organised time for learner to watch work and talk with work colleagues and trainer/facilitator and reflect on learning
The collection of quality evidence requires that:	assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills
	a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
	evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
	the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
	assessment meets the rules of evidence
	a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	a minimum of two examples of developing work-based learning pathways, that includes:
	identifying needs for learning
	analysing work practices, work environment and work activities
	organising and allocating work in a way that reflects the learning needs and which provides effective learning opportunities through work processes
Integrated assessment means that:	this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to:

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TAADEL403B Facilitate individual learning

TAADES401B Use Training Packages to meet client needs.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

The **purpose or objectives of the work-based learning** may include:	introduction of new technology new product/service new organisational direction/workplace change new position or job roles addressing identified skills gap/deficit OHS requirements quality improvements competency achievement part of traineeship/apprenticeship
Appropriate personnel may include:	workplace supervisor/frontline manager training/human resources/industrial relations manager trainer/facilitator/assessor learner training and/or assessment organisation personnel group training company personnel
Areas of work may include:	work or job tasks work activities processes to carry out work

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	use/operation of equipment to carry out work
	projects
	team-based or individual work
Work practices and routines may include:	work schedules
	work timelines
	work performance expectations
	work organisation/organisational change
	work models/multi-skilling
	work structures and systems
	operational/organisational guidelines
	OHS guidelines, systems and safeguards
	work demarcations and industrial relations concerns
	English language, literacy and numeracy (LLN) requirements
Relevant persons may include:	workplace supervisor/frontline manager
	training/human resources/industrial relations manager
	union representatives/delegates
	workers whose own jobs may be affected by the proposed changes
OHS implications may include:	OHS legal obligations
	workplace OHS policies and procedures
	ensuring work practices, routines and proposed changes do not pose a risk to the learner and others
Industrial relations implications may include:	work demarcations created through changes to work practices
	ensuring compliance with an award or enterprise bargaining agreement
	licensing requirements
An **effective work-based learning pathway** may include:	identifying specific goals for work-based learning
	identifying job tasks or activities to be included in the learning process

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	appropriate sequencing of job tasks/activities to reflect learner incremental development
	direct guidance and modelling from experienced co-workers and experts
	opportunities for practice
Organisational strategies may include:	appropriate supervision during learning
	appropriate time to observe and talk to others in work
	use of co-workers to model or demonstrate tasks and activities or to teach technical terminology and language of the workplace
	use of internal work experts/mentors/coaches with whom the learner is comfortable
	sufficient time for practice
	job rotation
Contractual requirements and responsibilities may include:	training plans under apprenticeships/traineeships
	Workplace English Language and Literacy (WELL) or other government funded training program requirements
External learning activities may include:	external courses e.g. institution-based
	off-the-job components of apprenticeship/traineeship
	equipment supplier training
	online learning
	conferences/seminars/workshops
	self-directed learning
Appropriate criteria may include:	breadth and depth
	inclusion of a range of routine and non-routine work tasks/activities
	appropriate sequencing of work tasks/activities
	sufficient learning and practice time
	capacity to address learning that underpins knowledge within the work tasks/activities
	identified relationship/synthesis with

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	learning provided by other sources
Learners' profiles and characteristics may include:	language, literacy and numeracy needs specific needs employment status past learning experiences work roles level of maturity culture
Possible requirements for support may include:	referral to an external agency for assistance with language, literacy and numeracy use of interpreters mentor/coach peer support physical support needs other support mechanisms
Appropriate communication skills may include:	using icebreakers as appropriate building rapport with the learner/s using effective verbal and body language demonstrating a capacity to communicate clearly to facilitate the individual/s learning using critical listening and questioning techniques giving constructive and supportive feedback accurately interpreting verbal messages assisting learners to paraphrase advice/instructions back to the trainer/facilitator providing clear and concrete options/advice using appropriate terminology and language of the industry/profession ensuring language, literacy and numeracy (LLN) used is appropriate to learner/s
Interpersonal skills may include:	showing respect for the expertise and background of learner/s demonstrating sensitivity to diversity,

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	disability, culture, gender and ethnic backgrounds
	modelling facilitation and learning behaviours
	engaging in two-way interaction
	encouraging the expression of diverse views and opinions
	negotiating complex discussions by establishing a supportive environment
	using language and concepts appropriate to cultural differences
	accurately interpreting non-verbal messages
Access and equity considerations may include:	minimising physical barriers
	identifying and addressing direct and indirect barriers to learning
	building on learner strengths
	providing access to a range of resources and/or equipment
	making referrals to a range of relevant agencies
Techniques for learner/s to demonstrate transferability may include:	problem solving
	situated learning
	hypothetical questioning
	opportunities for learner/s to demonstrate autonomy in learning
	opportunities for learner/s to apply the knowledge and skills in different contexts
OHS requirements may include:	reporting procedures
	emergency procedures
Feedback may include:	performance reviews
	formal or informal group or individual discussions

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Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation

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TAADEL405B Coordinate and facilitate distance-based learning

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to coordinate, organise and facilitate a distance-based learning process.

Application of the Unit

Distance-based learning involves a learner-managed learning process that is facilitated by a trainer/facilitator who is separated from their learner/s by time or place. The emphasis in distance-based learning is on the provision to and use by learner/s of effective learning resources with facilitated guidance, motivation and support from the trainer/facilitator through a range of communication tools.

The competency of coordinating distance-based learning involves organising these learning resources, managing the learning process and reviewing the effectiveness of this delivery mode.

Distance-based learning resources are primarily print-based learning material but may be supplemented by other media such as audio cassette, videotapes, web-based information or CD-ROM.

The design and development of learning resources to be used in distance-based learning is addressed as a separate unit of competency in **TAADES502B Design and develop learning resources**.

The specifications for distance-based learning are documented in a learning strategy/course and/or learning program/s. (Refer **TAADES402B Design and develop learning programs** and **TAADES501B Design and develop learning strategies**).

Distance-based learning often takes place in conjunction with other modes of delivery, e.g. face-to-face or e-learning.

The competency of facilitating learning via electronic media in real time is addressed in **TAADEL501B Facilitate e-learning**.

The competency specified in this unit is typically required by trainers/facilitators, teachers and consultants.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Prepare for distance-based learning**	1.1 The **learning strategy** and/or **learning program** is accessed, read and interpreted to determine, learning outcomes or objectives to be met and any distance-based learning delivery requirements
	1.2 Initial knowledge of group, individual **learner styles** and **learner characteristics** is developed to support effective planning for distance-based learning using **available information**
	1.3 The **suitability of distance-based learning** as a delivery mode for **learners** is considered and appropriate recommendations made, where required
	1.4 **Learning resources** are selected and evaluated for appropriateness, and where required are **contextualised** for distance-based learning
	1.5 Additional **learning materials** appropriate to distance-based learning are developed
	1.6 A **distance delivery management plan** is developed, using knowledge of **learning principles**, to ensure logical progression of learner

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		progress and continuity of distance learning content
		1.7 **Support mechanisms** are identified and organised and **means of communicating with learners** and providing feedback are determined and organised
		1.8 Prior to commencement identified information is sent to learners outlining **objectives, learner requirements** and **expectations**
2	**Manage distance-based learners**	2.1 Expectations and requirements are confirmed through **direct contact** and any issues/questions are clarified
		2.2 Distance-based learning relationships are established between trainer/facilitator and learners using appropriate **communication tools and skills**
		2.3 Learning resources and learning materials are progressively distributed in accordance with the plan and learner needs
3	**Monitor learner progress**	3.1 Learner progress is monitored and documented to ensure outcomes are being achieved and the needs of individual learners are being met
		3.2 **Strategies** are developed and implemented to address learner difficulties, where required and **techniques** for maintaining motivation and commitment are developed and implemented
		3.3 Support and guidance are provided outside the formal communication process, where appropriate
		3.4 Learner records are maintained, stored and secured in accordance with legal/organisational requirements
4	**Review the distance-based learning process**	4.1 **Feedback** is gathered to review the management of the distance-based process
		4.2 Feedback is analysed to determine the success of the distance-based learning in meeting learners' needs and expectations
		4.3 Time is taken to reflect on personal skills in the coordination and facilitation role
		4.4 Options for improving the distance-based learning process are documented, discussed with relevant

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personnel, and changes made as appropriate

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they can coordinate a number of learners who are participating in distance -based learning.

This involves planning and organising relevant learning resources; developing a distance delivery management plan; managing the learners; setting up and providing support mechanisms; providing appropriate feedback on progress and formative assessment; and ensuring that learning outcomes are reached.

Evidence Requirements

Required knowledge includes:	a sound knowledge of learning principles, for example:
	adults have a need to be self-directing and decide for themselves what they want to learn
	adults have a need to know why they are learning something
	adults have a range of life experience and connecting learning to experience is meaningful
	training experiences need to be learner-centred to maintain motivation
	content and requirements of the learning strategy and/or learning program/s to be used in distance delivery
	characteristics and needs of individual

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distance learners

a sound knowledge of learner styles, for example:

auditory

visual

kinaesthetic

left/right brain

global/analytical

theoretical

activist

pragmatist

reflective

use of individual activities

use of written materials

use of technology to support distance-based learning

techniques for maintaining motivation and commitment of distance learners

learner cues

availability and types of support mechanisms relevant to distance learners

relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

copyright and privacy laws in terms of electronic technology

security of information

plagiarism

competency standards

licensing

industry/workplace requirements

duty of care under common law

recording information and confidentiality requirements

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	anti-discrimination including equal opportunity, racial vilification and disability discrimination
	workplace relations
	industrial awards/enterprise agreements
	National Reporting System
	OHS relating to the work role, including:
	reporting requirements for hazards
	safe use and maintenance of relevant equipment
	emergency procedures
	sources of OHS information
Required skills and attributes include:	communication skills using different mediums, such as audio tapes, written documentation, telephone or email to:
	establish rapport
	provide guidance
	give appropriate feedback
	maintain motivation and commitment
	maintain continuous communication
	planning and organising skills to distribute learning resources and learning materials
	interpretation skills to translate/transfer the learning strategy/learning program to distance mode
	organisational skills to:
	communicate efficiently using various mediums
	manage learners by distance
	keep up-to-date with each learner's progress
	be available for support during established times
	maintain regular contact with learners
	time management skills to:

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	get materials to learners in a timely manner
	provide prompt feedback
	assess learners in a timely manner
Products that could be used as evidence include:	documentation of feedback given to learners
	documentation of feedback given to trainers/ facilitators
	documentation produced by learners
	emails
	support activities or resources given to learners
	documentation describing the systems and protocols set up
	contact logs or register
Processes that could be used as evidence include:	how to give appropriate feedback via distance
	the different methods of learning involved with resource-based learning and why they are used
	how to encourage self-directed learning
	contact management systems
	access to distance learners
	access to relevant
Resource implications for assessment include:	time for organising, facilitating, managing distance learning programs
	learning resources for the learner
The collection of quality evidence requires that:	assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills
	a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
	evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided

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	the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice assessment meets the rules of evidence a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	the facilitation of one or more distance-based learning programs or qualifications which individually or collectively enable the outcomes, Performance Criteria, skills and knowledge of this competency standard to be demonstrated
Integrated assessment means that:	this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to: **TAAASS301B Contribute to assessment** **TAADEL403B Facilitate individual learning** **TAADEL501B Facilitate e-learning**.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Thelearning strategyprovides:	a documented framework to guide and structure the learning requirements and the teaching/delivery and assessment arrangements of a vocational education and training qualification (refer **TAADES501A**

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	Design and develop learning strategies for more information)
Thelearning programprovides:	a documented guide to support a cohesive and integrated learning process for the learner Note: for further information, refer to **TAADES402A Design and develop learning programs** Design and develop learning programs.
Learner stylesmay include:	auditory visual kinaesthetic left/right brain global/analytical theoretical activist pragmatist reflective
Learner characteristicsmay include:	language, literacy and numeracy requirements specific needs employment status past learning experiences level of maturity culture and/or language diversity level of formal schooling in Australia or overseas length of time resident in Australia
Available informationmay include:	information which informs the learner about their need to be self-directed, self-motivated, disciplined services providing information about distance-based learning expectations of the learner roles and responsibilities of the trainer/facilitator

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	general and introductory information about the trainer/facilitator
	contact details and arrangements
	outcomes of the distance-based learning program
	recommendations for online sites to use, chat forums, bulletin boards
	printed materials relevant to the distance learning qualification/course/program, such as:
	books and publications
	references
	newspaper clippings
	readings
	monographs
Thesuitability of distance-based learningmay include:	the content focus and outcomes of the competency standards and/or learning outcomes, i.e. do the outcomes require demonstration of skills such as psychomotor skills or interpersonal skills?
	whether such skills have been designed into the distance-based learning resources or learning strategy/learning program
	the learning styles and characteristics of the learners and self-assessment of suitability for distance-based learning
	the need for mixed mode to support learning in particular areas/skills
Learnersmay include:	self-funded learners
	self-motivated learners
	existing industry/enterprise employees
	school leavers
	new entrants to the workforce
	individuals learning new skills/knowledge
	individuals seeking to upgrade skills/knowledge
	individuals changing careers

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	unemployed individuals and groups
	learners who have a disability
	members of target groups such as Aboriginal and Torres Strait Islander communities
	overseas learners
	recent migrants
	individuals/groups meeting licensing or other regulatory requirements
Learning resourcesmay include:	Training Package noted support materials, such as:
	learner/user guides
	trainer/facilitator guides
	how to organise training guides
	example training programs
	specific case studies
	professional development materials
	assessment materials
	other commercially available support materials for Training Packages/courses
	organisational learning resources
	competency standards as a learning resource
	videos
	CDs and audio tapes
	references and texts
	manuals
	record/log books
	learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
	learning resources produced in languages other than English as appropriate to learner group and workplace
Contextualisedmeans to:	modify examples/case studies/activities/templates with industry/enterprise context specific

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	information to be more relevant to learner
Learning materialsmay include:	handouts for learners
	worksheets
	workbooks
	prepared case studies
	prepared task sheets
	prepared activity sheets
	prepared topic/unit/subject information sheets
	prepared role-plays
	prepared presentations and overheads
	prepared scenarios, projects, assignments
	materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
	prepared research tasks
A **distance delivery management planmay include**:	learning outcomes
	sequence, packaging, timing and distribution requirements of specific learning resources and learning materials
	timelines for completion of learning outcomes/ learning activities
	formative assessment requirements
	expectations of the learner
	instructions to the learner
	list of other learners
Learning principlesinclude:	adults have a need to be self-directing
	adults have a range of life experience, and connecting learning to experience is meaningful
	adults have a need to know why they are learning
	learning needs to be learner-centred to engage learners
	the learning process needs to support increasing learner independence

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	emphasis is on experimental and participative learning
	use of modelling
	reflecting individual circumstances
Support mechanismsmay include:	contact numbers for help or guidance
	email or phone tutoring
	workplace mentoring by supervisors/managers
	learning partners
	contact numbers of other learners
	equipment needs
	disability and support needs
Means of communicating with learnersmay include:	written communication through:
	email
	mail
	fax
	SMS
	oral communication through:
	telephone
	teleconferencing
	and may be supplemented by initial face-to-face contact
Objectivesmay include:	the competency standards being addressed
	specified learning outcomes or learning objectives
	group learning needs
	individual learning needs
	specific learning activities
	practice opportunities
	formative assessment opportunities
Learner requirementsmay include:	participation

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	maintaining progress
	completing activities/formative assessment requirements
Expectationsmay include:	expectations of learners and the group by trainer/facilitator
	expectations of the trainer/facilitator by individuals and by the group
Direct contactmay include:	telephone
	face-to-face
	video conference
Communication tools and skills may include:	regular email contact with every distance learner
	being accessible
	fostering a community of learners
	providing alternatives e.g. phone access
Strategiesmay include:	identifying critical points/ issues/ concerns/ problems
	mediating discussions
	referral to counselling
Techniquesmay include:	providing constructive/supportive feedback
	regular guidance
	motivational activities
Feedbackmay include:	learner feedback via survey or discussion
	feedback from colleagues
	feedback from external parties

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation

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TAADES401B Use Training Packages to meet client needs

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to use Training Packages and accredited courses as a tool to support industry, organisation or individual competency development needs.

Application of the Unit

Training Packages represent the national industry benchmarks for nationally recognised vocational outcomes in the vocational education and training system. Accredited courses represents other industry benchmarks for vocational education and training. Being able to use Training Packages and accredited courses is a core competency required of all persons with a training, assessment or associated role operating in recognised vocational education and training.

This unit addresses the skills and knowledge required to use Training Packages and accredited courses. This includes identifying and sourcing Training Packages and accredited courses to meet client needs, and interpreting the requirements of Training Package/s including the competency standards/units, the packaging rules for qualifications and the assessment guidelines.

It also includes selecting and contextualising competency standards to meet client needs, and identifying the multiple applications of Training Package/s and accredited courses for workplace or educational needs.

This unit underpins and supports a range of other competencies in the **TAA04 Training and Assessment Training Package** including, but not limited to, developing various learning and/or assessment products, developing learning strategies and programs, and undertaking delivery and assessment.

The competency specified in this unit is typically required by persons working in or with **training and/or assessment organisations** (refer to the definition provided in the Range Statement), including trainers/facilitators, teachers, assessors, designers, managers and consultants.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Define the basis for using Training Package/s and accredited courses**	1.1 Discussions are held with **relevant persons** to confirm **training and/or assessment needs** of the **client**
	1.2 **Training Packages** and/or **accredited courses** which could satisfy client needs are identified and **sourced**
	1.3 **Endorsed components** of the Training Package/s and/or accredited courses are **explored** to determine whether client needs are addressed
	1.4 **Additional sources of information** are identified to clarify Training Package and/or accredited courses content and requirements, where necessary
	1.5 The specific purpose and **application/s** of using Training Packages and/or accredited courses are confirmed with relevant persons
2 **Analyse and interpret the qualifications framework**	2.1 The **qualifications framework** of the selected Training Packages and/or accredited courses, including the **packaging rules**, is read and interpreted accurately

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		2.2 Advice is sought from **experts and others** where guidance on interpretation is needed
		2.3 The qualifications framework is applied to meet client needs, where appropriate
3	**Analyse and interpret competency standards and accredited modules for client application/s**	3.1 Individual competency standards are selected to meet client needs in accordance with any packaging rules and co-relationships between units
		3.2 **All parts of the competency standard and/or accredited modules format and structure** are read, analysed and interpreted for meaning
		3.3 All parts of the competency standard and/or accredited modules are analysed for English language, literacy and numeracy requirements
		3.4 The selected competency standards and/or accredited modules are analysed to identify the **dimensions of competency**
		3.5 The **relationships** between the parts of the competency standard are identified and the **whole competency standard** is used in the application to meet client needs
		3.6 The relationship between parts of modules are identified and the whole module is used in the application to meet client needs
		3.7 Content links between competency standards and/or accredited modules are analysed to develop effective applications for the client
		3.8 Advice is sought from experts where guidance on interpretation is needed
		3.9 Analysis and interpretation of competency standards and/or accredited modules is documented
4	**Contextualise competency standards and accredited courses for client application/s**	4.1 Clarification is sought from the client regarding the need for contextualisation of competency standards or accredited courses
		4.2 If required, competency standards or accredited courses are contextualised using the relevant Training Package's or **curricula** guidelines/advice on contextualisation

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		4.3 Feedback is sought from experts to ensure contextualisation meets the competency standards and the Training Package's or **accredited courses** contextualisation advice
5	**Analyse and interpret assessment guidance for client application**	5.1 All sections of the Assessment Guidelines of the Training Package/s and/or accredited courses are read, interpreted and applied to the application
		5.2 Where two or more Training Packages and/or accredited courses are used to meet client needs, the assessment guidelines of each Training Package and/or curricula are applied
		5.3 Advice is sought from experts where guidance on interpretation is needed
6	**Use Training Package/s and accredited courses as an integrated tool for client application**	6.1 All analysis and interpretation of Training Package and/or accredited courses content is reviewed against the purpose and the application to meet client needs
		6.2 All analysis and interpretation of Training Package and/or accredited courses content is reviewed against requirements and guidelines
		6.3 The interrelationships in content between the three endorsed components of the Training Package are evident in the application or in the case of accredited courses, the relationship between component parts
		6.4 The user of the Training Package and/or accredited courses reflects on the process and continuous improvements for other applications

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they can source, analyse, interpret and use a Training Package and an accredited course to contextualise or adapt competency standards for an industry, organisation or individual.

Evidence Requirements

Required knowledge includes:	the function of Training Packages and accredited curriculum as national benchmarks in a competency-based training and assessment system of vocational education and training
	the different purposes for which Training Packages can be used
	the structure of Training Packages and accredited courses and the role and purpose of each endorsed/accredited component
	the language and terminology used in Training Packages and accredited courses, for example:
	acronyms used to describe components of, and organisations within, the vocational education and training environment
	meanings of words and phrases concerning workplace training and assessment
	the language style in which Training Packages and accredited courses and other vocational education and training documentation is written
	where to access Training Packages and accredited courses information, for example:
	web sites - DEST, STAs, ISCs
	organisations that distribute Training Packages and accredited courses - ISCs, ATP
	personnel in ISCs
	industry associations
	how to use Training Packages and accredited

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courses in relation to different applications, for example:

how to use the introductory information

how to use packaging rules, qualification frameworks and Assessment Guidelines

the format and structure of competency standards and accredited modules

the format and structure of accredited courses

the dimensions of competency

how to interpret and use competency standards for a range of applications and purposes, e.g.:

training

assessment

human resources

recognition

credit transfer/articulation

the endorsement/accreditation period of Training Packages/accredited courses, review dates and review status

the parts of Training Packages and accredited courses which can be contextualised and those which cannot

the diversity of VET clients, client needs and expectations and how Training Packages and accredited courses can meet client needs

relevant policies, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

copyright and privacy laws in terms of electronic technology

security of information

plagiarism

licensing

industry/workplace requirements

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	duty of care under common law
	anti-discrimination including equal opportunity, racial vilification and disability discrimination
	workplace relations
	industrial awards/enterprise agreements
	occupational health and safety (OHS) relating to the work performance outcomes and requirements set out in competency standards, including:
	internal policies and procedures to meet OHS requirements
	hazards commonly found in the work environment to which learning is related
Required skills and attributes include:	communication skills to collaborate with others on using Training Packages and accredited courses, for example:
	discussing issues
	asking questions
	accepting feedback and instruction
	interpreting written information
	planning skills to:
	develop a structure for a particular application of the Training Package and accredited courses
	coordinate the use of more than one Training Package /accredited courses or more than one competency standard or accredited module
	cognitive skills to:
	analyse, interpret and apply the qualifications frameworks of selected Training Packages and accredited courses
	select, analyse and interpret individual competency standards/accredited modules
	analyse, interpret and apply all sections of

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	the Assessment Guidelines
	research skills to: analyse and interpret Training Package and accredited courses content against purpose and application to meet client needs determine learning or organisational application use a range of sources to access Training Packages identify opportunities to integrate components within and across units
Products that could be used as evidence include:	learning or organisational applications which have been developed using a Training Package and/or accredited courses as a framework
Processes that could be used as evidence include:	how different components of the Training Package and/or accredited courses were analysed how different parts of the competency standards were analysed how the Training Package/s and/or accredited courses were used to meet the needs of a particular industry or organisation how Training Package/s and/or accredited courses operate in vocational education and training
Resource implications for assessment include:	Training Packages and accredited courses access to appropriate personnel for consultation and advice
The collection of quality evidence requires that:	assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills a range of appropriate assessment methods/evidence gathering techniques is used to determine competency evidence must be gathered in the workplace

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	wherever possible. Where no workplace is available, a simulated workplace must be provided
	the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
	assessment meets the rules of evidence
	a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	a minimum of two examples of unpacking training specifications including at least one Training Package. The other may be another Training Package or accredited courses which meets the vocational outcomes of the learner. It is strongly recommended that this evidence be collected through integrated assessment with any of the units listed below. This may be in a real or simulated work environment.
Integrated assessment means that:	this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to: **TAADES402B Design and develop learning programs** **TAADES501B Design and develop learning strategies** **TAADES502B Design and develop learning resources** **TAADES503B Research and design e-learning resources** **TAADES504B Develop and evaluate e-learning resources** **TAADES505B Research and develop competency standards** **TAAASS401C Plan and organise**

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	assessment **TAAASS402C Assess competency** **TAAASS403B Develop assessment tools** **TAAASS404B Participate in assessment validation**.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Training and/or assessment organisation refers to:	a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services an organisation that provides non-recognised training and assessment services
Accredited courses	a training specification which has been accredited and which meets the AQTF - Standards for State and Territory Registering/Courses Accrediting Bodies
Relevant personsmay include:	training managers/coordinators other managers/supervisors industry or organisational clients consultants colleagues other people who work for a training and/or assessment organisation

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	personnel at national Industry Skills Councils (ISCs)
	industry experts
	industry networks/trainers/facilitators
Training and/or assessment needsmay be:	an Australian Qualifications Framework (AQF) qualification
	an apprenticeship/traineeship
	a learning program to meet a skill/competency gap or need
	learning product development/modification
	delivery
	assessment
	professional development
	generic skill development
	maintenance of currency
	recognition of current competency/prior learning
	organisational skill development needs
Clientmay include:	target learner group
	individual learners
	candidates for assessment
	business/organisation
	group training company
	government department or agency
	internal clients - other personnel in the training and/or assessment organisation
Training Package/s and accredited coursesmay be sourced by:	using the Internet to access the National Training Information Service (NTIS) or Resource Generator
	purchasing copies from relevant ISCs
	purchasing copies from Australian Training Products
	accessing library facilities
	making inquiries of other personnel within the training and/or assessment organisation

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Endorsed componentsof the Training Package include:	units of competency Assessment Guidelines Qualifications Framework
Exploredmay include:	reading, examining and interpreting content to identify relevance clarifying different parts of the Training Package or accredited courses and how they relate to each other knowing who to go to with questions about applicability/relevance to client needs understanding the terms, phrases and language used in the Training Package or accredited courses, and the style in which Training Packages or accredited courses and other VET documentation is written clarifying how competency standards in one Training Package relate to competency standards in other Training Packagesaccredited courses clarifying how modules in accredited courses relate to modules in other accredited courses identifying the underpinning language, literacy and numeracy requirements
Additional sources of informationmay include:	Training Package and accredited courses support materials an Implementation Guide for the Training Package supplementary information produced by the relevant ISC learning resources and learning materials developed by the Workplace English Language and Literacy (WELL) program Training Package and accredited courses endorsement/accreditation information including review dates and status accredited courses accreditation information including target audience and expiry date
Application/smay include:	developing a learning strategy for a Training Package and/or accredited courses

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	qualification
	developing an accredited course based on competency standards from different Training packages, to meet a client need
	developing a traineeship/apprenticeship training plan
	developing a learning program
	undertaking delivery
	conducting assessment
	developing assessment tools
	undertaking validation
	developing learning resources/learning materials
	using the Training Package and/or accredited courses:
	as a project tool
	for coordination and management functions
	for human resource functions including recruitment, selection, performance management
	to support organisational change
Qualifications frameworkis defined as:	the qualification outcomes of the Training Package or accredited courses which comprise meaningful combinations of competencies aligned to specific Australian Qualifications Framework (AQF) qualification titles
Packaging rulesare defined as:	the grouping of units of competency into combinations for the purpose of creating an AQF qualification and **may include**:
	a core only model
	a core and electives model
	a core and specialisation model
	a core, specialisation and/or electives model
	an electives only model
Experts and othersmay include:	other trainers/facilitators

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	other assessors
	Industry Skills Councils (ISCs) staff
	Department of Education, Science and Training (DEST) and/or State/Territory Authority (STA) staff
	Australian Quality Training Framework (AQTF) auditors
All parts of the competency standard format and structuremust include:	Unit Descriptor
	Elements
	Performance Criteria
	Employability Skills
	Range Statement
	the Evidence Guide including:
	required knowledge and skills
	critical aspects of assessment (in the **TAA04 Training and Assessment Training Package** called requirements for the collection of quality evidence and specific evidence requirements)
	context and resource implications for assessment
All parts of the accredited coursesmust include:	descriptor
	learning outcomes
	assessment criteria
	context and resource implications for assessment
All parts of the competency standard and/or accredited module, format and structuremay include:	application section
	prerequisites
	competency field
	industry sector
	overview of assessment
	methods of assessment
	products and processes that could be used as evidence
	integrated assessment/co-assessment relationships

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	guidance information
Dimensions of competencyinclude:	task skills task management skills contingency management skills job/role environment skills
Relationshipsmay include:	identifying the performance requirements and how critical outcomes will be achieved clarifying the intent of each component the application of required knowledge and skills to work activities defined in the Performance Criteria the interrelationships between assessment requirements, the intent and focus of the unit and the Performance Criteria the integration of Employability Skills as part of the assessment process the interrelationship between the Evidence Guide and assessment in providing specific guidance to support sufficiency and validity of evidence
The whole competency standardrefers to:	all parts of the competency standard, including dimensions of competency

Unit Sector(s)

Not applicable.

Competency Field

Learning Design

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TAADES402B Design and develop learning programs

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to conceptualise, design, develop and evaluate learning programs to meet an identified need for a group of learners, using appropriate criteria.

Criteria may include endorsed competency standards and other specifications such as organisational performance standards, product equipment specifications and workplace procedures.

Application of the Unit

Learning programs document a cohesive and integrated learning process for the learner. They include the learning outcomes or the learning objectives (derived from the competency standards or other criteria) and outline the content, sequence and structure of learning and the delivery and assessment method/s to be used.

This unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.

The trainer/facilitator uses learning programs to develop more specific and detailed delivery plans which contextualise and individualise the learning for particular groups.

A learning program can be discrete, providing a planned learning approach, relating to specific learning/training needs, or it may form part of the learning design for a qualification. In the latter context, the learning program represents a subset of a learning strategy, adding detail to specified content areas outlined within the learning strategy. For each learning strategy a number of learning programs would need to be developed to guide implementation.

The competency requirements to develop a learning strategy are separately identified in **TAADES501B Design and develop learning strategies.**

Competency standards must be used as the basis for determining the learning program content in a learning and assessment pathway which leads to a recognised vocational qualification or Statement/s of Attainment under the Australian Qualifications Framework (AQF).

The competency of unpacking and interpreting Training Packages is addressed separately in **TAADES401B Use Training Packages to meet client needs.**

Where the learning program is designed to meet a general education need within vocational education and training or to meet specific organisational or business needs that do not lead to AQF certification, other criteria may form the basis for the learning outcomes.

Throughout this unit the learner refers to the individual in the group being trained in any vocational area, not the person undertaking this unit.

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The competency specified in this unit is typically required by trainers/facilitators, training coordinators, training consultants.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Define the parameters of the learning program in consultation with the client/s**	1.1 The **purpose** and **focus** of the learning program is clarified
	1.2 Competency standards or **other relevant specifications** on which to base the learning program are identified, accessed and confirmed
	1.3 Competency standards/other relevant specifications are read, analysed and interpreted to determine specific learning objectives/outcomes/goals, and language, literacy and numeracy requirements
	1.4 The **scope and breadth** of the learning program is discussed and interpreted
	1.5 The **target group learners** and their

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		characteristics are identified and considered
		1.6 Other **sources of information** to support the learning program are identified and accessed
		1.7 The **learning environment, operational resource requirements** and safety implications are identified
2	**Generate options for designing the learning program**	2.1 Relevant **learning strategy documentation** is accessed and used to guide the learning program development, where appropriate
		2.2 The **competency/educational profile** and **learning styles** of the target group learners are investigated to inform the learning program design
		2.3 Research is conducted to identify existing learning programs and/or **learning resources** and **learning materials** which could be used and/or customised
		2.4 A range of **options for the learning program content** is generated in collaboration with **other persons** and based on research findings and application of **learning principles**
		2.5 Broad time frames, possible **costs** and **logistics** of the learning program are considered
		2.6 The information and ideas are evaluated and the most appropriate option/s selected
3	**Develop the learning program content**	3.1 The specific subject matter content is researched, developed and documented in accordance with agreed design option/s and based on application of learning principles
		3.2 Existing learning resources, learning materials are accessed and evaluated for content relevance and quality
		3.3 Selected learning resources, learning materials are customised, where appropriate, to suit the learning purposes and audience
		3.4 New, relevant and engaging **learning activities** and related learning materials are developed and documented, based on application of learning principles

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		3.5 In a **learning and assessment pathway, assessment requirements** for the learning program are specified
4	**Design the structure of the learning program**	4.1 The learning content is broken into manageable chunks/segments of learning and sequenced appropriately to enhance and support effective learning and to enable achievement of identified criteria
		4.2 The **time frame for each segment** is determined and the overall time frame is finalised
		4.3 The **delivery strategies** and **assessment methods and tools** are determined/confirmed
		4.4 **Organisational requirements** to implement the learning program are identified and documented
		4.5 The **learning program** is finalised and documented, outlining each part of the program
5	**Review the learning program**	5.1 The learning program draft is **reviewed** in collaboration with key **stakeholders** using an appropriate **evaluation tool**
		5.2 The evaluation feedback is gathered, summarised and analysed to enhance the quality of the content
		5.3 The draft learning program is adjusted to reflect the review outcomes, where appropriate
		5.4 Final approval is obtained from **appropriate personnel**
		5.5 The learning program documentation is held in an accessible form and updated on a regular basis following implementation and feedback

Required Skills and Knowledge

Not applicable.

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Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they can design a range of learning programs to meet different learner needs/learning contexts.

The learning programs provided as evidence must establish the learning context; identify learner and client needs; identify the competency standards or other relevant criteria which best reflect these needs; and be structured and sequenced to maximise learning.

The program must also be logical and innovative enough to engage the learner group; identify the delivery methods which enhance flexibility; and identify the resources needed for delivery.

The ability to map the learning program to the competency standards or other relevant criteria used must also be demonstrated to ensure all content and specifications of the standards or criteria are addressed in the learning program.

Evidence Requirements

Required knowledge includes:

Training Package/s and/or relevant competency standards to be used as the basis of the learning program

other performance standards/criteria to be used as the basis of the learning program, where relevant

the distinction and relationship between a Training Package/accredited courses, learning strategy and learning program, where linked

different purposes and focus of learning programs

a sound knowledge of learning principles, including:

training needs to be learner-centred

adults have a need to be self-directing and decide for themselves what they want to learn

adults have a range of life experience, so

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connecting learning to experience is meaningful

adults have a need to know why they are learning something

an introductory knowledge of adult learning theory, including:

behavioural learning theory

cognitive learning theory

information processing theory

andragogy

industry content/subject matter knowledge specific to the area/s of the learning program

learners profile, learner target group characteristics

learning styles that best suit the learner profile/target group, for example:

theorist

pragmatist

activist

reflector

kinaesthetic

auditory

visual

instructional design principles relating to different design options for learning program design/structure

availability and types of different relevant learning resources, learning materials and pre-developed learning activities

how to develop and document new learning activities and related learning materials

different delivery modes and delivery methods for example:

face-to-face

work-based

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online

distance-resource-based

individual facilitation techniques

blended delivery

different assessment methods

how to prepare costings related to the development of the learning program

relevant policies, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

copyright and privacy laws in terms of electronic technology

record keeping and security of information

plagiarism

competency standards

licensing requirements

OHS

industry/workplace requirements

duty of care under common law

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

industrial awards/enterprise agreements

relevant OHS knowledge relating to the work role, and OHS considerations which need to be included in the learning program, including:

internal policies and procedures to meet OHS requirements

hazards commonly found in the work environment to which learning is related

evaluation and feedback methods

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Required skills and attributes include:

communication skills, for example:

negotiation skills

ability to elicit information

questioning skills

listening skills

collaboration skills

design skills to:

define the learning program structure and content

develop learning activities

design learning materials

analysis skills to:

interpret information about learners' needs from enrolment forms and other documentation

interpret requirements of competency standards and workplaces, including language, literacy and numeracy

develop the learning program content

organisational skills to:

ensure resources are available

manage other work

time management skills to:

pace learning

structure learning

determine the time required for each learning segment and the overall timelines of the learning program

design and develop the learning program in an appropriate timeframe

problem solving skills, to:

organise information and content so that it is

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	meaningful, accurate and logical
	negotiate with others for resources or budget
	cognitive skills to:
	develop the learning program content
	design the structure of the learning program
	review the learning program
	literacy and language skills to:
	use widely understood language and vocational education and training terminology
	write clearly and in plain English
	read and interpret a range of documentation including:
	Training Packages
	accredited courses
	legislation
	codes of practice
	guidelines and regulations
	organisational documentation
	technical and subject matter documents
	references and texts
Products that could be used as evidence include:	documented learning program/s
	evaluations of learning program/s
	materials and processes used to develop learning program/s
Processes that could be used as evidence include:	how competency standards and other documents were analysed
	why learning content was included
	how learning content was developed
	how learning was sequenced
	how activities were developed and what was their purpose
	how learning resources/learning materials

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	were identified and gathered and why they were selected
Resource implications for assessment may include:	access to relevant learning strategy/ies access to relevant Training Packages/competency standards access to content information/documentation and learning resources/learning materials needed to develop the learning program time to achieve the unit and meet the evidence requirements access to relevant persons
The collection of quality evidence requires that:	assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills a range of appropriate assessment methods/evidence gathering techniques is used to determine competency evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice assessment meets the rules of evidence a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	the preparation and development of a minimum of two learning programs. These must contain: differentiated learning program designs to reflect particular needs, contexts and timelines at least one learning program must be based

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	on competency standards or accredited courses
Integrated assessment means that:	this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include: **TAADES401B Use Training Packages to meet client needs** **TAADEL401B Plan and organise group-based delivery** **TAAASS403B Develop assessment tools**.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Purposeof the learning program may include:	developing vocational competency/vocational skills developing generic skills developing language, literacy, numeracy developing general education fleshing out and adding content to part of a learning strategy achieving organisational change supporting organisational skill development for professional development purposes developing teams meeting new legislation, licensing or registration requirements meeting regulatory and occupational health and safety (OHS) requirements

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	meeting funding body requirements
Focusof the learning program may be:	a subset of a learning strategy
	a short course/vocational program
	a professional development program
	a community education program
	a workplace learning program
	part of a VET in Schools program
	part of an apprenticeship/traineeship
	a short-term development plan developed by a coach
	a short-term induction program
Other relevant specificationsmay include:	curriculum specifications
	product specifications
	organisational work requirements/training needs
	induction needs
	language, literacy and numeracy development needs
	regulatory/licensing requirements
Scope and breadthmay include:	the number of competencies to be achieved
	the vocational or generic skills to be developed
	the subject or technical knowledge and/or theory to be learned
	the work activities to be encompassed
	the specific organisational learning needs to be addressed
Target group learnersmay include:	existing industry/enterprise employees
	school leavers
	new entrants to the workforce
	apprentices/trainees
	individuals learning new skills/knowledge
	individuals seeking to upgrade skills/knowledge

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	individuals changing careers
	unemployed
	learners who have a disability
	members of target groups such as Aboriginal and Torres Strait Islander communities
	overseas learners
	recent migrants
	individuals/groups meeting licensing or other regulatory requirements
Characteristicsmay include:	level and breadth of work experience
	level and previous experiences of formal education
	skill/competency profile
	socio-economic background, age, gender, range of abilities (disabilities)
	cultural background and needs
	specific needs - physical or psychological
	motivation for learning
	language, literacy and numeracy needs of learners
	learning style and preferences
Sources of informationmay include:	job descriptions
	employee records
	performance appraisals
	registration or enrolment information
	surveys
	publications from government agencies including OHS and regulatory authorities' supervisor reports
	industry bodies
	employment records
	company brochures and promotional materials
Learning environmentmay include:	operational workplace
	simulated workplace

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	meeting room/tutorial room
	college/school classroom
	online
	community setting
	home
Operational resource requirementsmay include:	staffing needs
	guest speakers
	technical and support staff
	learning materials and learning resources
	equipment and technology
Learning strategy documentationincludes:	learning strategies developed for qualifications in Training Packages
	Training Package endorsed components
Competency/educational profilemay include:	previous qualifications
	highest level of qualification
	existing certified/uncertified competency
	human resource (HR) information
	job/work descriptions
Learning stylesmay include:	auditory
	visual
	kinaesthetic
	left/right brain
	global/analytical
	theoretical
	activist
	pragmatist
	reflective
Learning resourcesmay include:	Training Package noted support materials such as:
	learner/user guides
	trainer/facilitator guides
	how to organise training guides
	example training programs

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	specific case studies
	professional development materials
	assessment materials
	other published, commercially available support materials for Training Packages/courses
	organisational learning resources
	competency standards as a learning resource
	videos
	CDs and audio tapes
	references and texts
	manuals
	record/log books
	learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
	learning resources produced in languages other than English as appropriate to target group learners and workplace
Learning materialsmay include:	handouts for learners
	worksheets
	workbooks
	prepared case studies
	prepared task sheets
	prepared activity sheets
	prepared topic/unit/subject information sheets
	prepared role-plays
	prepared presentations and overheads
	prepared scenarios, projects, assignments
	materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
	prepared research tasks
Designoptions for the learning program	following the design approach of the learning

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contentmay include:	strategy
	organising the learning program around discrete unit/criteria requirements
	integrating units/criteria within the learning program
	focusing the content on knowledge and/or skill acquisition
	focusing the content on activities/experiences as the focus of learning
	listing existing learning activities, learning materials, learning resources that could be used in developing content
	considering the most appropriate delivery and/or assessment methods
Other personsmay include:	colleagues
	trainers/facilitators
	industry contacts
	vendors
	HR personnel
	marketing personnel
	end users
	subject or technical specialists, including OHS
	language, literacy and numeracy specialists
Learning principlesinclude:	adults have a need to be self-directing
	adults have a range of life experience, so connecting learning to experience is meaningful
	adults have a need to know why they are learning something
	training needs to be learner-centred to engage learners
	the learning process needs to support increasing learner independence
	emphasis on experimental and participative learning
	use of modelling

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	the learning process should reflect individual circumstances
Costsmay include:	venue hire
	technology and equipment
	purchase of Training Packages
	purchase of learning resources/learning materials and related costs
	photocopying of materials/documents
	use of training and/or assessment personnel
	use of consultants and other support personnel
	cost benefit analysis of learning program to the client
Logisticsmay include:	when learning program is required/when to implement
	where learning program will be undertaken
	accessibility/availability of appropriate learning resources, learning materials and equipment needs to support the learning program
	communication/marketing needs
	availability of appropriate staff
Learning activitiesmay include:	discussions
	role-plays
	written activities
	case studies
	simulation
	audio or visual activities
	demonstrations
	practice, e.g. practicum or supervised teaching/ facilitation
	individual activities/projects/assignments
	group activities/projects/assignments
	workplace practice
	research

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	problem-based tasks
	'thinking skills' exercises
	question and answer
	self-paced learning materials
	games
Alearning and assessment pathwayinvolves:	a combination of planned and sequenced learning experiences and assessment opportunities which enable an individual to develop and achieve the defined criteria/learning outcomes
Assessment requirementsmay include:	meeting the rules of evidence
	physical resource requirements
	specialist support (if required)
	reasonable adjustments to the assessment process
	assessment tools and methods
	formative assessment processes
	legislative requirements
Time frame for each segmentmay refer to:	the number and duration of training sessions/classes/periods
	suggested learning time
	time for practice/work experience
Delivery strategiesmay include:	the focus of delivery, for example:
	groups of varying sizes
	groups from single context/from multiple contexts
	groups of similar educational/competency levels/groups with divergent educational/competency backgrounds
	on individuals
	the context of delivery, for example:
	in the workplace - work in situ
	in a simulated work environments
	in the training room/classroom

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in specialist environments - e.g. laboratory/ computer room

through the world wide web

at home

in a community setting

the mode of delivery, for example:

face-to-face

technology-based electronic/computer-based/ online/audiovisual

experiential

distance resource-based

blended

delivery methods, for example:

lock step/learner-paced/mixed

interactive/participative/collaborative

trainer/facilitator-centred/learner-centred

time and place dependent/independent

demonstration

instruction

presentations

guided facilitation

guided activities/applications/experiences

tutoring

project-based

individual facilitation techniques - coaching/ mentoring

blended delivery methods

Assessment methodsmay include:

direct observation of real work/real time activities or work activities in a simulated work environment

structured activities (e.g. simulation exercises, projects, demonstration, activity sheets)

questioning (e.g. computer, oral, written

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	questions)
	portfolios (collections of evidence compiled by the candidate)
	product review
	third party feedback
Assessment toolsmay include:	templates/proformas
	a profile of acceptable performance and the decision making rules for the assessor
	oral or written questioning, including confirming, probing, reflective - interview, test, exam
	information and instructions to the candidate and/or assessor
	evidence/observation checklists
	checklists for the evaluation of work samples
	candidate self-assessment materials
	project-based activities
	workplace documents
	integrated competency assessment tool
Organisational requirementsmay include:	specific location/s for delivery
	ensuring learning program reflects industry/workplace/organisational culture
	coordinating locations
	special equipment or technology needs
	scheduling requirements
	providing for specific needs of the learners
	investigating the learning environment to identify, assess and control OHS risks allowable time for training
	management expectations
	people to be involved
	reporting requirements
	access issues, e.g. to the work practice environment
Thelearning programincludes:	the competencies or other criteria to be achieved

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	the specific learning outcomes derived from the criteria for each chunk or segment of the learning program
	an overview of the content to be covered in each chunk/segment of the learning program
	learning resources, learning materials and activities for each segment of the learning program
	number and duration of training sessions/classes required and overall timelines
	delivery methods for each chunk/segment of the learning program
	OHS issues to be addressed in delivery
	identification of assessment points to measure learner progress
	assessment modes and methods and tools to be used to collect evidence of competency, where assessment is required
Learning program draft isreviewedto ensure that:	the focus and purpose of the learning program is clear and appropriate
	content and structure address all aspects of required competencies/other relevant criteria
	learning sequence provides effective and manageable blocks of learning
	activities are interesting, relevant and appropriate to outcomes and learner characteristics
	assessment points, methods and tools are appropriate and effective, where assessment is required
	equity needs are effectively addressed
	risk areas and contingencies are identified
Stakeholdersmay include:	team leaders/supervisors/managers/employers
	participant/employee/learner
	technical and subject experts including language, literacy, numeracy and OHS specialists

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	government regulatory bodies
	industry, union, employee representatives
	employer bodies
	training providers, human resource departments
	assessment and/or training partners
	trainers/facilitators/assessors
Anevaluation toolmay include:	an open- or closed-ended questionnaire
	a mapping tool
	a checklist
	a focus group
	a structured interview
Appropriate personnelmay include:	program manager
	head of department
	senior teacher
	apprenticeship/traineeship supervisor
	training coordinator/manager
	HR manager

Unit Sector(s)

Not applicable.

Competency Field

Learning Design

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TLIB407C Carry out vehicle inspection

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to carry out an inspection of a commercial vehicle, including action to implement vehicle manufacturers specifications for routine checks, to clean the vehicle, and to ensure that all specified safety requirements are met and that the vehicle is operational to the requirements of both the workplace and the relevant state/territory roads and traffic authority.

Application of the Unit

Work must be carried out in compliance with the regulations of the relevant roads and traffic authority concerned with the inspection of commercial vehicles.

Work is performed with limited or minimum supervision, and with limited accountability and responsibility for self and others in achieving the prescribed outcomes. It involves the application of routine inspection principles and procedures to check the safety and operation of a commercial vehicle across a variety of operational contexts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Check the vehicle**	1.1 A visual check of the internal and external condition of the vehicle is carried out following workplace procedures
	1.2 Pre-operational inspections and checks of the vehicle's tyres, suspension, fluid levels and other critical features are carried out to ensure conformance with the requirements of the relevant roads and traffic authority
	1.3 Associated equipment is tested to ensure it functions correctly to manufacturers specifications
	1.4 Post start-up and shut-down checks are carried out after engine is started to identify possible engine or electrical problems
	1.5 Warning systems (instruments and gauges) are checked to ensure they are operational
	1.6 Where relevant, vehicle monitoring device is logged on/off in accordance with manufacturers instructions and workplace policy
2 **Clean vehicle**	2.1 Vehicle and associated equipment is cleaned in accordance with workplace procedures and legislation
3 **Complete documentation**	3.1 Basic faults are identified and/or diagnosed and appropriate action is taken to report or remedy them as required by workplace procedures and legislation
	3.2 Records of inspection are updated and recommended repairs are documented in accordance with workplace polices

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

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This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

Relevant duty of care requirements for the routine inspection of vehicles

Relevant OH&S and pollution control procedures

Procedures for the routine inspection of a commercial vehicle in accordance with workplace and manufacturers requirements and established safety rules and regulations, including pre-operational checking procedures, visual inspection procedures and warning systems checking procedures

Problems that may occur during the routine inspection of a vehicle and appropriate actions and solutions

Basic principles of operation of systems on commercial vehicles, including electrical systems, fuel systems, cooling systems, steering systems, exhaust systems, tyres, brakes

Reporting and documentation requirements

Required skills:

Communicate effectively with others during the routine inspection of a vehicle

Read and interpret instructions, procedures, information and manuals relevant to the routine inspection of a vehicle

Interpret and follow operational instructions and prioritise work

Complete documentation related to the routine inspection of a vehicle

Operate electronic communication equipment to required protocol

Work collaboratively with others during the routine inspection of a vehicle

Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

Promptly report and/or rectify any identified problems, faults or malfunctions that are identified during the routine inspection of a vehicle in accordance with regulatory requirements and workplace procedures

Implement contingency plans for unexpected events that may occur during the routine inspection of a vehicle

Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities

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Monitor work activities in terms of planned schedule

Modify activities depending on differing operational contingencies, risk situations and environments

Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

Operate and adapt to differences in equipment in accordance with standard operating procedures

Use cleaning equipment

Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: the underpinning knowledge and skills relevant legislation and workplace procedures other relevant aspects of the range statement
Context of and specific resources for assessment	Performance is demonstrated consistently over a period of time and in a suitable range of contexts Resources for assessment include: a range of relevant exercises, case studies and other simulated practical and knowledge assessment, and/or access to an appropriate range of relevant operational situations in the workplace

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	In both real and simulated environments, access is required to: relevant and appropriate materials and/or equipment, and/or applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
Method of assessment	Assessment of this unit must be undertaken by a registered training organisation As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests Practical assessment must occur: through appropriately simulated activities at the registered training organisation, and/or in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Maintenance may be carried out in typical road transport situations, including:	operations conducted at day or night typical weather conditions in confined spaces, exposed conditions and controlled or open environment while in the a depot, base or warehouse while in the vehicle on the road while at a client's workplace
Type of vehicle may include any commercial road transport vehicles including:	light vehicles heavy vehicles combination vehicles
Inspection may include:	visual checks of vehicle routine checks of vehicle systems

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	checks in accordance with a detailed inspection schedule
Routine checks may include:	water levels oil levels air pressure in tyres brakes lights condition of tyres battery exhaust system suspension
Environmental hazards may include:	leaking oil and fuel defective or inappropriately adjusted exhaust systems inappropriate disposal of vehicle fluids in drains or sewerage systems
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	company procedures enterprise procedures organisational procedures established procedures
Information/records may include:	workplace routine inspection procedures, checklists and instructions relevant state/territory roads and traffic authority vehicle maintenance regulations vehicle manufacturers instructions, specifications and recommended procedures precautions and procedures to be adopted to protect the environment when inspecting, servicing and maintaining vehicles OH&S procedures to be followed when inspecting vehicles
Applicable regulations and legislation may include:	relevant state/territory roads and traffic authority vehicle maintenance regulations and requirements relevant state/territory OH&S legislation relevant state/territory environmental

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protection legislation

Unit Sector(s)

Not applicable.

Competency Field

B - Equipment Checking&Maintenance

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TLIC2507B Operate four wheel drive vehicle

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to operate a four wheel drive vehicle safely in a range of conditions. These include driving a four wheel drive vehicle on normal roads, traversing slopes, ascending and descending steep slopes and stall recovery. It also includes operation of the vehicle in rugged terrain, the use of a jack and the completion of all pre- and post-operational checks. Assessment of this unit may be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory road traffic authority.

Application of the Unit

Driving must be carried out in compliance with the licence requirements and regulations of the relevant state/terrritory roads and traffic authority.

Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of four wheel drive vehicle operating principles and procedures to maintain the safety and operation of a commercial four wheel drive vehicle across a variety of on-road and off-road contexts.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this competency is packaged will assist in identifying employability skill requirements.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Operate four wheel drive vehicles on normal roads**	1.1 Pre-start checks of vehicle and equipment are carried out to manufacturers specifications and roadworthy requirements
	1.2 Tyres are checked for pressure suitable for terrain and/or changed in accordance with workplace procedures
	1.3 Loads are secured in accordance with workplace and legislative requirements
	1.4 Vehicle is driven on and off road to legislative and workplace requirements, at appropriate speeds for conditions and hazards
	1.5 Vehicle is parked and shut down in accordance with workplace and manufacturers requirements
2 **Operate vehicle on, or across, a slope**	2.1 Pre-start checks of vehicle and equipment are carried out to manufacturers specifications and roadworthy requirements
	2.2 Tyres are checked for pressure suitable for terrain and/or changed to operational guidelines
	2.3 Loads are secured in accordance with workplace and legislative requirements
	2.4 Vehicle is driven on and off road to regulatory and workplace requirements at appropriate speeds for conditions and hazards
3 **Operate vehicle ascending a steep slope including stall recovery**	3.1 Intended vehicle path is inspected prior to negotiation of slope
	3.2 Appropriate gear is selected to ascend grade, and engine revolutions maintained to ensure constant

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		traction
		3.3 Air-conditioning unit is turned off to avoid engine acceleration
		3.4 Foot brake is applied as vehicle stalls, handbrake applied and ignition turned off
		3.5 Clutch is depressed and reverse gear selected
		3.6 Clutch is released and handbrake is slowly released
		3.7 Ignition is turned on and brakes are released
		3.8 Vehicle is started and allowed to reverse down the slope
		3.9 Brakes are applied as necessary to control descent
4	**Operate vehicle descending a steep slope including stall recovery**	4.1 Intended vehicle path is inspected prior to negotiation of the slope
		4.2 Appropriate gear is selected to ascend grade, and engine revolutions maintained to ensure constant traction
		4.3 Air-conditioning unit is turned off to avoid engine acceleration
		4.4 Braking is used to control decent and skidding is avoided by the application of brakes to emulate ABS
		4.5 Ignition is turned off, foot brake is applied, and handbrake engaged
		4.6 Clutch is depressed and low gear is selected
		4.7 Clutch is released and handbrake is slowly released
		4.8 Ignition is turned on and brakes are released
		4.9 Vehicle is started and allowed to continue down the slope
		4.10 Brakes are applied as necessary to control descent and skids are steered into
5	**Operate vehicle in rugged terrain**	5.1 Intended vehicle path is inspected prior to negotiation of rugged terrain

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	5.2 Correct gear/range is selected to negotiate terrain
	5.3 Freewheel hubs are engaged and disengaged in accordance with driving conditions
	5.4 Vehicle controls are set in accordance with manufacturers instructions for operation in the surrounding terrain
	5.5 Traction is maintained in accordance with requirements of the vehicle and the surrounding terrain
	5.6 Selection of appropriate gear/range before negotiating terrain is demonstrated
	5.7 Where necessary, chains are fitted to vehicle in accordance with manufacturers instructions
	5.8 Vehicle load is inspected, positioned and secured to maximise traction for four wheel driving.
	5.9 Terrain is negotiated in accordance with requirements for specific driving conditions
6 **Operate jack**	6.1 Jack is located under vehicle in accordance with vehicle manufacturers specifications and workplace procedures
	6.2 Jack is used and operated in accordance with manufacturers specifications and workplace procedures
7 **Complete operations**	7.1 Vehicle is parked and shut down to workplace and manufacturers requirements
	7.2 Faults or malfunctions are corrected and/or reported in accordance with workplace requirements
	7.3 Vehicle and equipment are cleaned and stored after use in accordance with workplace requirements
	7.4 Any log books or reports required by the workplace are completed in accordance with workplace procedures

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Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

Road rules, regulations, permit and licence requirements of the relevant state/territory road traffic authority

Relevant OH&S and environmental procedures and regulations

Workplace procedures for the operation of four wheel drive vehicle in both on-road and off-road situations

Problems that may occur when operating a four wheel drive vehicle, and action that can be taken to report or resolve the problems

Hazards that may exist when operating a four wheel drive vehicle in both on-road and off-road situations, and ways of controlling the risks involved

Vehicle controls, instruments and indicators and their use

Vehicle handling procedures and techniques for a range of conditions, including rock, mud, sand, ice and snow

Procedures to be followed in the event of a driving emergency

Efficient driving techniques and safe driving strategies

The effect on the centre of gravity of changing fluid loads

Hazards and risks associated with traversing cross slopes

Effects of hard surface driving (e.g. Highway wind up) on the 4x4 system

The appropriate use of diff locks

Pre-and post-operational checks and related action

Documentation and record keeping requirements

Required skills:

Communicate effectively with others when operating a four wheel drive vehicle

Read and interpret instructions, procedures, information and signs relevant to the operation

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of a four wheel drive vehicle

Interpret and follow operational instructions and prioritise work

Complete documentation related to work activities

Operate electronic communication equipment to required protocol

Work collaboratively with others when operating a four wheel drive vehicle

Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when operating a four wheel drive vehicle in accordance with regulatory requirements and workplace procedures

Implement contingency plans for unexpected situations that may arise when operating a four wheel drive vehicle

Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities

Monitor work activities in terms of planned schedule

Modify activities depending on differing operational contingencies, risk situations and environments

Apply fatigue management knowledge and techniques

Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

Operate and adapt to differences in equipment in accordance with standard operating procedures

Select and use required personal protective equipment conforming to industry and OH&S standards

Monitor performance of four wheel drive vehicle and its equipment and take appropriate action if required

Conduct pre-start checks

Monitor and anticipate traffic hazards and take appropriate action drive vehicles in a range of conditions

Demonstrate emergency procedures in the operation of vehicles

Identify and correct minor operational faults

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Clean and store vehicles and equipment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: the underpinning knowledge and skills relevant legislation and workplace procedures other relevant aspects of the range statement
Context of and specific resources for assessment	Performance is demonstrated consistently over a period of time and in a suitable range of contexts Resources for assessment include: a range of relevant exercises, case studies and other simulated practical and knowledge assessment, and/or access to an appropriate range of relevant operational situations in the workplace In both real and simulated environments, access is required to: relevant and appropriate materials and/or equipment, and/or applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
Method of assessment	Assessment of this unit must be undertaken by a registered training organisation As a minimum, assessment of knowledge must be conducted through appropriate

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	written/oral tests
	Practical assessment must occur:
	through appropriately simulated activities at the registered training organisation, and/or
	in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Vehicles include:	all terrain vehicles
	cars and utilities
	a range of trailers
	light trucks
Operations may be carried out in typical four wheel drive situations, including:	operations may be conducted day or night
	typical weather conditions
	on the open road
	in rugged terrain off-road conditions that can be smooth, rough, uneven, slippery, boggy, sandy, steep or hilly
	on a steep slope
	during emergency response
	while at a client's workplace or worksite
Vehicle handling procedures may include:	starting a vehicle
	steering and manoeuvring a vehicle
	accelerating and braking
	positioning and stopping a vehicle
	reversing a vehicle
	operating vehicle controls, instruments and indicators
	using defensive driving techniques

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	managing engine performance
Considerations when driving may include:	operational characteristics of the type of four wheel drive vehicle workplace procedures traffic conditions levels of emergency response adverse weather traffic regulations warning devices adverse terrain
Traffic conditions to be taken into account when driving may include:	speed limits for operation legal parking traffic pattern and density known peak periods and special community functions effects of weather on roads road surface/off-road terrain visibility
Operational hazards may include (examples only):	steep slopes and rugged terrain wet and iced road/terrain flooded road/terrain oil on road fire in vehicle leaking fuel faulty brakes parked vehicles on the road faulty steering mechanism on vehicle pedestrians crossing the road animals and objects on road windy or foggy sections of road/terrain
Workplace guidelines/procedures may include:	pre- and post-operation checks standards of operation storage and usage of fuels and lubricants

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	policies and routines relating to wear and damage
	precautions and safeguards
	emergency response driving
	driving in adverse terrain
	driving in special environments
	reporting routines
Pre-start checks may include:	fuel, water, oil
	brake and transmission fluid levels
	battery water levels and electrolyte checks
	tyres
	belts
	leads
	hydraulic lines and connections
	air cleaners
	air-conditioners
	brakes
	off-road safety equipment in line with manufacturers recommendations
Manufacturers specifications may include:	engine characteristics
	systems warning function
	four wheel drive operation
	radius of turning circle
	safety procedures
Installed devices may include:	warning lights
	tachometer
	temperature gauge
	electrical charging
	ancillary systems indicator
	speedometer
	oil pressure
	brake warning lights
	audible warning devices

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	hose
Minor routine servicing may include:	the replacement of blown globes in vehicle lights
	replacement of broken fan belt
	replacement of blown fuse
	door mirrors
	repairs to rear tail-light lens
	changing of tyres
	repair of tyre punctures
	replacement of broken coolant
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	company procedures
	enterprise procedures
	organisational procedures
	established procedures
Documentation/records may include:	state/territory driving license requirements
	state/territory road rules
	workplace driving instructions and procedures
	vehicle manufacturers instructions, specifications and recommended driving procedures including preoperational checks of vehicle
	emergency procedures
	vehicle log book or record book (where required)
Applicable procedures and codes may include:	relevant state/territory roads and traffic authority driving regulations and license requirements pertaining to the class of four wheel drive vehicle
	relevant state/territory road rules
	relevant state/territory permit regulations and requirements
	relevant state/territory OH&S legislation
	relevant state/territory fatigue management regulations
	relevant state/territory environmental

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protection legislation

Unit Sector(s)

Not applicable.

Competency Field

C - Driving Vehicle

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TLID4107C Undertake cash-in-transit loading and unloading in an unsecured environment

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to undertake cash-in-transit loading in an unsecured environment, including selecting an appropriate loading site, undertaking the load transfer, and completing required transfer documentation.

Application of the Unit

Work must be carried out in compliance with the relevant sections of the regulations of the relevant state/territory authorities concerned with the secure delivery of valuables, secured products, documents and materials.

Work is performed under general or limited supervision. It involves the application of the basic principles, routine procedures and regulatory requirements to the transfer of cash in transit in unsecured environments.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Select loading site**	1.1 1.5 Proposed changes to loading site(s) are relayed to branch and authorisation sought where required
	1.2 1.1 Plans of site access, exit points and key physical features are identified
	1.3 1.2 Site for consignment transfer is selected in accordance with security plan and with due regards for own safety, safety of security team, members of the public and consignment
	1.4 1.3 Loading site(s) is selected in consultation with customer and/or specific loading/unloading requirements are identified and assessed for accessibility and security
	1.5 1.4 Alternative loading sites are identified in accordance with workplace operating procedures where pre-determined site is assessed as inappropriate
2 **Undertake load transfer**	2.1 Permission to enter and exit loading area (where required) is obtained in accordance with workplace procedures
	2.2 Security procedures, including positioning of personnel, travelling across public areas, and carrying/loading techniques are undertaken in accordance with operational plan
	2.3 Security systems are activated/deactivated as necessary in accordance with workplace procedures
	2.4 Contingency plans are identified and confirmed with other team members
	2.5 Security devices are activated at consignment in accordance with procedures
	2.6 The environment is constantly monitored to maintain a safe working environment

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		2.7 Consignment is identified and details are verified and checked for conformity with manifest
		2.8 Non-conforming consignments are documented and reported in accordance with workplace procedures
		2.9 Load characteristics are identified and considered when determining appropriate loading and unloading procedures
		2.10 Load characteristics are identified and considered when determining appropriate loading and unloading procedures
		2.11 Load handling demonstrates compliance with (any) loading regulations and workplace safety requirements
		2.12 Consignment is delivered, stored and secured in accordance with operational plan and workplace procedures
3	**Complete transfer documentation**	3.1 Details of consignment delivery are verified by client or client representative
		3.2 Transfer documentation is completed in accordance with workplace procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

Relevant state/territory permit and licence regulations and requirements

OH&S procedures and guidelines concerning the lifting and movement of loads

Requirements for approved work procedures and relevant equipment

Problems that may arise when undertaking cash-in-transit loading and unloading in an unsecured environment and actions that should be taken to prevent or solve them

Risks and hazards when transferring cash in transit and related precautions to control the

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risk

Operational procedures for identification of security risks

Contingency planning relating to managing and controlling security risks

Housekeeping standards procedures required in the workplace

Required skills:

Communicate effectively with others when undertaking cash-in-transit loading and unloading in an unsecured environment

Read and interpret instructions, procedures, information and signs relevant to cash-in-transit loading and unloading in an unsecured environment

Interpret and follow operational instructions and prioritise work

Complete documentation related to cash-in-transit loading and unloading in an unsecured environment

Operate electronic communication equipment to required protocol

Work collaboratively with others when undertaking cash-in-transit loading and unloading in an unsecured environment

Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

Promptly report and/or rectify any identified problems that may arise when undertaking cash-in-transit loading and unloading in an unsecured environment in accordance with regulatory requirements and workplace procedures

Apply precautions and required action to minimise, control or eliminate hazards that may exist during cash-in-transit loading and unloading in an unsecured environment

Plan own work including predicting consequences and identifying improvements

Monitor work activities in terms of planned schedule

Modify activities depending on differing operational contingencies, risk situations and environments

Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

Identify and correctly use equipment, processes and procedures

Operate and adapt to differences in equipment in accordance with standard operating

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procedures

Safely use correct manual handling techniques

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: the underpinning knowledge and skills relevant legislation and workplace procedures other relevant aspects of the range statement
Context of and specific resources for assessment	Performance is demonstrated consistently over a period of time and in a suitable range of contexts Resources for assessment include: a range of relevant exercises, case studies and other simulated practical and knowledge assessment, and/or access to an appropriate range of relevant operational situations in the workplace In both real and simulated environments, access is required to: relevant and appropriate materials and/or equipment, and/or applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
Method of assessment	Assessment of this unit must be undertaken by a registered training organisation

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	As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	Practical assessment must occur:
	through appropriately simulated activities at the registered training organisation, and/or
	in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Operations may be conducted:	in a range of work environments
	weather conditions
	by day or night
Customers may be:	internal or external
Hazards may include:	vehicular and pedestrian traffic
	firearm handling
	persons with felonious intent
	uneven ground, steps, road surfaces
	dust and vapours
	hazardous or dangerous materials
	humidity, air temperature
Consultative processes may involve:	clients
	private security personnel
	public sector security personnel
	police
	security consultants
	other employees and supervisors
	management
	other professional or technical staff

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Consignment risk may include:	staff fidelity other theft loss through negligence
Communication in the work area may include:	mobile and fixed phones radio oral, aural or signed communications
Security systems/devices may include:	two-key safes ATM vaults surveillance cameras VCRs alarm systems access control systems time-delay devices
Loading and unloading areas may be:	part of regular deliveries one-off arrangements
Security arrangements are varied in line with:	workplace policies and procedures
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	company procedures enterprise procedures organisational procedures established procedures
Personal protective equipment may include:	gloves safety headwear and footwear firearms two-way radios
Information/documents may include:	workplace procedures and policies job specifications relevant manufacturers specifications competency standards and training materials supplier and/or client instructions material safety data sheets codes of practice including the National

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	Standards for Manual Handling and the Industry Safety Code
	award, enterprise bargaining agreement, other industrial arrangements
	standards and certification requirements
	quality assurance procedures
	emergency procedures
Applicable regulations and legislation may include:	state/territory OH&S regulations and legislation, including manual handling regulations
	relevant Australian standards and certification requirements
	relevant state/territory privacy legislation
	relevant state/territory fire arms legislation
	licensing and permits for firearms and security occupations
	licensing requirements for driving and carrying particular classes of goods
	relevant state/territory road rules and traffic acts

Unit Sector(s)

Not applicable.

Competency Field

D - Load Handling

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TLIE707B Use communication systems

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to use communication systems including identifying system features, operating a communication system effectively, using appropriate communication protocols when using a system, maintaining equipment, and completing documentation.

Application of the Unit

Work is carried out in accordance with relevant regulations and workplace procedures.

Work is performed under some supervision, generally within a team environment. It involves the application of established communication principles and practice and the use of local technical and colloquial language and vocabulary in day-to-day communications.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Identify system features**	1.1 System features and control functions are identified
	1.2 Where relevant, battery and signal levels are monitored
	1.3 Mobile equipment is set up to optimise communication
	1.4 Where relevant, channels are selected appropriate to the communication
2 **Communicate using communications technology**	2.1 System checks are carried out to confirm communication system is operational in accordance with manufacturers instructions and workplace procedures
	2.2 Communication system is operated safely in accordance with manufacturers instructions, workplace procedures and (any) regulatory requirements
	2.3 Telephone and radio security is maintained in accordance with workplace procedures
	2.4 Where relevant, channel selection is appropriate for the location and type of communication
	2.5 Messages are transmitted clearly and precisely with due observation of ethics and protocols required of users
	2.6 Where applicable, PA system is used to communicate with passengers and crew as per standard operating procedures
	2.7 Where applicable, incoming messages are received and answered promptly and courteously within operating procedures and (any) regulatory requirements
	2.8 Appropriate protocols and procedures are followed when using communications systems during emergencies

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		2.9 Received messages are interpreted and recorded, where required, in accordance with workplace procedures
		2.10 Vocal communication is clear, unambiguous and uses appropriate procedures, language and codes
3	**Maintain communication equipment operational status**	3.1 Equipment is checked and maintained in working order in accordance with workplace procedures
		3.2 Minor faults in the communications systems are promptly identified, diagnosed, and repaired or reported in accordance with workplace procedures
4	**Complete documentation**	4.1 Appropriate records of communications are maintained in accordance with workplace procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

Relevant procedures and duty of care requirements

Relevant OH&S responsibilities

Protocols and procedures for communicating with others using relevant communication technology including the use of PA systems on passenger vehicles and trains

Procedures and protocols for the use of communication systems during an emergency

Features of various communications systems

Basic communication techniques including barriers to effective communication and how to overcome them

Basic principles of effective communication

Techniques for communicating effectively with a multilingual persons or persons with a limited ability to speak or understand English

Pre-operational checks for communications systems and equipment

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Minor routine maintenance procedures for communications equipment

Typical problems that may occur when using communications systems and appropriate action and solutions

Required skills:

Communicate effectively with others using available communications equipment

Read and interpret instructions and procedures relevant to the use of communications equipment

Interpret and follow operational instructions and prioritise work

Complete documentation related to work activities when using communications equipment

Identify and use required communication technology

Work collaboratively with others when using communications equipment

Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when using communications equipment in accordance with workplace procedures

Implement contingency plans for unanticipated situations that may arise when using communications equipment

Apply precautions and required action to minimise, control or eliminate hazards that may exist during the use of communications equipment

Plan own work including predicting consequences and identifying improvements

Monitor work activities in terms of planned schedule

Modify activities depending on differing operational contingencies, risk situations and environments

Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

Operate and adapt to differences in communication equipment in accordance with standard operating procedures

Monitor performance of communication equipment and take appropriate action if required

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: the underpinning knowledge and skills relevant legislation and workplace procedures other relevant aspects of the range statement
Context of and specific resources for assessment	Performance is demonstrated consistently over a period of time and in a suitable range of contexts Resources for assessment include: a range of relevant exercises, case studies and other simulated practical and knowledge assessment, and/or access to an appropriate range of relevant operational situations in the workplace In both real and simulated environments, access is required to: relevant and appropriate materials and/or equipment, and/or applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
Method of assessment	Assessment of this unit must be undertaken by a registered training organisation As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests Practical assessment must occur: through appropriately simulated activities at the registered training organisation, and/or

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	in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Use of communication systems will include that required in routine operations and may occur by day or night and in a variety of work contexts, including:	in confined spaces, exposed conditions and controlled or open environments in a workplace, terminal, warehouse or depot in a vehicle on a vessel on a train on a worksite at a client's workplace
Communication systems may include:	fixed phone systems mobile phone, both on person or hands-free radios including personal, hand-held or vehicle-mounted, CB, UHF, VHF, SSB, marine PA systems on passenger vehicles, trains and aircraft
Worksite communication may include:	active listening two-way conversation questioning to obtain information and/or clarify information and understanding routine oral reporting
Communications may involve:	English-speaking persons multilingual staff persons with limited ability to communicate in English
Communication problems may include:	misunderstanding limited ability of others to communicate in

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	English
	noisy environments or communications channels
	illegible writing or print
	use of non-standard vocabulary
	incorrect assumption that message has been received and/or correctly understood
	not following correct communication protocols and procedures
Communication may be with:	base personnel
	other drivers and workplace personnel
	passengers (where applicable)
	managers
	supervisors/team leaders
	suppliers and clients
	private and/or public sector security personnel
	police and other emergency services personnel
	security consultants
	other professional or technical staff
	local government authorities
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	company procedures
	enterprise procedures
	organisational procedures
	established procedures
Information/documentation may include:	workplace communication procedures, protocols, checklists and instructions
	manufacturers specifications for communications equipment
	goods identification numbers and codes
	manifests, bar codes, goods and container identification
	communication records
	supplier and/or client instructions

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	material safety data sheets
	relevant codes of practice including the national standards for manual handling and the industry safety code
	legislation, regulations and related documentation
	award, enterprise bargaining agreement, other industrial arrangements
	standards and certification requirements
	quality assurance procedures
	emergency procedures
Applicable regulations and legislation may include:	relevant regulations, standards and codes of practice, including the national standards for manual handling and industry safety codes
	dangerous goods and freight regulations and codes
	relevant Australian and state/territory OH&S legislation
	equal employment legislation and related policies
	environmental protection regulations

Unit Sector(s)

Not applicable.

Competency Field

E - Communication and Calculation

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TLIO307C Undertake loading and unloading in a designated secured environment

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to undertake loading and unloading of cash-in-transit in a designated secured environment, including selecting loading site, undertaking load transfer, and completing required transfer documentation.

Application of the Unit

Work must be carried out in compliance with the relevant sections of the regulations of the relevant state or territory authorities concerned with the secure delivery of valuables, secured products, documents and materials.

Work is performed under general supervision. It involves the application of the basic principles, routine procedures and regulatory requirements to the transfer of cash in transit in designated secured environments.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Select loading site**	1.1 Plans of site access, exit points and key physical features are identified
	1.2 Site for goods transfer is selected in accordance with security plan and with due regard for own safety, safety of security team, members of the public and consignment
	1.3 Loading site(s) mandated by customer and/or specific loading and unloading requirements are identified and assessed for accessibility and security
	1.4 Alternative sites are identified where pre-determined site is assessed as inappropriate
	1.5 Proposed changes to loading site(s) are referred to management personnel and authorisation sought where appropriate
2 **Undertake load transfer**	2.1 Permission to enter and exit loading area (where required) is obtained in accordance with enterprise procedures
	2.2 Security procedures, including positioning of personnel, travelling across public areas, and carrying/loading techniques, are undertaken in accordance with operational plan and regulatory requirements
	2.3 Contingency plans are identified and confirmed with other team members
	2.4 The environment is constantly monitored to maintain a safe working environment
	2.5 Goods are identified and details are verified and checked for conformity with manifest
	2.6 Non-conforming consignments are documented and reported in accordance with enterprise procedures

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		2.7 Load characteristics are identified and considered when determining appropriate loading and unloading procedures
		2.8 Load handling demonstrates compliance with (any) loading regulations and workplace safety requirements
		2.9 Consignment is delivered/stored and secured in accordance with operational plan, enterprise procedures and regulatory requirements
3	**Complete transfer documentation**	3.1 Details of consignment delivery are verified by client or client representative
		3.2 Transfer documentation is completed in accordance with enterprise procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

Relevant state and territory permit and licence regulations and requirements

OH&S procedures and guidelines concerning the lifting and movement of loads

Risks and hazards when transferring cash-in-transit and related precautions to control the risk

Operational procedures for identification of security risks

Contingency planning relating to managing and controlling security risks

Requirements for approved work procedures and relevant equipment

Housekeeping standards procedures required in the workplace

Typical problems that can occur when loading and unloading cash-in-transit in a designated secured environment and appropriate action that can be taken to prevent or solve them

Required skills:

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Communicate effectively with others when loading and unloading cash-in-transit in a designated secured environment

Read and interpret instructions, procedures, information and labels relevant to the loading and unloading of cash-in-transit in a designated secured environment

Interpret and follow operational instructions and prioritise work

Complete documentation related to the loading and unloading of cash-in-transit in a designated secured environment

Operate electronic communication equipment to required protocol

Work collaboratively with others when loading and unloading cash-in-transit in a designated secured environment

Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

Promptly report and/or rectify any identified problems or incidents that may occur when loading and unloading cash-in-transit in a designated secured environment in accordance with regulatory requirements and workplace procedures

Apply precautions and required action to minimise, control or eliminate hazards that may exist during loading and unloading of cash-in-transit in a designated secured environment

Plan own work including predicting consequences and identifying improvements

Apply relevant agreements, codes of practice or other legislative requirements

Monitor work activities in terms of planned schedule

Modify activities depending on differing operational contingencies, risk situations and environments

Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

Identify and correctly use equipment, processes and procedures

Adapt to differences in equipment in accordance with standard operating procedures

Safely use correct manual handling techniques

Select and use required personal protective equipment conforming to industry and OH&S standards

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: the underpinning knowledge and skills relevant legislation and workplace procedures other relevant aspects of the range statement
Context of and specific resources for assessment	Performance is demonstrated consistently over a period of time and in a suitable range of contexts Resources for assessment include: a range of relevant exercises, case studies and other simulated practical and knowledge assessment, and/or access to an appropriate range of relevant operational situations in the workplace In both real and simulated environments, access is required to: relevant and appropriate materials and/or equipment, and/or applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
Method of assessment	Assessment of this unit must be undertaken by a registered training organisation As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests Practical assessment must occur: through appropriately simulated activities at the registered training organisation, and/or

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	in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Operations may be conducted:	in a range of work environments and weather conditions
	by day or night
Customers may be:	internal or external
Hazards may include:	vehicular and pedestrian traffic
	firearm handling
	persons with felonious intent
	uneven ground, steps, road surfaces
	contamination of, or from, materials being handled
	dust and vapours
	hazardous or dangerous materials
	humidity, air temperature
Consultative processes may involve:	clients
	private security personnel
	public sector security personnel
	police
	security consultants
	other employees and supervisors
	management
	other professional or technical staff
Consignment risk may include:	staff fidelity
	other theft
	loss through negligence

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Communication in the work area may include:	mobile and fixed phones radio oral, aural or signed communications
Security systems/devices may include:	two key safes ATM vaults surveillance cameras VCRs alarm systems access control systems time delay devices
Secured environment may be:	on or off normal site of operations
Security arrangements are varied in line with:	workplace policies and procedures
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	company procedures enterprise procedures organisational procedures established procedures
Personal protective equipment may include:	gloves safety headwear and footwear firearms two-way radios
Information documents may include:	workplace procedures and policies job specifications relevant manufacturers specifications competency standards and training materials supplier and/or client instructions material safety data sheets codes of practice including the National Standards for Manual Handling and the Industry Safety Code award, enterprise bargaining agreement, other industrial arrangements standards and certification requirements

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	quality assurance procedures
	emergency procedures
Applicable regulations and legislation may include:	state/territory OH&S regulations and legislation, including manual handling regulations
	relevant Australian Standards and certification requirements
	relevant state/territory privacy legislation
	relevant state/territory firearms legislation
	licensing and permits for firearms and security occupations
	licensing requirements for driving and carrying particular classes of goods
	relevant state/territory road rules and traffic acts

Unit Sector(s)

Not applicable.

Competency Field

O - Security

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TLIO807C Implement cash-in-transit security procedures

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to implement cash-in-transit security procedures, including checking and monitoring personnel and goods within the work area, coordinating responses on security incidents/emergencies, and carrying out surveillance of work areas.

Application of the Unit

Work must be carried out in compliance with the relevant sections of the regulations of the relevant state/territory authorities concerned with the secure delivery of valuables, secured products, documents and materials.

Work is performed under general or limited supervision. It involves the application of the basic principles, routine procedures and regulatory requirements to the transfer of cash-in-transit in unsecured environments.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Check and monitor personnel and goods within the work area**	1.1 Personnel and vehicles are checked in accordance with workplace operational procedures and statutory authority regulations
	1.2 Receival and delivery of consignment are recorded in accordance with workplace operational procedures to ensure identification of carrier, vehicle, consignment, receiver and documentation
	1.3 Consignment content is checked to ensure that container seals are correctly applied and audit trail preserved prior to commencing operations
	1.4 Discrepancies in consignments are reported in line with workplace procedures
2 **Coordinate responses on security incidents/emergencies**	2.1 Security incidents/emergencies are dealt with in accordance with statutory authority regulations and workplace operational procedures
	2.2 When reports of incidents/emergencies are communicated, the intended message is transmitted in a concise style that conforms to workplace policy
	2.3 Potential security risks are observed and reported in accordance with operational procedures
3 **Carry out surveillance of work areas**	3.1 Surveillance of work areas is carried out in accordance with workplace operational procedures and statutory authority regulations to ensure security requirements are fulfilled
	3.2 Equipment is checked and operated in accordance with workplace procedures and, where applicable, statutory regulations
4 **Complete reports**	4.1 Reports of operations are completed within workplace procedures and timelines
	4.2 Incidents or occurrences are reported to authorities and workplace personnel in writing and verbally as appropriate

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Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

Relevant state and territory permit and licence regulations and requirements related to the security of cash-in-transit

Relevant OH&S procedures and guidelines

Risks and hazards when transferring cash-in-transit and related precautions to control the risk

Operational procedures for identification of security risks

Details of work area, security procedures, personnel and consignment for delivery or collection

Contingency planning relating to managing and controlling security risks

Requirements for approved work procedures and relevant equipment

Housekeeping standards procedures required in the workplace

Typical problems that can occur when implementing cash-in-transit security procedures and appropriate action that can be taken to prevent or solve them

Required skills:

Communicate effectively with others when implementing cash-in-transit security procedures

Read and interpret instructions, procedures, information and signs relevant to cash-in-transit security procedures

Interpret and follow operational instructions and prioritise work

Complete documentation related to cash-in-transit security procedures

Operate electronic communication equipment to required protocol

Work collaboratively with others when implementing cash-in-transit security procedures

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Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

Promptly report and/or rectify any identified problems that may arise when implementing cash-in-transit security procedures in accordance with regulatory requirements and workplace procedures

Implement contingency plans for unanticipated situations that may arise when implementing cash-in-transit security procedures

Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities

Apply relevant agreements, codes of practice or other legislative requirements

Plan own work including predicting consequences and identifying improvements

Monitor work activities in terms of planned schedule

Modify activities depending on differing operational contingencies, risk situations and environments

Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

Identify and correctly use equipment, processes and procedures

Adapt to differences in equipment in accordance with standard operating procedures

Safely use correct manual handling techniques

Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:

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	the underpinning knowledge and skills relevant legislation and workplace procedures other relevant aspects of the range statement
Context of and specific resources for assessment	Performance is demonstrated consistently over a period of time and in a suitable range of contexts Resources for assessment include: a range of relevant exercises, case studies and other simulated practical and knowledge assessment, and/or access to an appropriate range of relevant operational situations in the workplace In both real and simulated environments, access is required to: relevant and appropriate materials and/or equipment, and/or applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
Method of assessment	Assessment of this unit must be undertaken by a registered training organisation As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests Practical assessment must occur: through appropriately simulated activities at the registered training organisation, and/or in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

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Operations may be conducted:	in a range of work environments and weather conditions
	by day or night
Customers may be:	internal or external
Security risks that may be observed and reported include:	consignment unsealed, in unusual position, or displays evidence of being tampered with
	loose goods
	suspicious persons or vehicles
	changes to physical environment
	potential fire hazards
	consignment subject to inclement weather
	inappropriate security maintenance requirements
	possible breakdown in security procedures
Security requirements covered by surveillance activities may include:	clients are appropriately protected
	buildings, pavement routes, exits, entrances, thoroughfares and vehicles are secured
	personnel and vehicles have been checked for authorisation to be in secured area
	storage areas are secured
	consignment is secured
Security arrangements may be:	routine or established for particular purposes
Reporting may be:	verbally or in writing
Hazards may include:	vehicular and pedestrian traffic
	firearm handling
	persons with felonious intent
	uneven ground, steps, road surfaces
	dust and vapours
	hazardous or dangerous materials
	humidity, air temperature
Consignment risk may include:	staff fidelity
	other theft
	loss through negligence

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Consultative processes may involve:	clients private security personnel public sector security personnel police security consultants other employees and supervisors management union representatives industrial relations and OH&S specialists other professional or technical staff
Communication in the work area may include:	mobile and fixed phones radio oral, aural or signed communications
Security systems/devices may include:	two key safes ATM vaults surveillance cameras VCRs alarm systems access control systems time delay devices
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	company procedures enterprise procedures organisational procedures established procedures
Personal protective equipment may include:	gloves safety headwear and footwear firearms two-way radios
Information/documents may include:	workplace procedures and policies operations manuals and job specifications relevant manufacturers specifications competency standards and training materials

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	supplier and/or client instructions
	material safety data sheets
	codes of practice including the National Standards for Manual Handling and the Industry Safety Code
	award, enterprise bargaining agreement, other industrial arrangements
	standards and certification requirements
	quality assurance procedures
	emergency procedures
Applicable regulations and legislation may include:	state/territory OH&S regulations and legislation, including manual handling regulations
	relevant Australian Standards and certification requirements
	relevant state/territory privacy legislation
	relevant state/territory firearms legislation
	licensing and permits for firearms and security occupations
	licensing requirements for driving and carrying particular classes of goods
	relevant state/territory road rules and traffic acts

Unit Sector(s)

Not applicable.

Competency Field

O - Security

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TLIO907C Test and inspect cash-in-transit security equipment

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to test and inspect cash-in-transit security equipment, including inspecting equipment and work area, checking the operational capability of the equipment, identifying and assessing the impact of faults on security requirements, and recording and reporting the results of inspection and testing.

Application of the Unit

Work must be carried out in compliance with the relevant sections of the regulations of the relevant state/territory authorities concerned with the secure delivery of valuables, secured products, documents and materials.

Work is performed under general or limited supervision. It involves the application of the basic principles, routine procedures and regulatory requirements to the testing and inspection of cash-in-transit security equipment and systems.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Inspect equipment and work area**	1.1 The equipment is checked prior to use in accordance with the manufacturer's safety checks, specifications and workplace procedures to ensure it is free from damage or faults that may limit operational capability
	1.2 Work area is checked to ensure that it is safe and appropriate for the required task
2 **Check equipment operational capability**	2.1 Equipment and components are inspected in accordance with the manufacturer's specifications and workplace procedures and occupational health and safety requirements to ensure effective operation
	2.2 Warning systems are checked for operational effectiveness
	2.3 Inspection is conducted in accordance with maintenance schedule and degree of use
3 **Identify and assess the impact of faults on security requirements**	3.1 Equipment faults are identified and assessments made of the potential effect on the operation of the equipment for the required work
	3.2 Non-serviceable equipment is tagged, reported to appropriate personnel and/or processed for repair or disposal
	3.3 Replacement(s) for non-serviceable equipment are obtained in accordance with workplace procedures
4 **Record and report results of inspection and testing**	4.1 Accurate reporting of the results of the inspection and testing is kept in accordance with statutory requirements, workplace policy and industry guidelines
	4.2 Records are kept in accordance with workplace policy
	4.3 Clear reference is made to any items which may affect the future safety of the equipment

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Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

Relevant state and territory permit and licence regulations and requirements

Relevant OH&S procedures and guidelines

Risks and hazards associated with inspecting security equipment and systems and related precautions to control the risk

Operational procedures for the testing and inspection of cash-in-transit security equipment and systems

Contingency planning relating to managing and controlling security risks

Requirements for approved work procedures and relevant equipment

Housekeeping standards procedures required in the workplace

Typical problems that can occur when testing and inspecting cash-in-transit security equipment and appropriate action that can be taken to prevent or solve them

Required skills:

Communicate effectively with others when testing and inspecting cash-in-transit security equipment

Read and interpret instructions, procedures, information and regulations relevant to the testing and inspecting of cash-in-transit security equipment

Interpret and follow operational instructions and prioritise work

Complete documentation related to the testing and inspecting of cash-in-transit security equipment

Operate electronic communication equipment to required protocol

Work collaboratively with others when testing and inspecting cash-in-transit security equipment

Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

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Promptly report and/or rectify any problems, faults or malfunctions that may be identified when testing and inspecting cash-in-transit security equipment in accordance with regulatory requirements and workplace procedures

Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities

Apply relevant agreements, codes of practice or other legislative requirements

Plan own work including predicting consequences and identifying improvements

Monitor work activities in terms of planned schedule

Modify activities depending on differing operational contingencies, risk situations and environments

Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

Identify and correctly use and test security equipment and systems

Adapt to differences in equipment in accordance with standard operating procedures

Monitor performance of equipment

Service equipment in terms of maintenance schedule and standard operating procedures

Safely use correct manual handling techniques

Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: the underpinning knowledge and skills relevant legislation and workplace

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	procedures other relevant aspects of the range statement
Context of and specific resources for assessment	Performance is demonstrated consistently over a period of time and in a suitable range of contexts Resources for assessment include: a range of relevant exercises, case studies and other simulated practical and knowledge assessment, and/or access to an appropriate range of relevant operational situations in the workplace In both real and simulated environments, access is required to: relevant and appropriate materials and/or equipment, and/or applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
Method of assessment	Assessment of this unit must be undertaken by a registered training organisation As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests Practical assessment must occur: through appropriately simulated activities at the registered training organisation, and/or in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Operations may be conducted:	in a range of work environments and weather

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	conditions
	by day or night
Customers may be:	internal or external
Security systems/equipment may include:	surveillance cameras
	VCRs
	alarm systems
	access control systems
	time delay devices
	two key safes
	ATM vaults
	communication equipment
	personal protective equipment
	firearms
Consultative processes may involve:	clients
	private security personnel
	public sector security personnel
	police
	security consultants
	other employees and supervisors
	management
	other professional or technical staff
Communication in the work area may include:	mobile and fixed phones
	radio
	oral, aural or signed communications
Personal protective equipment may include:	gloves
	safety headwear and footwear
	firearms
	two-way radios
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	company procedures
	enterprise procedures
	organisational procedures
	established procedures

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Information/documents may include:	workplace procedures and policies operations manuals and job specifications relevant manufacturers specifications and guidelines competency standards and training materials supplier and/or client instructions material safety data sheets codes of practice including the National Standards for Manual Handling and the Industry Safety Code award, enterprise bargaining agreement, other industrial arrangements standards and certification requirements quality assurance procedures emergency procedures
Applicable regulations and legislation may include:	state/territory OH&S regulations and legislation, including manual handling regulations relevant Australian Standards and certification requirements relevant state/territory privacy legislation relevant state/territory firearms legislation licensing and permits for firearms and security occupations licensing requirements for driving and carrying particular classes of goods relevant state/territory road rules and traffic acts

Unit Sector(s)

Not applicable.

Competency Field

O - Security

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CPPSEC2006A Provide security services to clients

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to provide a security service to clients. It requires the ability to establish effective relationships, identify problems, and deliver a security service according to specific instructions. It also requires an ability to use communication and problem solving techniques to promote client confidence.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of work roles in the security industry. Work is performed under routine supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish positive relationship with clients.	1.1 Relationship with client is established by using appropriate ***communication techniques*** to confirm needs and expectations. 1.2 Communication with clients is conducted in a professional and courteous manner which reflects sensitivity to individual ***social and cultural differences***. 1.3 ***Professional conduct*** is maintained according to client and ***organisational requirements***. 1.4 Client confidentiality is maintained according to organisational and ***legislative requirements***.
2 Deliver service to clients.	2.1 Effective ***client service*** is provided to meet required ***security services*** and ***assignment instructions***. 2.2 ***Conflict situations*** are identified and action taken to minimise impact on client satisfaction in consultation with relevant persons. 2.3 Client is informed of all relevant security matters in a timely manner in accordance with agreed ***reporting instructions***. 2.4 ***Personal limitations*** in meeting client needs are identified and assistance sought as required from ***relevant persons***.
3 Respond to client complaints or special	3.1 ***Special needs or requirements*** of client are identified and service adjusted to meet needs. 3.2 Possible causes of client dissatisfaction are identified

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ELEMENT	PERFORMANCE CRITERIA
requirements.	using appropriate communication skills.
	3.3 Client complaints are resolved with professionalism and courtesy with assistance from relevant persons sought as required.
	3.4 Unresolved complaints or client dissatisfaction are ***reported*** in accordance to organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- basic information technology
- communication skills to relate to young people from diverse backgrounds
- complete basic workplace documentation
- literacy skills to understand and communicate security information (reading, writing, speaking, numeracy and listening)
- numeracy skills to estimate service timeframes
- observation
- personal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- present a professional image
- providing effective client service to young people
- questioning to check understanding
- solve routine problems and handle client complaints
- summarise information received
- work effectively on an individual basis and as part of a team
- writing to prepare case notes or report areas of conflict.

Required knowledge

- awareness of local youth services
- difference between negative and positive language
- differences between written and spoken English
- how to adjust communication to interact with young people
- how to read and use body language to gain confidence of clients
- how to safeguard confidential information
- how to use business equipment to present information

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REQUIRED SKILLS AND KNOWLEDGE

- legislation and regulations applicable to providing security services
- organisational standards and procedures for client service
- organisational standards for the presentation and maintenance of written information
- practices for providing client service to young people
- procedures and channels for reporting information
- rights and responsibilities of clients
- uniform and personal grooming requirements
- youth social cultures and framework.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- complying with organisational policies and procedures and relevant legislation in the provision of security services to clients
- adjusting client service and communication to meet the special needs of security clients including young people
- confirming client requirements from information contained in the client brief or assignment instructions and discussing and resolving areas of conflict in the provision of client service
- following agreed client and organisational reporting procedures in the provision of security services
- monitoring and acting on changing client needs and possible causes of dissatisfaction.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment

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- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Communication techniques* may include**:

- active listening
- being respectful and non-discriminatory to others
- control of tone of voice and body language
- demonstrating flexibility and willingness to negotiate
- interpreting non-verbal and verbal messages
- maintaining professionalism

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- phone technique
- providing and receiving constructive feedback
- questioning and paraphrasing to clarify and confirm understanding
- use of appropriate body language
- use of communication appropriate to cultural differences
- use of positive, confident and cooperative language
- use of two-way communication.

***Social and cultural differences* may be expressed in**:

- age
- beliefs, values or practices
- cognitive ability
- conventions of gender or sexuality
- cultural stereotypes
- dress
- food or diet
- language
- religious and spiritual observances
- social conventions
- traditional practices and observations.

***Professional conduct* may relate to**:

- non-aggressive communication or body language
- own attitude and behaviour
- personal dress appropriate to work assignment
- personal grooming appropriate to work assignment
- use of appropriate language to engage minority groups.

***Organisational requirements* may relate to**:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- methods for communication with diverse clients including young people
- Occupational Health and Safety (OHS) policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures

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- roles, functions and responsibilities of security personnel
- storage and disposal of information.

***Legislative requirements* may relate to**:

- applicable commonwealth, state or territory legislation which affects security work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian standards and quality assurance
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- trade practices
- use of force
- Young Offenders Act.

Client service may relate to:

- dealing with conflict
- efficient use of resources
- handling and recording complaints
- meeting agreed timelines
- meeting allocated duties and responsibilities
- meeting budget and agreed costs
- professionalism and conduct
- regular communication and reporting.

***Security services* may include**:

- control room monitoring.
- controlling exit from and access to premises
- crowd control
- escorting people or property
- guarding
- monitoring centre operations
- routine security monitoring of premises or property
- screening of property or people.

***Assignment instructions* may relate to**:

- assignment objectives and timeframes
- back-up support or assistance
- client identification and information details
- communication equipment and procedures
- instructions from client, supervisor or colleagues
- legislative requirements relating to work tasks

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- OHS including use of personal protective equipment
- procedures in the event of communication loss
- resource and equipment needs
- site layout including access points
- use of force
- use of workplace documentation
- verbal and non-verbal reporting
- work schedules including budget
- work tasks and procedures.

Conflict situations **may relate to**:

- availability
- cash flow
- crowds
- delivery
- insurance, time penalties, disputes
- limited access to assistance and resources
- own skills and knowledge
- problems with security or communication equipment
- restricted site access
- risks and hazards
- vehicles
- weather and environment conditions.

Reporting instructions **may relate to**:

- adherence to organisational requirements
- areas of conflict
- completion of work activities or milestones
- compliance with legislative requirements
- existence of security incidents, risks or hazards
- need for resources or assistance
- variance to agreed assignment
- verbal reporting
- written reporting using electronic equipment or standard documentation.

Personal limitations **may relate to**:

- being unsure of best method to complete task
- compliance with OHS requirements
- current competence level
- difficulties in meeting timelines
- inability to fulfil own role and responsibilities
- licensing requirements
- personal values and their impact on client service and work performance
- technical expertise
- understanding of assignment instructions
- understanding of legal requirements.

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***Relevant persons* may include**:	• client including young people • colleagues • supervisor • support services or agencies (eg emergency services) • technical security specialists.
***Special needs or requirements* may relate to**:	• control of exit from and access to premises • crowd control • escort of people and property • non-routine information or service provision • screening of property and people • urgent requirements • victims of trauma or torture • young people.
***Reporting* may include**:	• completing documentation such as logs, journals and activity reports • completing police reports • completing written and computer reports • contacting designated personnel • recording security risk and incident details • requesting security assistance • verbal reporting to client or supervisor.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPCMCM7002A Manage the quality of projects and processes

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to establish performance measures, and review and improve the management and accountability of processes and projects. The unit covers the importance of the need for quality control and responsibility for the provision of service outcomes to customers. The management and driving of organisational change is a major focus of the unit. Licensing, legislative, regulatory or certification requirements may apply to this unit and so the varying state or territory requirements should be confirmed with the relevant body.

Application of the Unit

Application of the unit	This unit supports the attainment of skills and knowledge required for competent workplace performance in organisations of all sizes. It will support managers with responsibility in all sectors. The unit may be contextualised to the specific needs, and knowledge and skill requirements, of all industries provided the essential outcomes of the unit are not changed.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the parameters for the delivery of a quality project or process.	1.1. ***Concepts**, **principles and tools of quality management and continuous improvement*** are researched and analysed. 1.2. Extensive research is undertaken to determine the current and future service requirements of customers. 1.3. Recommended or anticipated changes to services and processes are communicated to senior management for review.
2. Establish and implement performance measurement strategies.	2.1. Financial and ***non-financial*** performance measures and evaluation criteria for the specific project or service delivery are established and agreed upon by relevant stakeholders and communicated to relevant staff and service providers. 2.2. Appropriate financial and non-financial benchmarks are determined and agreed to by relevant stakeholders.

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Project and services are monitored to ensure they meet identified needs and service expectations. 2.4. Feedback from customers is communicated to relevant areas within the organisation and incorporated into performance reviews. 2.5. Trends in ***customer*/*stakeholder satisfaction*** and service usage are monitored to identify opportunities for improvements to services or processes. 2.6. Issues of responsiveness and accessibility are reviewed and reported.
3. Facilitate accountability for project and service outcomes.	3.1. Project management systems, ***reporting mechanisms*** and processes are established and communicated to staff and ***service providers***. 3.2. The results of service reviews against desired targets are reported according to standard organisational procedures. 3.3. Tenders and contracted works are regularly monitored and adverse variations in established performance targets are immediately addressed. 3.4. Quality and efficiency of operational processes are measured and documented. 3.5. Service shortfalls are analysed and resolved in line with company policies and procedures, including customer service standards.
4. Develop and implement change management processes.	4.1. The need for change in organisational processes and work culture to support project or service delivery is identified. 4.2. A ***change process*** to address the need is identified or developed, and implemented. 4.3. Changes to operational processes, projects or services delivered are recommended and communicated to appropriate personnel with supporting information. 4.4. Staff members are adequately informed of improvement plans, their goals and changes to operational procedures. 4.5. Appropriate methods are employed to gain commitment for change. 4.6. Improvement projects are implemented within agreed timelines and coordinated effectively. 4.7. The effectiveness and benefits of implemented changes are monitored and reported.

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ELEMENT	PERFORMANCE CRITERIA
	4.8. Outcomes of improvements are reviewed and used for further learning and continuous improvement by being shared across the company.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- high level management and leadership skills
- ability to identify and evaluate potential obstacles to change
- analysis of organisational systems, processes and activities
- problem solving and creative thinking skills to develop a range of possible options
- developing a range of possible options in solving problems
- numeracy skills for:
  - calculating measures of performance
  - analysing financial reports
- language and literacy skills for:
  - communicating service requirements and recommended improvement plans
  - researching
  - accessing, reading, interpreting and applying current relevant legislation, codes and standards
- computer skills for:
  - word processing
  - spreadsheets
  - emails
  - internet searching
- negotiation and conflict management

Required knowledge

- change management processes
- continuous improvement processes
- computer software functions and operation
- knowledge specific to fire systems design, including:
  - relevant current legislation, codes and standards, including:
    - building Acts

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REQUIRED SKILLS AND KNOWLEDGE

- building regulations
- infrastructure supply regulations
- the Building Code of Australia
- Australian standards for fire systems
- international standards for fire systems
- other fire system standards commonly required by building insurers

- passive fire safety elements:
  - identification of passive elements
  - impact of fire systems design on passive elements
  - specifications required to safeguard integrity of passive fire element performance where penetrations are necessitated by the fire systems design
- water-based fire systems technology and components, including:
  - wet pipe sprinkler systems
  - deluge and drencher systems
  - dry pipe sprinkler systems
  - pre-action sprinkler systems
  - early suppression fast response (ESFR)
  - hydrants, hose reels and monitors
  - water supply tanks
  - fire pump sets
- detection and warning systems technology and components, including:
  - emergency warning and intercommunications systems (EWIS)
  - fire detection and alarm systems
  - smoke control systems
  - emergency lighting systems
- technology and components of special hazard fire systems, including:
  - foam systems (low expansion, medium expansion and high expansion)
  - gaseous agent systems (carbon dioxide, inert gas and halocarbon gases)
  - water spray systems (deluge, medium/high velocity water spray and high speed deluge)
- chemical systems' technology and components, including:
  - powder
  - wet chemical

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that the simulated or project-based assessment fully replicates workplace conditions, materials, activities, responsibilities and procedures. This unit could be assessed as an activity involving the establishment and implementation of performance parameters and measures to ensure the accountability and effective delivery of projects and processes.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified within this unit. In particular the person should demonstrate: • knowledge of the concepts, principles and tools used in quality management and continuous improvement processes • knowledge of the concepts, principles and tools of change management • the mathematical ability to calculate benchmarks and monitor performance • research skills • analytical and report writing skills • leadership skills that facilitate quality outcomes and organisational change • the ability to learn from project outcomes and refine and improve future processes.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • access to relevant codes and standards • access to legislation relevant to the jurisdiction and the project being undertaken

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EVIDENCE GUIDE	
	• project, process or service documentation • research resources, including product, process or technology information and data applicable to the workplace • theoretical texts and other information to support the assessment of the unit's required skills and knowledge • relevant computer software packages and suitable hardware.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Concepts**, **principles and tools of quality management and continuous improvement include:	• Total Quality Management (TQM), including Six Sigma • ISO 9000 and the processes for certification • failure mode and effects analysis • benchmarking • continuous improvement methodologies, including Kaizen • 'lean transformation' processes, sometimes known as the 'Toyota Lean Model' or the 'Toyota Production Model'.
Non-financial performance indicators may include:	• customer satisfaction ratings • completion times for projects measured against project plans • volume of repeat business • number of business referrals • demonstrated compliance of work with codes and standards • industry awards received • performance in industry benchmarking studies.
Methods of measuring ***customer**/**stakeholder satisfaction*** include:	• gap analysis approach • customer satisfaction monitoring (CSM) approach, e.g. telephone, questionnaires, face-to-face interview or in-depth interview • developing customer-focused key performance indicators (KPI) to support customer monitoring procedures.
Reporting mechanisms may include:	• non-financial and financial system reports, including budgets • informal reporting methods, such as regular team and departmental meetings.
Service providers may include:	• contractors • suppliers of materials.
The ***change process*** should be planned and monitored and may entail:	• processes to plan for the change • processes to implement the change • processes to reinforce the change • steps to support staff during the change,

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RANGE STATEMENT	
	including: • coaching and mentoring • training interventions • revised process documentation • feedback and appraisal processes • reward and recognition processes.

Unit Sector(s)

Unit sector	Common

Co-requisite units

Co-requisite units	Nil

Competency field

Competency field	Senior management

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CPCMCM7001A Plan and manage complex projects

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required of senior managers responsible for identifying, planning, controlling and finalising complex projects. The unit addresses the management of projects of significant scope and duration, for example, the development and implementation of a major new program or service, or the construction or design of a significant new piece of infrastructure. The environment in which the project is managed is also complex and involves the management of a project team which typically will include staff with diverse skill sets. The management of complex projects also involves significant reporting requirements. Licensing, legislative, regulatory or certification requirements may apply to this unit and so the varying state or territory requirements should be confirmed with the relevant body.

Application of the Unit

Application of the unit	This unit supports the attainment of skills and knowledge required for competent workplace performance in organisations of all sizes. It will support managers in all sectors of the construction industry who must exercise the skills necessary to ensure projects are planned and managed effectively in order to deliver the required outcomes on time and within budget. The unit may be contextualised to the specific needs, and skills and knowledge requirements, of all sectors within the construction industry provided the essential outcomes of the unit are not changed.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the strategic and operational needs of the project during the planning phase.	1.1. The project's ***strategic context*** and requirements are identified and considered. 1.2. The organisation's strategic and business plans and their output requirements are identified and considered. 1.3. Client requirements and the impact of ***legislation and industry codes and standards*** are identified and fully explored. 1.4. A ***risk management analysis*** is conducted and a risk

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ELEMENT	PERFORMANCE CRITERIA
	management plan is developed and documented.
2. Prepare the project plan.	2.1. Precise ***specifications and terms of reference*** for the project are defined and documented. 2.2. Project budget is identified, specified to a level that can be used for the management of sub-tasks, and documented. 2.3. Skills needed for the successful completion of the project are defined. 2.4. Physical and other resources required to support the project are defined, documented and secured. 2.5. Timelines, schedules and critical path for the project are developed and documented, taking into consideration contingencies and planning for time slippages. 2.6. A consultation strategy or process that will be used to inform clients, contractors and other interested parties of the project's progress, and seek their input as required, is defined and documented.
3. Assemble the project team and commence work.	3.1. Appropriate project team members are secured and briefed regarding the project, their roles, levels of delegated responsibility and the outcomes to be achieved. 3.2. Effective communication processes are put in place to coordinate work and inform team members of progress. 3.3. Clear reporting processes for team members are identified and communicated.
4. Manage the project.	4.1. Project progress is monitored according to project plan requirements, using appropriate ***project management tools*** and methodologies. 4.2. Team members are supported and their output is managed against the key performance indicators identified in the project plan. 4.3. Corrections, changes and additions are made to the project plan in light of changing circumstances to ensure project aims and outcomes are met. 4.4. Resourcing to support the project is monitored and corrections are made to reflect changing circumstances. 4.5. Reporting of overall project progress is made to senior management and/or funding bodies as required and in line with the project plan.

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ELEMENT	PERFORMANCE CRITERIA
5. Finalise the project.	5.1. The project is finalised in line with the project plan. 5.2. Required handover to staff members responsible for the ongoing implementation or maintenance of project products or services is conducted efficiently, effectively and in line with organisational procedures. 5.3. Project team members and relevant stakeholders are debriefed about the conduct of the project and the outcomes achieved. 5.4. A report is prepared analysing the strengths and weaknesses of the project plan and the conduct of the project.
6. Use the project to contribute to improved policies and processes.	6.1. Opportunities for wider organisational learning, including changes to processes or policies generated by the project, are identified and analysed. 6.2. Opportunities for future further developments following project completion are forwarded for consideration by senior management. 6.3. The strategic impact of the project is considered and fed into the organisation's ongoing strategic planning processes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• project planning and execution • risk management planning • time management • high level written and oral communication • human resource management • team leadership • numeracy skills for budgeting and financial management • proactive thinking • decision making • high level problem solving

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REQUIRED SKILLS AND KNOWLEDGE

- research
- critical and analytical thinking
- comparative analysis
- operating computer software packages and systems, including:
  - word processing
  - spreadsheet
  - email
  - internet
- skills specific to fire systems design, including:
  - operating computer software packages and systems, including:
    - proprietary project management software
    - proprietary hydraulic calculation software
    - proprietary estimating software
    - parametric modelling software
  - language and literacy skills for:
    - searching, accessing, reading, interpreting and applying current relevant legislation, codes and standards
    - updating knowledge of products, software systems and technology
    - reading and interpreting drawings, plans and specifications, including architectural, structural, mechanical, hydraulic and electrical
    - researching and evaluating competing technologies in new products and systems
    - reviewing and commenting on reports (e.g. consultant fire engineer), including building, insurance and corporate

Required knowledge

- budgets and financial plans
- concepts of risk management planning and processes
- tools and models of project management
- reporting mechanisms
- relevant legislation, codes, standards, and sustainability requirements and ratings, including:
  - energy conservation
  - water conservation
- organisational frameworks and functions, including:
  - industry associations
  - enterprises
  - government bodies
- knowledge specific to fire systems design, including:

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REQUIRED SKILLS AND KNOWLEDGE

- fire engineering principles, including:
  - engineered solutions
  - innovative fire systems
  - fire modelling
- roles and responsibilities of relevant building project personnel, including:
  - architect
  - lead contractor
  - mechanical engineer
  - hydraulic engineer
  - electrical engineer
- computer software functions and operation, including relevant proprietary software
- relevant current legislation, codes and standards, including:
  - building Acts
  - building regulations
  - infrastructure supply regulations
  - the Building Code of Australia
  - Australian standards for fire systems
  - international standards for fire systems
  - other fire system standards commonly required by building insurers
- passive fire safety elements:
  - identification of passive elements
  - impact of fire systems design on passive elements
  - specifications required to safeguard integrity of passive fire element performance where penetrations are necessitated by the fire systems design
- water-based fire systems technology and components, including:
  - wet pipe sprinkler systems
  - deluge and drencher systems
  - dry pipe sprinkler systems
  - pre-action sprinkler systems
  - early suppression fast response (ESFR)
  - hydrants, hose reels and monitors
  - water supply tanks
  - fire pump sets
- detection and warning systems technology and components, including:
  - emergency warning and intercommunications systems (EWIS)
  - fire detection and alarm systems
  - smoke control systems

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REQUIRED SKILLS AND KNOWLEDGE

• emergency lighting systems
• technology and components of special hazard fire systems, including:
  • foam systems (low expansion, medium expansion and high expansion)
  • gaseous agent systems (carbon dioxide, inert gas and halocarbon gases)
  • water spray systems (deluge, medium/high velocity water spray and high speed deluge)
• chemical systems' technology and components, including:
  • powder
  • wet chemical

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that the simulated or project-based assessment fully replicates workplace conditions, materials, activities, responsibilities and procedures. This unit could be assessed as an activity involving the management of a complex project and should include establishing, using and evaluating effective project management processes.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified within this unit. In particular the person should demonstrate: • the successful design, implementation, management and finalisation of a complex project, including the management of planning processes, scheduling, human resources,

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EVIDENCE GUIDE	
	reporting and response to contingencies • the ability to ensure projects undertaken are aligned with and support organisational strategies and requirements • the ability to learn from project outcomes and refine and improve future project management processes.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • access to codes and standards • access to legislation relevant to the jurisdiction and the project being undertaken • project documentation, including design or project brief, drawings, specifications, construction schedules and other supporting documents • research resources, including product information and data • theoretical texts and other information to support the assessment of the unit's required skills and knowledge • relevant computer software packages and suitable hardware.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for	Reasonable adjustments for people with

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EVIDENCE GUIDE	
assessment	disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
The ***strategic context*** for the project will include the operating environment in which the project will be conducted. For example:	• fire systems design sector, including the development of high risk and high value fire systems design projects.
Legislation and industry codes and standards that may impact on the project design and delivery will be sector specific. For the fire systems design sector they may include:	• building Acts • building regulations • infrastructure supply regulations • the Building Code of Australia • Australian standards for fire systems • international standards for fire systems • other fire system standards commonly required by building insurers, including the U.S. National Fire Protection Association (NFPA) standards.
Risk management analysis may include consideration of:	• public liability • safety of staff • workers compensation claims • business continuity (e.g. emergency plans for activities to continue in the event of loss of

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RANGE STATEMENT	
	building, equipment or systems) • property development and maintenance • changing government policy or funding arrangements • environmental concerns (e.g. pollution, hazardous waste, tree retention policies).
Specifications and terms of reference for the project may include an accurate and complete:	• definition of the project aims • description of the outcomes to be achieved using, wherever possible, the nomination of clear metrics • description of all stakeholders • description of the project parameters (scope of operations, flexibilities involved, etc.) • identification of the budget • specification of the timescale • specification of the communication strategy to be used.
Project management tools typically will be computer-based and may:	• be in-house or proprietary software • use critical path analysis • incorporate the use of Gantt or PERT charts • incorporate scheduling and reporting templates.

Unit Sector(s)

Unit sector	Common

Co-requisite units

Co-requisite units	Nil

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Competency field

Competency field	Senior management

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LMFID5014A Use CAD applications to complete models and documentation for interior design projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit specifies the outcomes required to use computer aided drafting (CAD) applications to produce models and documentation for interior decoration and design projects to meet client and project brief requirements.

Application of the Unit

Application of the unit	This unit supports the attainment of skills and knowledge required for competent workplace performance in interior decoration and design operations of all sizes. It applies to the development of 2-D and 3-D drawings that incorporate all standard practice notations and drawing protocols. This unit requires employability skills in initiative and enterprise, planning and organising and problem solving in order to determine drawing specifications to meet design brief requirements. Communication skills are used to interpret and document design information and complete drawings. Self management and learning skills are applied to gain additional information to support drawing design skills.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine project requirements	1.1. Applicable ***OHS***, ***legislative*** and ***organisational requirements*** relevant to designing with CAD applications are verified and complied with 1.2. ***Project brief*** is reviewed and confirmed 1.3. ***Parameters*** for the project are assessed and confirmed 1.4. Design concepts and ***details of design solution*** are examined to determine drawing requirements 1.5. Sketches, drawings and materials board are analysed 1.6. Calculations and measurements are confirmed 1.7. ***Documentation requirements*** for the design are clarified and confirmed 1.8. Computing equipment and suitable software is selected and prepared for use 1.9. Customised template created for individual workplace

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ELEMENT	PERFORMANCE CRITERIA
2. Use CAD applications to produce 3D model and documentation	2.1. ***Layering*** strategy for project is designed, created and applied 2.2. ***Architectural library*** is developed to acquire relevant design components 2.3. Custom designed library parts are created 2.4. Text, line, font and dimension styles are applied 2.5. ***Pan***, ***zoom and orbit tools*** are used to navigate in the 2-D and 3-D windows within the model 2.6. Text and notations are added to the drawing in accordance with ***drawing protocols*** 2.7. Dimensions are added to the drawing in accordance with drawing protocols 2.8. 3-D detailed suite of rooms, complete with fenestration and doors is produced on appropriate layers 2.9. Advanced features of drawing tools are used to generate 3-D form
3. Edit drawing components	3.1. ***Editing tools*** are used to modify drawing elements and text 3.2. Object properties are modified changed or transferred to a different layer
4. Render surfaces	4.1. Library is used to assign materials to surfaces and objects of the model 4.2. New material creations are explored 4.3. Texture, transparency, luminescence and patterns are edited to achieve desired surface effects using shader settings 4.4. Light fixtures are included in model and parameters adjusted to achieve desired effects
5. Create 3-D views of the model	5.1. Isometric, two and three point perspective views are created using a range of camera settings and rendering techniques 5.2. Camera or target is repositioned to provide alternate views using a variety of camera techniques 5.3. Effect of natural and artificial lighting are created in 3-D space to achieve photo realistic awareness of the 3-D model and the effect of light on surfaces 5.4. ***Rending time considerations*** are examined to achieve specific output
6. Plot and print for	6.1. Perspective views are saved and are appropriate for

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ELEMENT	PERFORMANCE CRITERIA
final presentations	final media presentation 6.2. ***Appropriate views*** are saved to meet requirements of brief 6.3. Page layout is created for plotting and printing 6.4. Page layout is prepared using saved views and documentation 6.5. 2-D documentation is plotted with appropriate line weights 6.6. Slide show presentation is prepared using saved views and documentation
7. Save and back up files	7.1. Folders and files are created to store drawing projects 7.2. Drawings are saved and filed to allow easy access according to workplace documentation system 7.3. Appropriate techniques for reducing file size are identified and compared 7.4. Copies of files are backed up

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating ideas and information to enable confirmation of work requirements and specifications • reading and interpreting workplace documents • using mathematical ideas and techniques to correctly complete measurements, calculate area and volume, and estimate other material requirements • applying attention to detail • applying design concepts to drawings • efficiently and safely contributing to innovative interior decoration and design processes • planning own work within the given task parameters • accepting responsibility for given tasks • maintaining current knowledge of tools and materials • maintaining current knowledge of interior decoration and design techniques • using the workplace technology related to the use of tools including calculators,

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REQUIRED SKILLS AND KNOWLEDGE
measuring and recording devices
Required knowledge
• State or Territory OHS legislation, regulations, standards and codes of practice relevant to the full range of processes for using CAD applications • organisational and site standards, requirements, policies and procedures for using CAD applications • elements and principles of design • types of CAD equipment and procedures for their safe use, operation and maintenance • computer programs and CAD applications • drafting and drawing codes and practices relevant to interior design • 2-D and 3-D drawing techniques • appropriate mathematical procedures for estimation and measurement • documentation control procedures • problem identification and resolution techniques

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	• Effectively design and produce at least two 2-D CAD drawings and two 3-D CAD drawings that document the requirements of the design brief • Apply drafting and drawing protocols in accordance with Australian Standards and the Building Code of Australia • Effectively apply design elements and principles to designing with CAD applications • Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures to design with CAD applications • Communicate effectively and work safely with others in the work area
Context of and specific resources for	• The application of competency is to be assessed in the workplace or realistically simulated workplace

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EVIDENCE GUIDE	

assessment	• Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
	• Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
	• Assessment is to comply with relevant regulatory or Australian Standards requirements
	• The following resources should be made available:
	  • workplace location or simulated workplace
	  • materials and equipment relevant to designing with CAD applications
	  • specifications and work instructions

Method of assessment	• Assessment must satisfy the endorsed assessment guidelines of the Furnishing Industry Training Package • Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge • Assessment methods must be by direct observation of tasks and include questioning on underpinning knowledge to ensure its correct interpretation and application • Assessment may be applied under project related conditions (real or simulated) and require evidence of process • Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances • Assessment may be in conjunction with assessment of other units of competency
Guidance information for assessment	

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
OHS requirements	• are to be in accordance with Commonwealth, State or Territory legislation and regulations, organisational safety policies and procedures. Requirements may include but not be limited to the use of personal protective equipment and clothing, fire fighting equipment, first aid equipment, hazard and risk control and elimination of hazardous materials and substances, manual handling including lifting and carrying
Legislative requirements	• are to be in accordance with applicable legislation from all levels of government that affect organisational operation. Requirements may include but not be limited to award and enterprise agreements, industrial relations, Australian Standards, confidentiality and privacy, OHS, the environment, equal opportunity, anti-discrimination, relevant industry codes of practice, duty of care and heritage
Organisational requirements	• may include but not be limited to legal, organisational and site guidelines, policies and procedures relating to own role and responsibility, quality assurance, procedural manuals, quality and continuous improvement processes and standards, OHS, emergency and evacuation, ethical standards, recording and reporting, access and equity principles and practices, equipment use, maintenance and storage, environmental management (waste disposal, recycling and re-use guidelines)
Project brief	• may include but not be limited to client needs and objectives, client aims and objectives and criteria for evaluation, milestones for the design project, organisational or personal profiles and aims, image requirements and function, target market, budget, timeline and consultation requirements

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RANGE STATEMENT	
Parameters	• may include but not be limited to scope of brief, approval to make changes (legislative and planning), effect or feel trying to be achieved, functionality (short and long term), budget restrictions and established timelines
Details of design solution	• may include but not be limited to products, materials, fixtures and finishes, dimensions, features, openings, furnishings and accessories, colour, effects and lighting and electrical sources
Documentation requirements	• may include but not be limited to site plans, floor plans, sections, elevations, projections, general notes, construction notes, area analysis, services, structures, location, neighbouring buildings and any other space or area addressed by interior designers
Layering	• may include but not be limited to the use of different overlays to portray a range of applications including architectural, civil, electrical, fire protection, general, landscaping, mechanical, plumbing, equipment or furnishings, structural and telecommunications
Architectural library	• may include but not be limited to a catalogued reference of interior decoration and design components which can be uploaded into a model
Pan, zoom and orbit tools	• may include but not be limited to procedures for moving around the window and the ability to look closer or more broadly at certain components
Drawing protocols	• may include but not be limited to commonly used symbols, lettering standards, standard units of measurement, paper size, scale, numbering, legends and abbreviations
Editing tools	• may include but not be limited to tools which enable changing of components, sections, text or measurements on a model
Rending time considerations	• may include but not be limited to global settings, quality settings and impact on rendering times, and specific rendering quality issues
Appropriate views	• may include but not be limited to sectional views, internal and external elevations,

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RANGE STATEMENT	
	removal of wire frames and hidden lines, and use of desired output settings

Unit Sector(s)

Unit sector	Interior decoration and design.

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to carry out OHS requirements through safe work practices at any on or off-site construction workplace. It requires the performance of work in a safe manner through awareness of risks and work requirements, and the planning and performance of safe work practices with concern for personal safety and the safety of others.

Application of the Unit

Application of the unit This unit of competency covers fundamental OHS necessary to undertake work tasks within any sector in the construction industry. It includes the identification of hazardous materials, including asbestos, and compliance with legislated work safety practices. It does not cover removal of asbestos, which is a licensed activity.

The unit relates directly to the general induction training program specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007) required to enter a construction work site. Completion of unit CPCCOHS1001A covers this requirement.

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and assess risks.	1.1. ***Hazards*** in the work area are identified, assessed and reported to ***designated personnel***. 1.2. Safety risks in the work area are identified, assessed and reported to designated personnel. 1.3. ***Safe work practices***, ***duty of care*** requirements and safe work instructions are followed for controlling risks. 1.4. OHS, hazard, accident or ***incident*** reports are contributed to according to workplace procedures and ***Australian government and state or territory OHS legislation*** and relevant ***information***.
2. Identify hazardous materials and other	2.1. ***Hazardous materials*** on a work site are correctly identified and, if appropriate, handled and used

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ELEMENT	PERFORMANCE CRITERIA
hazards on work sites.	according to company and legislated procedures. 2.2. ***Measures for controlling risks*** and construction hazards are applied effectively and immediately. 2.3. Hazardous materials that have safety implications for self and other workers are secured immediately they are identified, using appropriate ***signs and symbols***. 2.4. Asbestos-containing materials are identified on a work site and reported to designated personnel.
3. Plan and prepare for safe work practices.	3.1. Correct ***personal protective equipment*** and clothing for each area of construction work are identified, worn, correctly fitted, used and stored according to enterprise procedures. 3.2. Selection of ***tools***, ***equipment*** and ***materials***, and organisation of tasks are performed in conjunction with other personnel on site and in accordance with enterprise procedures. 3.3. Required barricades and signage are determined and erected at the appropriate site location. 3.4. Material safety data sheets (MSDS), and job safety analysis (JSA) and safe work method statements relevant to the work to be carried out are identified and applied.
4. Apply safe work practices.	4.1. Tasks are performed in a manner that is safe for operators, other personnel and the general community in accordance with legislative requirements, and enterprise policies and procedures. 4.2. Plant and equipment guards are used in accordance with manufacturer specifications, work site regulations and Australian standards where applicable. 4.3. Procedures and relevant authorities for reporting hazards, incidents and injuries are used. 4.4. ***Prohibited tools and equipment*** in areas with identified asbestos are recognised and not used. 4.5. Work site safety signs and symbols are identified and followed. 4.6. Work site area is cleared and maintained to prevent and protect self and others from incidents and accidents and to meet ***environmental requirements***.
5. Follow emergency procedures.	5.1. Designated personnel are identified in the event of an emergency for communication purposes. 5.2. Safe workplace procedures for dealing with accidents,

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ELEMENT	PERFORMANCE CRITERIA
	various ***types of fire*** and other emergencies are followed, including identification or use, if appropriate, of ***fire equipment*** within scope of responsibilities.
	5.3. ***Emergency response and evacuation procedures*** are known, practised and carried out effectively when required.
	5.4. Emergency first aid treatment of minor injuries is carried out correctly and details of any treatment administered are reported accurately to designated personnel as soon as possible.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- ability to accurately recognise OHS hazards, including asbestos and take all opportunities to alleviate safety problems in a variety of construction work sites and environments
- capacity to deal calmly and effectively with any potential safety problems and work closely with other team members and supervisors to ensure safe working conditions are maintained
- communication skills to:
  - determine and report hazards and risks
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - follow instructions
  - read and interpret:
    - MSDS, JSA and safe work method statements
    - other relevant documentation
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication, such as hand signals
  - written skills to contribute to reports
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials

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REQUIRED SKILLS AND KNOWLEDGE

- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
  - use a range of mobile technology, such as two-way radio and mobile phones
  - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- asbestos management code prevention of exposure
- basic first aid procedures
- common construction industry terminology
- common workplace safety hazards and risks and procedures for reporting these to designated personnel
- construction industry communications equipment and use
- construction industry health and safety signage
- emergency response and evacuation procedures
- JSA and safe work method statements
- MSDS
- OHS hierarchy of control and role of OHS committees and representatives
- relevant legislation, regulations and workplace requirements relating to OHS, including hazard reduction and personal safety, including duty of care responsibilities, workers' compensation and injury management requirements
- safe manual handling techniques
- safe work practices in normal working environment
- safety equipment, policies and requirements for working in confined spaces and at height, including on rooves
- tools and equipment prohibited for use near identified asbestos-containing materials (ACM)
- types of fires and basic firefighting equipment
- types, possible location and risks of ACM, including serpentine and amphibole groups, and their use in common building materials
- types, purpose and use of construction industry personal protective equipment and clothing
- workplace and equipment safety requirements.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- correctly locate, interpret and apply relevant information, standards and specifications
- comply with a site safety plan, organisational policies, OHS regulations and state and territory legislation applicable to workplace operations, including quality requirements
- correctly identify ACM and policies and procedures for reporting this to designated personnel
- effectively communicate and work safely with others
- apply general procedures for responding to incidents and reporting hazards and injuries
- select and use firefighting equipment to extinguish a simulated mechanical fire
- evacuate a site through simulated response to an emergency, complying with workplace procedures.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements

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EVIDENCE GUIDE

- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct,

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EVIDENCE GUIDE

	indirect and supplementary evidence. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Hazards include:

- chemical spills
- electrical safety work in confined spaces
- excavations, including trenches
- falling objects
- fires
- gases
- hazardous materials
- high or very low temperatures
- HIV and other infectious diseases
- liquids under pressure
- manual handling
- moving machinery and equipment
- noise, dust and vapours
- overhanging beams
- protrusions
- sharp equipment
- traffic
- ultraviolet (UV) radiation
- unplanned collapse

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RANGE STATEMENT

	• working at heights.
Designated personnel to be contacted in case of an emergency, accident, fire or to report a risk such as identification of ACM are:	• designated safety officers, determined by the enterprise, who have undertaken specific safety response training • managers or other senior personnel • personnel competent and/or licensed in the safe handling of asbestos • supervisors.

Safe work practices:	• include:
	  • day to day observation of OHS policies and procedures
	  • emergency procedures
	  • risk assessment
	  • use of basic firefighting equipment
	• relate to:
	  • access to site amenities, such as drinking water and toilets
	  • general requirements for safe use of plant and equipment
	  • general requirements for use of personal protective equipment and clothing
	  • housekeeping to ensure a clean, tidy and safer work area
	  • no drugs and alcohol at work
	  • preventing bullying and harassment
	  • smoking in designated areas
	  • storage and removal of debris.

Duty of care requirements:	• relate to:
	  • legal responsibility under duty of care to do everything reasonably practicable to protect others from harm
	  • relevant state and territory OHS requirements and include employers and self-employed persons, persons in control of the work site, construction supervisors, designers, manufacturers and suppliers, construction workers, subcontractors and inspectors
	• may relate to:
	  • own responsibilities to comply with safe work practices, including activities that

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RANGE STATEMENT

require licences, tickets or certificates of competency.

Incidents include:

- accidents resulting in personal injury or damage to property
- near misses or dangerous occurrences that do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence, for example:
  - breathing apparatus malfunctioning to the extent that the user's health is in danger
  - collapse of the floor, wall or ceiling of a building being used as a workplace
  - collapse or failure of an excavation more than 1.5 metres deep (including any shoring)
  - collapse or partial collapse of a building or structure
  - collapse, overturning or failure of the load bearing of any scaffolding, lift, crane, hoist or mine-winding equipment
  - damage to or malfunction of any other major plant
  - electric shock
  - electrical short circuit, malfunction or explosion
  - uncontrolled explosion, fire or escape of gas, hazardous substance or steam
  - any other unintended or uncontrolled incident or event arising from operations carried on at a workplace.

Australian government and state or territory OHS legislative requirements include:

- Australian standards
- construction industry OHS standards and guidelines
- duty of care
- health and safety representatives, committees and supervisors
- JSA and safe work method statements
- licences, tickets or certificates of competency
- National Code of Practice for Induction Training for Construction Work
- national safety standards

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RANGE STATEMENT

	• OHS and welfare Acts and regulations • safety codes of practice.
Information includes:	• diagrams or sketches • emergency situation contacts • evacuation plans • instructions issued by authorised organisational or external personnel • labels • manufacturer specifications and instructions • memos • MSDS • organisation work specifications and requirements • plans and specifications • regulatory and legislative requirements, such as Acts, regulations and codes of practice • relevant Australian standards • reports of near misses or accidents • safe work procedures or equivalent documentation • safety meeting minutes • signage • verbal or written and graphical instructions • work bulletins • work schedules.
Hazardous materials include:	• ACM • cleaning chemicals, including those in pressurised containers • glues • insulation materials • solvents • treated timber products.
Measures for controlling risk or minimising hazards in accordance with the hierarchy of control include:	• elimination • substitution • isolation • engineering control • administrative control • personal protective equipment.
Signs and symbols include:	• emergency information signs (exits, equipment, first aid) • fire signs (location of fire alarms and

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RANGE STATEMENT

	firefighting equipment) • hazard identification, facility or location signs • regulatory signs (e.g. prohibition, mandatory and limitation or restriction), such as hazard signs (danger and warning) • safety tags and lockout (danger tags, out of service tags) • site safety, directional, traffic and warning signs and symbols.
Asbestos-containing materials are identified:	• includes recognising common types of ACM that may be found in construction materials and buildings • covers asbestos rope/fabrics, asbestos cement sheeting, asbestos cement piping and lagging on pipes, bituminous waterproof membrane, fire doors, electrical switchboards, millboard, and sheeting under ceramic or vinyl floor tiles in wet areas.
Asbestos-containing materials are ***reported*** to:	• person in control of the workplace as set out in the relevant Asbestos Management Code.
Personal protective equipment is to include:	• aprons • arm guards • caps • dust mask/respirators • ear muffs/plugs • gloves • hard hats • high visibility retro reflective vests • jackets • overalls • safety glasses/goggles • steel capped boots • UV protective clothing and sunscreen.
Tools and equipment include:	• firefighting equipment • first aid kit • ladders and work platforms • personal protective equipment.
Materials include:	• first aid materials suitable for emergency first aid treatment of minor injuries.
Prohibited tools and equipment that cannot be used near identified	• high-speed abrasive power and pneumatic tolls, high pressure water cleaners, compressed

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RANGE STATEMENT

ACM include:	air or abrasive blasting • any vacuum cleaning equipment not specifically designed for safe work with asbestos.
Environmental requirements are to cover workplace quality management and include:	• clean-up protection • stormwater protection • waste management.
Types of fire includes:	• electrical, chemical, gas, mechanical, paper, wood or natural fire.
Fire equipment includes:	• breathing apparatus • fire extinguishers • fire hydrant and hoses • fire reel • fire truck • manual firefighting instruments, such as fire blankets.
Emergency response and evacuation procedures include:	• emergencies, such as fire, toxic and/or flammable vapours emission, vehicle/mobile plant accident, structural collapse, chemical spill and injury to personnel • extinguishing fires, organisational first aid requirements and evacuation.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

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Functional area

Functional area

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CPCPCM4003A Produce 2-D architectural drawings using CAD software

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to produce two-dimensional (2-D) architectural drawings using computer-aided design (CAD) software under limited supervision.

Application of the Unit

Application of the unit This unit of competency supports the needs of project managers, site managers, estimators, forepersons and other plumbing and services and building and construction industry personnel who have a responsibility for preparing architectural drawings from project briefs, sketches, drawings and plans for residential and commercial construction projects. The drawings produced and notations included should conform to Australian standards and drawing protocols.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Create a drawing template file.	1.1. Basic drawing environment is set up. 1.2. Suitable layering strategy is created. 1.3. Suitable architectural library is created. 1.4. Suitable text and dimension styles are created.
2. Produce architectural drawings to relevant Australian standards.	2.1. ***Drawing requirements*** are clarified and confirmed. 2.2. Drawings are produced using appropriate layers. 2.3. Notation that complies with Australian standards and ***drawing protocols*** is added to the drawings as required. 2.4. Dimensions, using appropriate scales in accordance with Australian standards and drawing protocols, are added to the drawings as required.
3. Edit drawing components.	3.1. Elements that are not required are deleted from an existing drawing. 3.2. Editing commands are used to modify drawing elements and existing text.
4. Plot CAD drawings.	4.1. Page layout for the drawing file is set to suit plotting requirements. 4.2. Print parameters for the plotter are set. 4.3. Drawings are plotted on the correct media.
5. Save and back up	5.1. Suitable file directories are created for the drawing

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ELEMENT	PERFORMANCE CRITERIA
files.	project. 5.2. Drawing files are saved and backed up correctly to specified drives or directories. 5.3. Saved files are retrieved, renamed and edited as required.
6. Import files.	6.1. Drawing files are inserted correctly into other software applications. 6.2. Text files are imported into CAD drawings from other software applications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- communication skills to:
  - complete workplace documentation
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - prepare written quotes and tenders
  - record details, including costs and charges
  - read and interpret:
    - plans, drawings, specifications and design briefs
    - documentation from a variety of sources
  - seek clarification
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- creative design, drawing and drafting skills, including use of drafting equipment and CAD
- numeracy skills to apply measurements and make calculations
- planning and organisational skills to ensure coordinated development of sketches and drawings.

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge for this unit is:

- building materials and techniques
- building services
- construction technology
- document controls
- drafting and drawing protocols
- relevant industry standards and codes of practice
- general OHS principles and responsibilities
- requirements for the production of working drawings
- structural systems
- types and uses of working drawings.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment providing that simulated or project-based assessment techniques fully replicate plumbing and services workplace conditions, materials, activities, responsibilities and procedures. It may be assessed on its own or as part of an integrated assessment activity involving preparation of CAD drawings, including construction detailing and material identification, for a range of typical Building Code of Australia (BCA) Type C structures (reference: Table C1.1 BCA).
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • correctly identifying dimensions, symbols, abbreviations and key features of architectural drawings

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EVIDENCE GUIDE

	• correctly identifying styles, characteristics, technologies and decorative styles • correctly identifying particular styles of architecture, including period and type of materials used • sound understanding of the structural function of elements • correctly identifying the relationship between architectural styles and structures • applying CAD software.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the minimum task requirements • relevant specifications and work instructions • tools and equipment appropriate to applying safe work practices • support materials appropriate to activity • workplace instructions relating to safe working practices and addressing hazards and emergencies • material safety data sheets • research resources, including industry related systems information. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services

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EVIDENCE GUIDE

Training Package

- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Drawing requirements include:

- details, including:
  - area analysis
  - construction notes
  - general notes
  - location of neighbouring buildings
  - services
- types of drawing, including:
  - elevations or projections
  - floor plans
  - sections
  - site plans.

Drawing protocols include:

- abbreviations
- commonly used symbols
- legends
- lettering standards
- numbering
- paper size
- scale
- standard units of measurement.

Unit Sector(s)

Unit sector Plumbing and services

Co-requisite units

Co-requisite units Nil

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Co-requisite units Nil

Functional area

Functional area

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CPCCSV5013A Apply principles of energy efficient design to buildings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to apply energy efficient design to buildings.

It includes the evaluation of building designs to establish suitable forms of construction and the identification of appropriate energy consumption practices for incorporation into design briefs.

Application of the Unit

Application of the unit

This unit of competency supports the attainment of the understanding and skills to apply principles of energy efficient design to buildings within the context of relevant legislation, the Building Code of Australia (BCA) and Australian standards.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the significance of the macro and micro climates in the construction process.	1.1. Climate zones and their characteristics are identified and recorded for ***design projects requiring review of energy efficiencies***. 1.2. Methods for establishing characteristics of specific climates are established and documented. 1.3. Construction materials and methods suited to specific climates are determined.
2. Assess design criteria for energy efficient construction.	2.1. Characteristics and location-specific requirements to establish a design are identified and listed. 2.2. Appropriate form of construction is selected and documented according to established specifications. 2.3. Prevailing hot and cool wind directions are identified and recorded. 2.4. Sun path for the location is identified and documented. 2.5. Building orientation is established and documented.
3. Assess building designs.	3.1. Accommodation within the building is assessed and recorded. 3.2. Effective zoning within the building is established. 3.3. Floor plan is sketched and recorded.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Suitability of design in relation to cross-ventilation and shadow lines is determined and recorded. 3.5. Impacts of ***energy efficiency design principles*** are identified and recorded for architectural and services design in accordance with state and territory legislation and the BCA.
4. Identify that energy consumption practices are incorporated into design briefs.	4.1. Energy appliances of the building and their consumption are established and recorded. 4.2. Recommended best practice to conserve energy is identified and documented in energy audits. 4.3. Selection and use of energy efficient fittings and services are determined and included in design brief. 4.4. Energy budget principles for building fabric and services are identified and applied in accordance with standard industry practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- ability to respond to change and contribute to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems
- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - read and interpret:
    - BCA
    - legislation
    - other relevant documentation
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - written skills to:
    - develop recommendations and strategies for the implementation of energy

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REQUIRED SKILLS AND KNOWLEDGE

efficient design principles
- report data and findings

- planning and organisational skills to collect, organise and analyse information
- technological skills to:
  - complete documentation and calculations
  - enable information gathering and analysis.

Required knowledge

Required knowledge for this unit is:

- authorities and powers of a building surveyor
- effects of fossil fuels on the atmosphere
- energy consumption relative to construction processes
- greenhouse gas emissions
- impact of construction process on the atmosphere
- impacts of national greenhouse strategy and Kyoto protocol on construction
- macro and micro climates
- nature of materials and effect on performance
- ozone depletion theories
- processes for the administration and preparation of documentation
- processes for the interpretation of reports, working drawings and specifications
- R values (overall thermal resistance) for construction material
- relevant federal, state or territory legislation and local government policy and procedures
- services design concepts
- site topography.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions,

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	materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • comply with OHS regulations applicable to workplace operations • apply organisational management policies and procedures, including quality assurance requirements where appropriate • evaluate and report on data, findings, recommendations and strategies for the implementation of energy efficient design principles for at least one building development project and in compliance with the applicable local government authority, relevant legislation and the BCA • provide reports to appropriate body/individual as determined by the project brief.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task requirements • relevant specifications and work instructions • tools and equipment appropriate to applying safe work practices • support materials appropriate to activity • workplace instructions relating to safe work practices and addressing hazards and emergencies • material safety data sheets • research resources, including industry related systems information. Reasonable adjustments for people with

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	disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. Validity and sufficiency of evidence requires that: • competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace • where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge • all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. Supplementary evidence of competency may be

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	obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Design projects requiring review of energy efficiencies include:

- evaluation of building designs for the purposes of applying appropriate construction methods to reduce energy consumption.

Energy efficiency design principles include:

- application and assessment of BCA performance-based solutions
- best practice to conserve energy:
  - appliance usage
  - building location and orientation
  - choice and product performance
  - compliance with legislation pertinent to conserving energy
  - living practices that maximise benefit
- climate conditions:
  - climate zones in Australia specified in BCA
  - micro climates associated with a specific area
- energy consumption:
  - low energy lighting
  - solar hot water systems
  - star rated appliances
  - utilities and showerhead restriction fittings
  - window coverings and glazing
- energy efficient construction:

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RANGE STATEMENT

- construction methods
- efficient design briefs
- geography and topography of site
- location
- materials used
- method of application

- star rating systems:
  - Building Energy Rating Scheme (BERS) computer model
  - First Rate computer model
  - National Housing Energy Rating Scheme (NatHERS) computer model.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCBC5005A Select and manage building and construction contractors

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to select and manage building and construction contractors.

It covers the processes and practices involved in supervising the systems through which the selection and management of subcontract resources occurs within the organisation, and through which subcontracting needs are identified and quantified.

In order to achieve the outcomes for this unit, knowledge of relevant industry legislation, standards and codes, the subcontracting system and industrial relations processes is required.

Application of the Unit

Application of the unit

This unit of competency supports the needs of builders and senior managers within building and construction firms and other construction industry personnel responsible for selecting and managing building and construction contractors for medium rise building and construction projects.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage the determination of subcontractor requirements.	1.1. Subcontractor resource requirements are assessed on the basis of expected operations and reference to the business plan. 1.2. ***Subcontractor requirements*** are managed, prioritised and documented on the basis of expected work sequence and volume. 1.3. Task analyses are conducted and managed and competences are identified from the nature of the work to be done and organisational structure. 1.4. Type and number of subcontractors are determined and a formal subcontractor structure is developed for the project. 1.5. Industrial legislation and contract legal matters that impact on operations are researched to clarify workplace obligations and subcontractor rights.
2. Manage the review of subcontractor performance.	2.1. Existing subcontractor areas of expertise are identified or reviewed to build an operational profile for each subcontractor. 2.2. Information is gathered and examined on previous performance of existing subcontractors, their work

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ELEMENT	PERFORMANCE CRITERIA
	profiles and history.
	2.3. ***Reviewing subcontractor performance*** for the purpose of identifying strengths and weaknesses is undertaken.
	2.4. Management plan is developed for each subcontractor to enhance their ability to meet contractual obligations.
3. Establish terms and conditions for subcontractor engagement.	3.1. Subcontractor terms of engagement and scope of operations under the contract are developed or reviewed to ensure contract obligations can be met.
	3.2. Conditions to be met under the terms of engagement for subcontractors are reviewed and periodically reinforced with the subcontractors.
4. Manage the selection and engagement of subcontractors.	4.1. Subcontractor engagement strategies and processes are developed and facilitated to meet organisational timelines and contract dates.
	4.2. Processes for ***selection and engagement of subcontractors*** are managed to ensure that equal opportunity principles apply to all applicants.
	4.3. Subcontractor short-listing and qualification checking are managed to enable the selection and engagement of the most appropriate subcontractor.
	4.4. Successful and unsuccessful tenderers are notified about the outcomes of the selection process.
	4.5. Processes for commencement, induction and any required pre-engagement training are managed and implemented.
5. Evaluate subcontractor performance and compliance with contract requirements.	5.1. Systems that evaluate subcontractor performance and compliance with contract requirements are developed and managed.
	5.2. Gathering of strategic information about subcontractor performance is managed under terms of confidentiality and security but within known collection parameters.
	5.3. Performance review outcomes are discussed with subcontractors on a confidential and equitable basis.
	5.4. Feedback and appeal systems are introduced and managed to ensure that subcontractors have the opportunity to challenge review outcomes.
	5.5. Remedial or disciplinary action is undertaken against the subcontractor in accordance with organisational policy and operational guidelines

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ELEMENT	PERFORMANCE CRITERIA
	where appropriate.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - communicate with subcontractors on all matters regarding selection and management
  - read and interpret:
    - industrial legislation and contract legal matters that impact on operations
    - subcontractor records and information
  - review tender responses
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
  - written skills to:
    - correspond with subcontractors
    - develop a management plan
    - record relevant information
- developing and managing subcontract tender and selection processes
- evaluation skills to undertake and manage subcontractor evaluations for the organisation and review subcontractor performance
- managing subcontractor resources in an equitable and non-discriminatory manner
- numeracy skills to apply calculations and estimate timeframes
- organisation and management skills to manage the development of job profiles and competency statements for subcontractor appointments.

Required knowledge

Required knowledge for this unit is:

- contracts and workplace agreements
- industrial relations structures and processes

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REQUIRED SKILLS AND KNOWLEDGE

- industry subcontracting system and industry benchmarks for subcontract personnel
- relevant licensing arrangements
- subcontractor administration and performance management systems.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by effective selection and management of building and construction contractors for medium rise projects against projected organisational activities and the business plan. This unit of competency can be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the subcontractor needs of the organisation based on an evaluation of organisation's projected work load and forward contractual commitments • assess the extent of effective systems introduced to review subcontractor performance and competency • implement an effective and efficient appointments process • implement an effective and efficient management of the system of subcontractor appointments to meet project timeframes • demonstrate remedial or disciplinary action for

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	below standard subcontractor performance.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • documentation that should normally be available in either a building or construction office • relevant codes, standards and regulations • office equipment, including calculators, photocopiers and telephone systems • computers with appropriate software to view 2-D CAD drawings, run costing programs and print copies • a technical reference library with current publications on measurement, design, building construction and manufacturers' product literature • copies of appropriate awards and workplace agreements • a suitable work area appropriate to this process. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application

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- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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RANGE STATEMENT

situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Subcontractor requirements include:	• calculating number of subcontractors required by the hours within the timeframe • calculating quantum of hours required to perform the work • determining total hours required for each function and stage of work • estimating project timeframe from start to finish • identifying work sequence and nature of job roles.
Reviewing subcontractor performance includes:	• anecdotal evidence, including input from project managers and administrators • examination of data provided by the subcontractor • input about subcontractor performance from other organisations • observation of the subcontractor on other project sites • using subcontractor performance records from previous associations.
Selection and engagement of subcontractors include:	• advising interviewees of the outcome of the selection process • arranging credit checks to determine subcontractor financial viability • ensuring selection interviews with subcontractors meet the criteria • providing invitations to tender for subcontract opportunities • reviewing tender responses and checking referees • undertaking contractual arrangements between the organisation and successful subcontractors.
Subcontractor performance and compliance with contract requirements include:	• establishment of performance benchmarks within subcontracts • participation by subcontractors in project meetings and provision of progress reports • performance management where performance is sub-standard or inappropriate • performance monitoring against project

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RANGE STATEMENT

timelines and objectives
- regular communication with subcontractors.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCBC4025A Manage personal work priorities and professional development

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to present confidently, prepare for personal responsibilities in the workplace and provide opportunities for personal professional development.

Application of the Unit

Application of the unit This unit of competency supports the needs of builders, site managers and forepersons, estimators, managers and other residential and commercial construction industry personnel.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage own work performance.	1.1. ***Personal qualities*** appropriate to the construction workplace environment and culture are known and demonstrated. 1.2. Organisational strategies and priorities linked to personal responsibilities and accountability are reflected in personal performance plans. 1.3. Stable work performance is maintained consistently and under pressure situations. 1.4. Difficult workplace situations are recognised, addressed promptly and sensitively, and concluded positively. 1.5. Work performance and presentation requirements are established and met.
2. Set and meet own work priorities.	2.1. Competing demands for work time and priority action are assessed and organised to achieve individual, team and organisational ***work priorities***. 2.2. Activities are managed effectively to accomplish personal, team and organisational goals and objectives. 2.3. Technology is used where appropriate to improve efficiency and effectiveness in managing work priorities and commitments.
3. Develop and maintain professional competence.	3.1. Personal strengths and weaknesses are assessed against job requirements to determine personal development priorities and action where necessary. 3.2. Feedback on performance is regularly sought and used to improve professional development. 3.3. Management skills relevant to the job role are

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ELEMENT	PERFORMANCE CRITERIA
	identified and developed to enhance performance. 3.4. Participation in professional networks and associations is used to enhance knowledge, skills and relationships.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- adherence to organisational ethical and probity standards
- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - communicate by telephone
  - participate in workplace conversations and meetings
  - read and interpret documentation from a variety of sources
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
  - written skills to:
    - complete checklists
    - produce memos and reports
    - send emails and faxes
- managing conflict and change in construction work situations
- numeracy skills to apply calculations
- recognising and managing workplace improvement opportunities
- teamwork skills to:
  - relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
  - work with others to coordinate and action tasks.

Required knowledge

Required knowledge for this unit is:

- mores and values of the workplace

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REQUIRED SKILLS AND KNOWLEDGE

- professional network and associations within the industry
- relevant local codes, standards and regulations applicable to the building and construction industry
- technologies applicable to and found within the workplace
- workplace safety requirements.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by the preparation of a personal work and development plan. This unit of competency can be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • recognise and apply personal motivation and commitment to the work role • manage day to day responsibilities and conflicting demands in an efficient and cooperative manner • relate positively to clients, fellow workers and the management team • assess personal strengths and weaknesses and plan and implement appropriate personal development.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements

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EVIDENCE GUIDE

	and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • documentation that should normally be available in a building or construction office • relevant codes, standards and government regulations • a suitable work area appropriate to the construction process. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. Validity and sufficiency of evidence requires that: • competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace • where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and

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EVIDENCE GUIDE

	separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge • all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Personal qualities include:	• appropriate personal presentation for the job role • confidence • fairness • integrity • patience • perseverance • probity • timeliness and punctuality.
Work priorities include:	• dealing with conflicting goals • determining work and personal needs

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- individual and team goals and targets
- planning new work
- prioritising and scheduling
- reassessing performance
- work in progress.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCBC4015A Prepare specifications for all construction works

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to prepare specifications, using standard forms of specification as a basis. The preparation of a clearly understood specification for construction works requires establishing the level of detail required and identifying all the inherent contractual obligations. The capacity to develop specifications, that may range from outline to detailed specifications and which conform to National Specification System of Australia (NATSPEC) or other industry standards, is required.

The specifications may stipulate materials, quality of work and project timelines. In order to achieve the outcomes for this unit, knowledge of relevant industry legislation and standards, and the ability to research information and communicate well with clients are required.

Application of the Unit

Application of the unit

This unit of competency supports needs of builders, site managers, estimators, forepersons and other construction industry personnel responsible for preparing specifications for residential and commercial construction projects.

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine specification requirements.	1.1. Project brief, working drawings, development approval and other relevant documents are examined to identify essential information to be included in the specification. 1.2. ***Standard specifications*** are examined to determine suitability for adaptation to the current project. 1.3. Non-standard requirements are developed and where technical aspects require clarification, advice is sought from specialists.
2. Assess the nature and scope of the work.	2.1. Site inspection is conducted to establish site layout and preliminary site-work requirements, and site details and features are recorded. 2.2. Specification includes all relevant details at a level necessary to describe clearly the nature and ***scope of the work***, including ***prescriptive and performance requirements***.

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Research is undertaken to establish appropriate schedules, using relevant ***data sources***. 2.4. Details are tabulated and cross-referenced to ensure consistency between the design brief, working drawings and specifications. 2.5. Details in the specification conform to industry codes of practice, Australian standards and relevant statutory requirements. 2.6. Information requested from specialists, colleagues and clients is coordinated and added to the specifications where required.
3. Prepare the specification document.	3.1. Specification clearly identifies the ***contractual obligations*** and rights of the parties involved. 3.2. Specification document is complete, checked thoroughly for compliance with requirements and edited. 3.3. Specification is presented to the client in the required format and timeframe.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- apply numeracy skills to workplace requirements
- attention to detail in preparing documentation
- client service standards
- commonly used document management
- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - enable liaison with specialists to seek advice and request information
  - prepare, read and interpret:
    - codes of practice
    - design briefs

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REQUIRED SKILLS AND KNOWLEDGE

- plans and drawings
- regulations
- use and interpret non-verbal communication
- use language and concepts appropriate to cultural differences
- written skills to prepare reports and specifications
- construction work site teamwork
- identifying specification requirements
- identifying documentation requirements for a range of sources
- product and service analysis
- research methods and investigation techniques relevant to construction specification preparation.

Required knowledge

Required knowledge for this unit is:

- client requirements
- document control
- documentation requirements for specifications
- organisational policy relating to specifications
- industry codes of practice
- NATSPEC
- relevant Australian standards
- relevant legislation, including contract law and trade practices legislation
- research sources to determine schedules
- schedule of rates
- standard specification documents
- types of specification and their use.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by the effective preparation of a specification meeting NATSPEC and other relevant standards applicable to a building project.

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EVIDENCE GUIDE

	This unit of competency can be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • use a range of research methodologies and tools • correctly identify and use specifications for the range of work • apply contractual principles to the specification drafting.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to documentation such as: • computer data files • detailed specifications that address specific components such as mechanical, structural, electrical or other requirements • documentation requirements arising from BIM • local, state and commonwealth government documents and registers • media reports • NATSPEC or other industry standard specifications • policy statements • preliminary, outline or developed specifications • publications and journals • statistical summaries • statutes.

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EVIDENCE GUIDE

	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. Validity and sufficiency of evidence requires that: • competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace • where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge • all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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EVIDENCE GUIDE

	Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Standard specifications include:	• detailed specifications that address specific components such as mechanical, structural, electrical or other requirements • developed specifications • documentation requirements arising from building information modelling (BIM) • NATSPEC or other industry standard specifications • preliminary or outline specifications.
Scope of the work includes:	• allowance for the provision of services • characteristics • compatibility • dimensions • fitout • lining systems • location • patterns • quantities • sizes • surfaces • type of product or service.
Prescriptive and performance requirements include:	• performance requirements: • standards of work

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	• work schedules
	• milestones
	• prescriptive requirements:
	  • detail relating to materials and quality of work
	  • nominated subcontractors
	  • provision and costs of site access and facilities
	  • quality assurance.

Data sources include:	• computer data files • local, state and federal government documents and registers • media reports • policy statements • publications and journals • statistical summaries • statutes.
Contractual obligations include:	• expected performance levels • insurance requirements • OHS issues • prescriptive requirements • type of tender.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

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Functional area

Functional area

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BSBWRT401A Write complex documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan documents, draft text, prepare final text and produce documents of some complexity. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who work in a range of business environments and are skilled in the creation of reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan documents	1.1. Determine the ***purposes*** of documents 1.2. Choose ***appropriate formats*** for documents 1.3. Establish ***means of communication*** 1.4. Determine ***requirements of documents*** 1.5. Determine ***categories and logical sequences of data***, ***information and knowledge*** to achieve document objectives 1.6. Develop overview of structure and content of documents
2. Draft text	2.1. Review and organise available data, information and knowledge according to proposed structure and content 2.2. Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives 2.3. Include graphics as appropriate 2.4. Identify gaps in required data and information, and collect additional material from ***relevant enterprise personnel*** 2.5. Draft text according to document requirements and genre 2.6. Use language appropriate to the audience

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ELEMENT	PERFORMANCE CRITERIA
3. Prepare final text	3.1. Review draft text to ensure document objectives are achieved and requirements are met 3.2. Check grammar, spelling and style for accuracy and punctuation 3.3. Ensure draft text is approved by ***relevant*** enterprise personnel 3.4. Process text amendments as required
4. Produce document	4.1. Choose basic ***design elements*** for documents appropriate to audience and purpose 4.2. Use word processing software to apply basic design elements to text 4.3. Check documents to ensure all requirements are met

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify requirements of documents
- literacy skills to edit and proofread documents; to create documents with a complex, organised structure of linked paragraphs which use simple and complex syntactic structure
- numeracy skills to collate and present data, graphs and annotated references
- problem-solving skills to use processes flexibly and interchangeably.

Required knowledge

- enterprise style guide/house style
- formatting styles and their impact on formatting, readability and appearance of documents
- organisational requirements for ergonomics, work periods and breaks, and resource conservation techniques
- rules and conventions for written English, as defined by general and specialist dictionaries and books about grammar.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • production of documents • editing draft text to ensure accuracy and clarity of information • knowledge of enterprise style guide/house style.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of documents and style guides.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of structure and content of documents • review of draft documents • review of final documents • demonstration of techniques • oral or written questioning to assess knowledge of word processing software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBITU401A Design and develop complex text documents.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Purposes of documents may include:	• conveying research findings • documenting policies, procedures and processes • influencing attitudes, opinions, beliefs • meeting legal requirements • meeting other data, information or knowledge needs of an audience • proposing recommendations, options and actions
Appropriate formats for documents may include:	• detailed business letters • emails • instructions and procedures • manuals • publications, leaflets, brochures • reports • speeches and presentations • submissions tender documentation and public notices • website text
Means of communication may include:	• software packages such as MS Word, MS Excel, MS PageMaker, MS PowerPoint and templates
Requirements of documents may include:	• compliance with genre • compliance with proformas, standardised reporting requirements or undertakings made by the organisation about reporting • file types and sizes for online documents • languages other than English requirements • legal or traditional requirements for the particular document format • organisational policy, procedures and guidelines applying to writing documents, including house style • point numbering systems • requirements for illustrations, photographs, graphs, charts, maps and other illustrative material

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	to explain texts • standards for references, footnotes, citations, acknowledgements • time lines, including deadlines • word length • writing styles, including simplicity of English and use of technical language
Categories and logical sequences of data, information and knowledge may include:	• arguments and rebuttals • categories and sequences traditionally used for the particular type of document being prepared • chronological, alphabetical or operating sequences • facts, observations, conclusions and recommendations • illustrative case studies and other examples • linking and summary statements • recommendations and supporting arguments
Relevant enterprise personnel may include:	• colleagues/staff in own workÂ section/ teamÂ members • consultative committees • internal providers of specialist expertise • managers/leaders/coordinators/supervisors • owners • staff in relevant work sections
Design elements may include:	• capitals and underlining • fonts • headings • illustrations, photographs and other illustrative material for design purposes • justification and alignment • lists and tables • logos, branding, organisational identity requirements • margins and paragraph indentation • page shape • page size • templates • use and amount of colour • use and amount of white space

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Writing

Co-requisite units

Co-requisite units		

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BSBOHS504B Apply principles of OHS risk management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to use a generic approach to identify hazards, and to assess and control occupational health and safety (OHS) risks. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with managerial responsibility for providing a systematic approach to hazard identification, risk assessment and risk control, with the emphasis on elimination or, where this is not possible, minimisation of risk. It also includes conceptual models for understanding the nature of hazards. The unit provides a basis for the hazard specific competencies in BSBOHS505C Manage hazards in the work environment, and BSBOHS506B Monitor and facilitate the management of hazards associated with plant. This unit is underpinned by BSBOHS403B Identify hazards and assess OHS risks, and BSBOHS404B Contribute to the implementation of strategies to control OHS risk. A more advanced approach to risk assessment, which identifies the separate elements of risk analysis and risk evaluation, is provided in BSBOHS603B Analyse and evaluate OHS risk.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Access sources of information and data to identify hazards	1.1. Access ***external sources of information and data*** to assist in identifying ***hazards*** 1.2. Review ***workplace sources of information and data*** to access and assist in identification of hazards 1.3. Seek input from ***stakeholders***, ***key personnel*** and ***OHS specialists*** 1.4. Conduct formal and informal research to ensure currency of information with ***workplace issues***
2. Analyse the work	2.1. Define, document and communicate ***occasions***

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ELEMENT	PERFORMANCE CRITERIA
environment to identify hazards	***when action for hazard identification is required*** 2.2. Source ***tools*** to assist in analysing potential hazards 2.3. Examine ***task demands*** and ***task environment*** for impact on the person to identify situations with a potential for injury or ill health 2.4. Examine workforce structure, organisation of work and work relationships to identify situations with a potential for injury or ill health 2.5. Examine work environment for ***agents*** with a potential for injury or ill health 2.6. Seek input from stakeholders to clarify and confirm issues
3. Assess risk associated with hazards	3.1. Identify ***factors contributing to risk*** 3.2. Identify current risk controls for each hazard 3.3. Evaluate adequacy of current controls (if any), taking account of ***relevant standards*** and knowledge 3.4. Identify discrepancies between current controls and required quality of control 3.5. ***Prioritise*** hazards requiring further control action 3.6. Document method and outcomes of ***risk assessment***
4. Control risk associated with hazards	4.1. Develop a range of control options in consultation with stakeholders, taking account of the outcomes of the risk assessment and the ***hierarchy of control*** 4.2. Identify potential ***factors impacting on the effectiveness of controls*** 4.3. Seek advice from OHS specialists and key personnel if required 4.4. Identify and seek appropriate authority and relevant resources to initiate and maintain controls 4.5. Identify and document actions required to achieve change 4.6. Analyse extent of change and reduction in risk, as a result of controls
5. Maintain hazard identification and risk control processes	5.1. Establish and maintain a ***risk register*** relevant to the workplace 5.2. Document and communicate risk management procedures to stakeholders and key personnel, as appropriate 5.3. Document and communicate outcomes of risk management processes to stakeholders and key personnel, as appropriate

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ELEMENT	PERFORMANCE CRITERIA
	5.4. Involve stakeholders and operational staff in risk management processes 5.5. Identify situations where OHS specialists may be required
6. Monitor and review risk management processes	6.1. Determine frequency, method and scope of review in consultation with workplace stakeholders and key personnel 6.2. Ensure stakeholders and key personnel have input to the review 6.3. Identify areas for improvement in the risk management processes and make recommendations 6.4. Prepare action plans, including allocated responsibilities and timeframes for implementation 6.5. Regularly review effectiveness of risk management processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify areas for OHS risk improvement
  - analyse relevant workplace information and data
  - contribute to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- attention to detail when making observations and recording outcomes
- research skills to access relevant OHS information and data
- numeracy skills to carry out simple arithmetical calculations (e.g. % change), and to produce graphs of workplace information and data to identify trends and recognise limitations
- communication skills to:
  - conduct effective formal and informal meetings and to communicate effectively with personnel at all levels of the organisation, OHS specialists and, as required, emergency services personnel
  - prepare reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors

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REQUIRED SKILLS AND KNOWLEDGE

- use language and literacy skills appropriate to the workgroup and the task
- consultation and negotiation skills to develop plans and to implement and monitor designated actions
- project management skills to achieve change in OHS matters
- organisational skills to manage own tasks within a timeframe
- information technology skills to access and enter internal and external information and data on OHS and to use a range of communication media

Required knowledge

- organisational behaviour and culture as it impacts on OHS and on change
- basic physiology relevant to understanding mode of action of physical, biological and chemical agents on the body and how they produce harm
- basic principles of incident causation and injury processes
- characteristics, mode of action and units of measurement of major hazard types
- concept of common law duty of care
- difference between hazard and risk
- ethics related to professional practice
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS, for example:
  - communication skills
  - cultural background/workplace diversity
  - gender
  - labour market changes
  - language, literacy and numeracy
  - structure and organisation of workforce e.g. part-time, casual and contract workers, shift rosters, geographical location
  - workers with specific needs
- internal and external sources of OHS information and data
- language, literacy and cultural profile of the workgroup
- legislative requirements for OHS information and data, and consultation
- limitations of generic hazard and risk checklists, and risk ranking processes
- methods of providing evidence of compliance with OHS legislation
- nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
- organisational culture as it impacts on the workgroup
- organisational OHS policies and procedures
- other function areas that impact on the management of OHS
- principles and practices of systematic approaches to managing OHS
- professional liability in relation to providing advice
- requirements under hazard specific OHS legislation and codes of practice
- risk as a measure of uncertainty and the factors that affect risk

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REQUIRED SKILLS AND KNOWLEDGE
• roles and responsibilities under OHS legislation of employees, including supervisors and contractors • standard industry controls for a range of hazards • state/territory and commonwealth OHS legislation (acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation • structure and forms of legislation including regulations, codes of practice, associated standards and guidance material • types of hazard identification tools, including job safety analysis (JSA)

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• products used in:
	  • the application of a risk management approach to identifying hazards
	  • assessing OHS risk
	  • controlling OHS risk
	• how these products were developed and implemented
	• knowledge of relevant OHS legislation (acts, regulations, codes of practice, associated standards and guidance material.

Context of and specific resources for assessment	Assessment must ensure: • access to workplace or simulated workplace • access to workplace documentation • access to office equipment and resources • access to relevant legislation, standards and guidelines relating to risks found in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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EVIDENCE GUIDE	
	are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports on the effectiveness of the hazard identification, risk assessment, control and management actions taken • demonstration of techniques used to identify hazards, assess associated risks, control monitor and evaluate risks • direct questioning combined with review of portfolios of evidence and third party reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of the OHS information system • review of action plans • written reports on hazard identification and risk management activities, matrices and measurements undertaken.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBOHS403B Identify hazards and assess OHS risks • BSBOHS404B Contribute to the implementation of strategies to control OHS risk • BSBOHS603B Analyse and evaluate OHS risk.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
External sources of information	• databases with national and state injury data such as National Industrial Chemicals

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RANGE STATEMENT	
and data may include:	Notification and Assessment Scheme (NICNAS) • employer groups • industry bodies • journals and websites • legislation, codes of practice and standards • manufacturers' manual and specifications • OHS regulatory authorities • OHS specialists • unions.
Hazards may include:	• source or a situation with a potential for harm in terms of human injury or ill health • damage to property • damage to the environment • or a combination of these.
Workplace sources of information and data may include:	• audits • employees • hazard, incident and investigation reports • manufacturers' manuals and specifications • material safety data sheets (MSDSs) • minutes of meetings • OHS representatives • reports • workplace inspections.
Stakeholders include:	• employees • health and safety, and other employee representatives • managers • OHS committees • supervisors.
Key personnel may include:	• managers from other areas • people involved in OHS decision making or who are affected by OHS decisions
OHS specialists may include:	• engineers • ergonomists • occupational hygienists • organisational psychologists • toxicologists • workplace injury and return to work advisors.

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RANGE STATEMENT	

Workplace issues may include:	• changes in equipment, including technology
	• changes in social, political or community environment
	• changes in work organisation, including:
	  • contracting
	  • hire arrangements
	  • casualisation
	  • supervisory arrangements
	  • outworkers
	  • rosters
	  • shift work
	  • work hours
	  • work relations
	• changes in work practice
	• changes to legislation and standards
	• new knowledge on hazards
	• outcomes of court rulings.

Occasions when action for hazard identification is required may include:	• at design or pre-purchase of buildings, equipment and materials • at regular intervals during normal operations • before changes are made to workplace, equipment, work processes or work arrangements • commissioning or pre-implementation of new processes or practices • following an incident report • new forms of work and organisation of work • planning major tasks or activities, such as equipment shut-downs • prior to disposal of equipment, buildings or materials • when new knowledge becomes available.
Tools may include:	• audits • cause and effect diagrams • JSA • surveys.
Task demands may include:	• arousal and alertness • machine pacing or time pressure to complete a task • physical or physiological demands

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RANGE STATEMENT	
	• repetitive nature of task • required precision or accuracy.
Task environment may include:	• air quality • lighting • noise • thermal
Agents may be:	• biological • chemical • ergonomic • nuclear • physical • psychosocial • radiological.
Factors contributing to risk may include those associated with:	• equipment • frequency and duration of exposure • individual/operator • number of people exposed/involved • task • work environment • work organisation.
Relevant standards may include:	• Australian and industry standards • codes of practice • current knowledge related to the specific hazard and controls • current practice in the industry • legislation.
Prioritising hazards requiring further control action may include:	• other recognised processes • specially designed tools • standard ranking tools.
Risk assessment includes identification of:	• factors contributing to risk • current controls and their adequacy • discrepancy between current control and required standard • prioritisation or ranking of a number of risks, where appropriate.
Hierarchy of control may include:	• eliminating hazards • and where this is not practicable, minimising risk by: • substitution • isolating the hazard from personnel

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RANGE STATEMENT	
	• using engineering controls • using administrative controls (e.g. procedures, training) • using personal protective equipment (PPE).
Factors impacting on the effectiveness of controls may include:	• cultural diversity • language • literacy and numeracy levels • shift work and rostering arrangements • training required • workplace culture related to OHS including commitment by managers and supervisors and compliance with procedures and training • workplace organisational structures (size of organisation, geographic, hierarchical).
Risk register may include:	• list of hazards, their location and people exposed • possible control measures and dates for implementation • range of possible scenarios or circumstances under which the hazards may cause injury or damage • results of the risk analysis related to the hazards.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Occupational Health and Safety

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Co-requisite units

Co-requisite units		

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TAEDES401A Design and develop learning programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.

Application of the Unit

Application of the unit	This unit typically applies to a trainer or facilitator who designs or develops learning programs. A learning program can be discrete, providing a planned learning approach that relates to specific learning and training needs, or it may form part of the learning design for a qualification.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define parameters of the learning program	1.1. Clarify ***purpose*** and type of learning program with key stakeholders 1.2. Access and confirm the competency standards and ***other training specifications*** on which to base the learning program 1.3. Identify language, literacy and numeracy requirements of the program 1.4. Identify and consider characteristics of the target learner group
2. Work within the vocational education and training (VET) policy framework	2.1. Access relevant ***VET policies*** and frameworks, and apply to work practices 2.2. Identify changes to training packages and accredited courses and apply these to program development 2.3. Conduct work according to organisational quality assurance policies and procedures
3. Develop program content	3.1. Research, develop and document specific subject matter content according to agreed design options 3.2. Evaluate existing learning resources for content relevance and quality 3.3. Specify assessment requirements of the learning program
4. Design structure of the learning program	4.1. Break the learning content into manageable segments and document timeframe for each segment

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ELEMENT	PERFORMANCE CRITERIA
	4.2. Determine and confirm ***delivery strategies*** and required assessment methods and tools 4.3. Document complete learning program in line with organisational requirements 4.4. Review complete program with key stakeholders and adjust as required 4.5. Ensure a safe learning progression by analysing risks in the learning environment and including a risk control plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• organisational skills to ensure resources are available and suitable • evaluation skills to determine the time required for each learning segment and the overall timelines of the learning program • cognitive skills to develop the learning program content and design its structure • language and literacy skills to read and interpret a range of documentation, including technical and subject matter documents, references and texts
Required knowledge
• information about training package developers and course accreditation agencies responsible for specific learning program parameters • training packages and relevant competency standards to be used as the basis of the learning program • other performance standards and criteria to be used as the basis of the learning program, where relevant • distinction and relationship between a training package/accredited course, learning strategy and learning program, where linked • different purposes and focus of learning programs • sound knowledge of learning principles • instructional design principles relating to different design options for learning program design and structure • availability and types of different relevant learning resources, learning materials and pre-developed learning activities • methodology relating to developing and documenting new learning activities and

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REQUIRED SKILLS AND KNOWLEDGE
related learning materials • different delivery modes and methods • relevant policies, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the VET sector • relevant OHS knowledge relating to the work role, and OHS considerations that need to be included in the learning program

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• design, develop and review learning programs within the VET context
	• prepare and develop a minimum of two learning programs:
	  • that contain differentiated learning program designs to reflect particular needs, contexts and timelines
	  • at least one of which must be based on competency standards or accredited courses and must cover at least one entire unit of competency or accredited course module.

Context of and specific resources for assessment	Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the

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EVIDENCE GUIDE	
	IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Purpose may include:	• developing vocational competency or vocational skills • developing language, literacy and numeracy skills • developing general education • meeting legislative, licensing and registration requirements, such as OHS requirements.
Other training specifications may include:	• curriculum specifications • product specifications • organisational work requirements and training needs • induction needs • language, literacy and numeracy development needs • regulatory and licensing requirements.
Vocational education and training policies may include:	• policies and procedures set by national organisations, such as the National Quality Council • Australian Quality Training Framework • other relevant policies.

Delivery strategies may include:	• focus of delivery in terms of size and type of group
	• context of delivery, for example:
	  • in the workplace
	  • in a training room
	  • in a community setting
	• mode of delivery, for example:
	  • face-to-face
	  • online
	  • blended delivery mode
	• delivery methods, for example:
	  • lock-step, learner-paced and mixed

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RANGE STATEMENT	
	• interactive, participative and collaborative • blended delivery methods.

Unit Sector(s)

Unit sector	Learning design

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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LGAEHRW603B Coordinate the implementation of council's waste management strategy

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers the preparation of an implementation plan, and the monitoring and review of the implementation of the waste management strategy.

Application of the Unit

Application of the Unit This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Employability Skills Information

Employability Skills This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare implementation plan**	1.1. Actions are prioritised to provide the most effective and efficient resolution of issues within available resources. 1.2. Resources are allocated to match action priorities. 1.3. Processes are monitored to ensure the strategy is achieving objectives and is modified as required. 1.4. ***Relevant groups*** are identified that have the capacity and compatibility to carry out strategy actions. 1.5. Achievable time lines, schedules and targets are established.
2. **Monitor implementation of waste management strategy**	2.1. Data is collected regularly and analysed to provide accurate measures of performance. 2.2. Comparisons are made with strategy objectives to assess effectiveness. 2.3. Changes to implemented strategy are made as required in a timely manner to ensure outcomes are achieved. 2.4. Information obtained during monitoring and review is used to develop new strategies that are based on accumulated knowledge and experience.

Hidden text

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

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REQUIRED SKILLS AND KNOWLEDGE

Required Skills

- prioritising actions
- establishing schedules
- analysing data
- comparing performance measures.

Required Knowledge

- relevant environmental protection requirements and other relevant authority requirements
- extensive technical knowledge of waste management processes
- comprehensive knowledge of relevant acts, regulations and guidelines.

Hidden text

Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	• Effective resolution of issues. • Achievable time lines, targets and schedules. • Monitoring and review of processes.
Context of assessment	On the job or in a simulated workplace environment.
Relationship to other units(prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite units: nil.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and

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	understanding • completing workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence will need to be gathered over a period of time across a range of variables.
Resource implications	• prioritising actions • establishing schedules • analysing data • comparing performance measures.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Major waste types **may include**:	• household • council • commercial • industrial • liquid or chemical • medical • prescribed • green • food • putrescible • obnoxious (e.g. poisonous food and contaminated waste) • hard • sludge • litter • recyclables.
Relevant groups **may include**:	• contractors • recycling agents • tip operators

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RANGE STATEMENT

- transfer stations
- local industries
- incineration operators.

Hidden text

Unit Sector(s)

Unit Sector Health and Environment

Hidden text

Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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LGAEHRW507A Plan and coordinate a waste collection or recycling service

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers the identification of needs, markets and service options and the implementation, evaluation and review of waste collection or recycling services.

Application of the Unit

Application of the Unit This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Employability Skills Information

Employability Skills This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify waste collection service needs**	1.1. The volume and type of ***waste t*** o be collected is determined from a review of audited waste stream information. 1.2. The frequency of collection is determined from an assessment of the nature and volume of waste within the community, cost and public health requirements.
2. **Identify recoverable waste**	2.1. Recoverable waste is clearly defined based on components of the waste stream that can be reused or ***recycled***. 2.2. An inventory of recoverable waste is prepared through an assessment of the waste stream using predetermined definitions.
3. **Identify markets for recoverable waste**	3.1. Current waste service is reviewed to establish level of local market opportunities. 3.2. Existing local commercial markets are identified and assessed to determine current and future market opportunities. 3.3. Information is obtained on market strategies for recoverable waste. 3.4. Operating cost shortfalls are identified and options are presented to council for resolution.
4. **Assess effectiveness of current services**	4.1. Quantifiable and comparative performance measures are established to determine if community needs are being met. 4.2. Realistic and achievable performance targets for sorting, processing and recovery methods are established within available resources and local

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ELEMENT	PERFORMANCE CRITERIA
	performance expectations.
	4.3. Relevant data on current services is collated to enable a comprehensive and statistically valid performance assessment.
5. **Identify, evaluate and prioritise service options**	5.1. Current industry best practice is identified through a comprehensive review of recognised sources.
	5.2. Achievable options to meet needs are specified in accordance with local policy.
	5.3. Evaluation criteria are established to meet targets, taking into account local needs and constraints.
	5.4. Options are evaluated through an assessment of criteria in an objective manner.
	5.5. Options are prioritised so that sorting, processing and recovery needs can be met within favourable cost-benefit ratio.
6. **Prepare performance specifications**	6.1. Measurable and quantifiable performance criteria are identified based on audit data and results of needs assessment.
	6.2. Performance levels are specified to meet waste management strategy targets whilst protecting current activity levels in accordance with local authority requirements.
	6.3. Relevant documentation is prepared that incorporates performance levels and protects local interests within local and statutory requirements.
7. **Assess submissions to undertake services**	7.1. ***Criteria*** are established to enable an objective assessment of submissions.
	7.2. The impact of statutory and local requirements is considered in assessing submissions.
	7.3. Submissions are assessed against criteria to determine the most cost-effective and suitable proposal.
8. **Implement service**	8.1. All users are advised of service details prior to implementation.
	8.2. Required resources to implement the service are procured within budget.
	8.3. Sorting and waste-recovery services are planned and scheduled in line with accepted submissions.
	8.4. Services are undertaken in terms of agreed service specifications.
9. **Monitor and review services**	9.1. Data is collected regularly and analysed to provide accurate measures of performance.

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ELEMENT	PERFORMANCE CRITERIA
	9.2. Comparisons are made with agreed service specifications to assess effectiveness. 9.3. Changes to implemented service are made as required in a timely manner to ensure required performance levels are maintained. 9.4. Information obtained during monitoring and review is used to develop new service options that are based on accumulated knowledge and experience.

Hidden text

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- problem solving
- presenting options to council
- collating and analysing data
- researching, reviewing and evaluating options

Required Knowledge

- health regulations
- dangerous goods
- disposal of hazardous materials
- materials suitable for recycling or recovery
- commercial markets
- current markets
- legislative requirements relevant to waste collection
- strategies for developing performance measures
- current industry practices
- economic forecasting techniques
- public health requirements.

Hidden text

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Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	• Accurate identification of service needs, recoverable waste and potential markets. • Evaluation and prioritisation of service options. • Development of criteria in line with council and statutory requirements. • Monitoring and review of services.
Context of assessment	On the job or in a simulated workplace environment.
Relationship to other units(prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite units: nil.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completing workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence will need to be collected over time across a range of variables.
Resource implications	Access to a workplace or simulated case study that incorporates the following resources: • data on waste • consultation process • copies of relevant legislation and council policies and procedures

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	• service providers and disposal systems.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Waste and recycling collection services **may include**:	• day labour • contract services • kerbside collections • door to door • centralised • transfer station.
Markets **may include**:	• domestic • local industry • local commercial • paper recyclers • glass manufacturers.
Recyclable material **may include**:	• plastics • oil • aluminium • glass • steel • timber • bricks • concrete • green waste • paper • tyres • textiles • paints • lead • copper • brass • gold • chlorofluorocarbons • food.

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RANGE STATEMENT

Measures of effectiveness **may include**:	• complaints • enquiries • unit cost • missed services • damaged equipment • community satisfaction • reliability • noise level • regularity • occupational health and safety factors • environmental guidelines • contamination.
Assessment criteria **may include**:	• ability to perform work • cost • financial stability • previous experience • level of service and support • local preferences • employment opportunities • work practices • industrial relations • level of council control • use of council facilities.
Recoverable waste **may include**:	• local government associations • recycling cooperatives • commercial recycling operators • regional waste boards • waste authorities.

Hidden text

Unit Sector(s)

Unit Sector Health and Environment

Hidden text

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Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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LGAEHRR509A Undertake environmental and nuisance controls

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers the investigation of nuisances and the development and implementation of a control plan for complaints and notifications.

Application of the Unit

Application of the Unit This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Employability Skills Information

Employability Skills This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Investigate reports of nuisances**	1.1. Investigations are identified from assessments and reports and prioritised according to ***risk factors***. 1.2. An appropriate form of investigation is determined based on risk assessment of the nature of the problem. 1.3. Investigation is carried out efficiently within priorities. 1.4. ***Data*** and information are collected to enable a clear determination of the problem. 1.5. Action is determined and undertaken to minimise impact of the current problem and the likelihood of recurrence. 1.6. A report is prepared and submitted to council for information or direction.
2. **Institute proceedings for offences relating to nuisances**	2.1. An offence is established through detection of a breach of relevant ***legislation***. 2.2. Information relating to an offence is collated through a review of existing documentation. 2.3. Additional information is obtained by interview and assessment to substantiate details of the offence. 2.4. A decision to proceed with prosecution, issue warning or not undertake further action is determined by council resolution.
3. **Develop and implement an environmental control plan for complaints and notifications**	3.1. Complaints and health department notifications of all endemic environmental conditions are investigated in accordance with ***council requirements***. 3.2. An action plan is established which includes details of work required, cost and method of ongoing review. 3.3. A report is submitted to council for adoption. 3.4. Resources are allocated and the control program is implemented to reduce the environmental hazard.

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Monitoring and evaluation procedures are implemented annually, or as necessary, according to the nature of the hazard. 3.6. Ongoing reports outlining the successes or shortfalls of the environmental control program are prepared for council.

Hidden text

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- investigation
- verbal and written communication with public and council
- conflict or dispute resolution
- scientific equipment usage
- strategy implementation
- program planning.

Required Knowledge

- relevant legislation
- reference material
- environmental controls
- council policies and procedures.

Hidden text

Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example,

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	knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	Environmental issues and nuisances are identified and resolved.
Context of assessment	On the job or in a simulated work environment.
Relationship to other units(prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite units: nil.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completing workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Competency must be demonstrated in all Elements across a range of variables relevant to council's size, location and strategic plan.
Resource implications	Access to a workplace or simulated case study that provides the following resources: • copies of federal, state or local government legislation including health acts and environmental protection • appropriate Australian standards • professional journals and reports • council policies, procedures and guidelines • relevant data sources • relevant authorities.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Data **may include**:	• air, soil and water samples • noise level readings • dates and times of nuisance • degree of disturbance or annoyance • vegetation • animals.
Nuisances and environmental controls **may include**:	• air, water or land pollution • pest or vector control • excessive noise • intensity of insects or pest animals • implications of seasonal conditions • stray animals • contaminated sites.
Risk factors **may include**:	• state • condition • activity • people affected • offensiveness.
Legislation, codes and reference material **may include**:	• federal, state or territory and local government legislation including health act and Australian standards • professional journals and reports • environmental protection legislation • public and environmental health legislation • local government legislation.
Council requirements **may include**:	• council policies, procedures and guidelines • strategic, business and management plans • local ordinances, laws and by-laws.
External authorities **may include**:	• police and emergency services • environmental protection authority • water authorities • justice department • conservation authorities • industry

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Risk factors **may include**:	• state • condition • activity • people affected • offensiveness. • local government departments • community services • youth services • aged services.

Hidden text

Unit Sector(s)

Unit Sector Health and Environment

Hidden text

Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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LGACORE603B Represent council's role and value in the community

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers relationship building and communication with stakeholders in an effort to promote the value of council to the community. The need for staff to represent the value of council to the community and stakeholders through relationships that are mutually beneficial to all parties is recognised.

Application of the Unit

Application of the Unit This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Build and maintain internal and external networks**	1.1. Formal and informal networks are established and utilised as communication channels in accordance with council plans and policies. 1.2. Relationships with stakeholders are formed to provide identifiable benefits to council and the community. 1.3. Opportunities to share resources and expertise with stakeholders are identified and utilised.
2. **Represent the council and advocate its mission, strategies and activities**	2.1. Council's message is communicated accurately and in a clear, considerate and confident manner, addressing stakeholders' concerns and ensuring their understanding. 2.2. Council's representation is promoted and sought on external bodies that impact on its efficiency and effectiveness. 2.3. Opportunities to promote the council through media and within the community are utilised in a positive and constructive manner. 2.4. Credible and effective relations with other levels of government are developed and maintained.
3. **Identify and build rapport with stakeholders**	3.1. Individuals and groups within the community who have an interest in the operation and outcomes of council are identified. 3.2. Interactions with stakeholders are conducted in a manner that safeguards the interests of all concerned.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Stakeholders are consulted on matters of common interest with the view to obtaining support for council goals and objectives. 3.4. Relationships are developed with stakeholders that provide identifiable benefits to council and the community through shared expertise and resources.
4. **Provide advice to stakeholders**	4.1. Advice is given in accordance with relevant council policies, needs and legislative responsibilities. 4.2. Advice is provided promptly and in the context of council's policies and interests. 4.3. Confidentiality requirements are adhered to. 4.4. Responses to requests for information are prepared promptly and accurately.
5. **Liaise and coordinate with other organisations and councils**	5.1. Liaison and coordination with other organisations and councils are undertaken in areas of common interest to optimise resource usage and mutual benefits and to eliminate duplication of effort. 5.2. Feedback from other organisations, councils and personnel is obtained and used as an aid to improving the effectiveness and efficiency of council.

Hidden text

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- verbal communication, presentation and negotiation
- consultation and liaison
- marketing, promotion and utilising and working with the media
- written communication, including reports and media releases.

Required Knowledge

- council's political, social, economic and environmental context
- council's strategic and business plans, goals, objectives, policies and procedures
- council operations
- marketing principles and promotional strategies, including planning special events
- freedom of information and confidentiality.

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REQUIRED SKILLS AND KNOWLEDGE

Hidden text

Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	This unit requires active representation of council's mission and services, which includes the demonstrated ability to: • communicate council plans, objectives and activities clearly, accurately and positively • promote council interests consistently to internal and external clients and stakeholders.
Context of assessment	May be undertaken on the job or in a simulated work environment.
Relationship to other units(prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite units: nil.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of	Consistent evidence across a range of networking, promotional and marketing activities and practices.

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EVIDENCE GUIDE

consistent performance	
Resource implications	Access to a workplace or simulated case study that provides the following resources: • real or simulated consultation process with council stakeholders • materials on networking processes, marketing and promotion.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Personnel may include:	• legal advisers • marketing and promotions personnel.
Network channels may include:	• community groups • government officials, ministers and advisers • local government associations • small and medium-sized businesses.
Stakeholders may include:	• municipality and its constituents • new and potential community groups • small business associations • local government associations • retail groups • environmental associations.

Hidden text

Unit Sector(s)

Unit Sector	Common Units

Hidden text

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Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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LGACOM602B Coordinate and facilitate a change process

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers planning for and initiating organisational change in conjunction with all operational units. It incorporates the need for the thorough planning of the change process including fully scoping the need for change, consultation with stakeholders and the evaluation of actual outcomes against those that had been planned.

Application of the Unit

Application of the Unit This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Establish need for change**	1.1. Trends in internal and external environment are reviewed and monitored and the need for change is identified. 1.2. Consultation with the community and staff is undertaken and their needs and expectations are assessed. 1.3. Operations are continuously monitored and evaluated and improvement opportunities are identified and implemented.
2. **Plan change**	2.1. Options for change are identified and assessed in terms of their impact on organisational performance and any industrial implications. 2.2. A change plan is developed in consultation with employees and/or their representatives. 2.3. Change plan is endorsed by chief executive officer and/or council and disseminated to stakeholders.
3. **Facilitate the implementation of change**	3.1. Time schedules for implementing change are determined and amended as necessary. 3.2. Employee training and development requirements resulting from change are identified and included in change strategies. 3.3. Existing systems and processes are modified, or new systems and processes are introduced, to implement required change.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Staff members are informed of progress of change. 3.5. Staff needs are identified and appropriate support is arranged.
4. **Evaluate change programs**	4.1. Impacts of changes are monitored in accordance with the plan and specific goals. 4.2. Stakeholders are consulted and feedback is sought on effects of change. 4.3. Actual outcomes of change are compared against expected outcomes. 4.4. Modifications to change process are made as appropriate.

Hidden text

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- change management skills
- qualitative and quantitative research skills
- report writing
- negotiation and consultation skills
- facilitation skills.

Required Knowledge

- equal employment opportunity and occupational health and safety legislation
- project management and time management
- industrial awards and agreements
- council policies and procedures
- strategies, policies and procedures on sustainable practice
- implications of human resources strategic plan and council's corporate directions
- evaluation methods.

Hidden text

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Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	The demonstrated ability to: • coordinate and facilitate a change process • establish the need for change • consult with and gain acceptance by key stakeholders • develop a comprehensive change process plan • conduct an evaluation of changes undertaken.
Context of assessment	Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.
Relationship to other units(prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite units: nil.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence should be gathered over a period of time in a range of actual or simulated management environments.
Resource implications	Access to a workplace or simulated case study that

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EVIDENCE GUIDE

	encompasses the following resources: • copies of relevant legislation, industrial awards and agreements • council policies • texts and resources on change management • total quality management • best practice • unions and employees (or simulated role play).

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

External requirements may include:	• legislative changes • economic changes • political environment • demographic changes • community issues • technological changes • environmental issues • natural and other disasters.
Internal requirements may include:	• budgetary restrictions • changing work structures • management change • improvements leading to increased productivity • enterprise bargaining.
Impacts of change may include:	• working relationships • public relations • productivity and effectiveness measures • working environment • quality of products and services • industrial relations • individual skills, knowledge and career paths • morale • professional or technical procedures and protocols.

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RANGE STATEMENT

Industrial implications may include:	• conditions of service including work conditions • associated legislation and industrial agreements, including awards, enterprise bargaining processes, occupational health and safety, equal employment opportunity and industrial democracy union, management and employee consultative process.
Consultation may be conducted by:	• feedback • consensus • majority vote • participative committees • meetings • submissions
Type of change may include:	• restructuring or re-engineering • total quality management • job redesign • redundancy and recruitment • outplacement support • staff retention and development.
Training and development may include:	• in-house • external • accredited • on the job • formal and informal.

Hidden text

Unit Sector(s)

Unit Sector Common Units

Hidden text

Competency field

Competency Field

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co-requisite unit/s

Co-requisite Unit/s

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BSBWOR501B Manage personal work priorities and professional development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers and focuses on the need for managers to be organised, focussed and skilled, in order to effectively manage the work of others. As such it is an important unit for most managers, particularly as managers serve as role models and have a significant influence on the work culture and patterns of behaviour.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish personal work goals	1.1. Serve as a positive role model in the workplace through personal work planning and organisation 1.2. Ensure personal work goals, plans and activities reflect the organisation's plans, and ***own responsibilities and accountabilities*** 1.3. Measure and maintain personal performance in varying work conditions, work contexts and contingencies
2. Set and meet own work priorities	2.1. Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives 2.2. Use ***technology*** efficiently and effectively to manage work priorities and commitments 2.3. Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1. Assess personal knowledge and skills against ***competency standards*** to determine development needs, priorities and plans 3.2. Seek feedback from employees, ***clients and colleagues*** and use this feedback to identify and

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ELEMENT	PERFORMANCE CRITERIA
	develop ways to improve competence 3.3. Identify, evaluate, select and use ***development opportunities*** suitable to personal learning style/s to develop competence 3.4. Undertake participation in networks to enhance personal knowledge, skills and work relationships 3.5. Identify and develop new skills to achieve and maintain a competitive edge

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to receive, analyse and report on feedback • literacy skills to interpret written and verbal information about workplace requirements • organisational skills to set and achieve priorities.
Required knowledge

• principles and techniques involved in the management and organisation of:
  • performance measurement
  • personal behaviour, self-awareness and personality traits identification
  • personal development plan
  • personal goal setting
  • time management
• management development opportunities and options for self
• organisation's policies, plans and procedures
• types of learning style/s and how they relate to the individual
• types of work methods and practices that can improve personal performance.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • systems and processes (electronic or paper-based) used to organise and prioritise tasks, which show how work is managed • personal development plan, with career objectives and an action plan
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to asses knowledge of work methods and practices that can improve personal performance • review of personal work goals, plans and activities • evaluation of work-life balance • review of documentation assessing personal knowledge and skills against competency standards.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Own responsibilities and accountabilities may include:	• expectations of workplace performance as expressed in a performance plan • outputs as expressed in position descriptions or duty statements • statement of conduct outlining an individual's responsibilities/actions/performance
Technology may include:	• computerised systems and software, databases, project management and word processing • electronic diary • personal digital assistant (PDA)
Competency standards may include:	• enterprise-specific units of competency consistent with work requirements • nationally endorsed units of competency consistent with work requirements
Clients and colleagues may be:	• colleagues at the same level and more senior managers • internal or external customers • people from a wide range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • team members
Development opportunities may include:	• action learning • coaching • exchange/rotation • induction • mentoring • shadowing • structured training programs

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBSLS502A Lead and manage a sales team

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, implement, direct and evaluate sales team activities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in a supervisory or managerial sales role who provide leadership to a sales team to increase the effectiveness of their performance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan sales operations	1.1. Set sales teams objectives 1.2. Prepare sales plan and budget to support attainment of objectives 1.3. Develop objectives related to the nature of the sales operation which are consistent with marketing and sales strategies 1.4. Determine the size and structure of the sales team 1.5. Recruit, select and induct sales team members on an ongoing basis in accordance with job analysis and sales team objectives 1.6. Provide sales team members with initial training using appropriate ***training methods*** 1.7. Establish sales team compensation methods and levels 1.8. Establish sales territories, sales targets and performance standards
2. Direct sales team	2.1. Implement strategies to encourage, motivate and support sales team members 2.2. Coach or mentor sales team members to facilitate attainment of sales targets 2.3. Model client-focused tactics for sales team members 2.4. Allocate resources in accordance with organisational policies and procedures to support attainment of sales

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ELEMENT	PERFORMANCE CRITERIA
	targets 2.5. Analyse sales volume, conversion rate data and cross-selling ratios to monitor sales performance 2.6. Monitor the ethical and social conduct of the sales team in accordance with legal requirements, professional expectations and organisational policy
3. Evaluate sales team performance	3.1. Establish systems to evaluate sales effectiveness against performance standards 3.2. Offer sales team members constructive feedback on their performance 3.3. Recognise and reward superior sales team member performance 3.4. Take ***corrective action*** where sub-standard sales team member performance is identified 3.5. Adjust sales team planning in light of evaluation processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to effectively work with a team • financial management skills to manage a sales budget • interpersonal skills to mentor, coach and apply training and development strategies • leadership skills to gain trust and confidence of colleagues and clients • literacy skills to interpret and explain complex, formal documents.
Required knowledge
• budgeting processes • human resource management strategies • principles of equal opportunity, equity, diversity and anti-discrimination • identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: • anti-discrimination • ethical principles

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REQUIRED SKILLS AND KNOWLEDGE
• consumer protection • contract law • privacy laws • Trade Practices Act • sales target and territory planning and management.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • management and development of a personal sales team to attain sales targets • knowledge of the principles of equal opportunity, equity, diversity and anti-discrimination.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of techniques used to manage sales team performance • review of sales teams objectives • review of resources allocated to support attainment of sales targets • assessment of established sales territories, sales

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EVIDENCE GUIDE	
	targets and performance standards • evaluation of recognition and rewarding of superior sales team member performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • management units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Training methods may include:	• audio-tapes • case studies • computer packages • films • lectures • one-on-one instruction • role plays • simulations • slides • teleconferencing • videoconferencing • videotapes
Corrective action may include:	• additional training • individualised development plans • mentoring • ongoing feedback goal related feedback • re-training

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Sales

Co-requisite units

Co-requisite units		

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BSBSLS501A Develop a sales plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop a sales plan for a product or service for a team covering a specified sales territory based on strategic objectives and in accordance with established performance targets. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in a supervisory or managerial sales role who develop a sales plan for a product or service.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify organisational strategic direction	1.1. Obtain and analyse assessment of market needs and ***strategic planning documents*** 1.2. ***Review previous sales performance*** and successful approaches to identify factors affecting performance 1.3. Analyse information on market needs, new opportunities, customer profiles and requirements as a basis for decision making
2. Establish performance targets	2.1. Determine practical and achievable sales targets 2.2. Establish realistic time lines for achieving targets 2.3. Determine ***measures to allow for monitoring*** of performance 2.4. Ensure objectives of the sales plan and style of the campaign are consistent with organisational strategic objectives and corporate image
3. Develop a sales plan for a product	3.1. Describe approaches to be used to meet sales objectives 3.2. Identify ***additional expertise*** requirements and allocate budgetary resources accordingly 3.3. Identify risks and develop risk controls 3.4. Develop advertising and promotional strategy for ***product*** 3.5. Identify appropriate ***distribution channels*** for product

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ELEMENT	PERFORMANCE CRITERIA
	3.6. Prepare a budget for the sales plan 3.7. Present documented sales plan to appropriate personnel for approval
4. Identify support requirements	4.1. Identify and acquire staff resources to implement sales plan 4.2. Develop an appropriate ***selling approach*** 4.3. Train staff in the selling approach selected 4.4. Develop and assess staff knowledge of product to be sold
5. Monitor and review sales plan	5.1. Monitor implementation of the sales plan 5.2. Record data measuring performance versus sales targets 5.3. Make adjustments to sales plan as required to ensure required results are obtained

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication and negotiation skills to determine sales needs, and to refine and modify sales plans in consultation with relevant organisational personnel
- creativity and innovation skills to develop and evaluate new sales approaches
- research and data collection skills to gather information to develop a sales plan.

Required knowledge

- identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
  - anti-discrimination
  - ethical principles
  - consumer protection
  - contract law
  - privacy laws
  - Trade Practices Act
- industry, organisation, product

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REQUIRED SKILLS AND KNOWLEDGE
• methods for monitoring sales outcomes • organisational strategic direction and objectives • principles and techniques for selling • statistical techniques for analysing sales and market trends.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a sales plan for a product sold by an organisation • knowledge of organisational strategic direction and objectives.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to strategic planning and sales documents, data and information.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies • assessment of documented sales plans • demonstration of sales plan development techniques
Guidance information for assessment	

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Strategic planning documents may include:	• company mission statement • financial records • industry trends • marketing trends • operations plan • product trends • strategic plan
Reviewing previous sales performance may include:	• analysis of sales history • consideration of related product strategies • evaluation of competitors' or other companies' approaches • innovative suggestions • marketing research
Measures to allow for monitoring may include:	• volume of sales • whether sales targets are met or not • progress towards targets • surveys of potential/existing/previous clients
Additional expertise may include:	• designers of materials and displays • media producers • advertising executives
Products may include:	• goods • ideas • services
Distribution channels may include:	• agents • brokers • industry associations
Selling approach may include:	• answers to frequently asked questions • introductory techniques • planned approaches • sales scripts • strategies for handling negative comments

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Sales

Co-requisite units

Co-requisite units		

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BSBMGT615A Contribute to organisation development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to contribute to the creation of an organisation development plan which ensures that the organisation will become more effective over time in achieving its goals. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to senior managers with organisation wide responsibilities who are critically involved in shaping and focussing the organisation so that it can adapt to new technologies, challenges and markets. People who have this responsibility may be in a dedicated organisation design role or may be change managers, or human resources managers. They may also be employed as consultants or contractors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop organisation development plan	1.1. Analyse strategic plans to determine organisation development needs and objectives 1.2. Consult with ***relevant groups and individuals*** to profile the organisation's culture and readiness for organisational development 1.3. Determine who will take key roles in the organisational development process and confirm their commitment 1.4. Collect and analyse data on areas of the business experiencing problems or that need realignment 1.5. Determine and agree on objectives and strategies for organisational development 1.6. Consider ***change management techniques*** required to achieve the workplace culture outcomes and build them into the organisation development plan 1.7. Develop ***communication***/***education plans*** to achieve communication objectives in relation to the desired

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ELEMENT	PERFORMANCE CRITERIA
	work environment and desired approach to problem-solving and developmental activities
2. Implement organisation development activities	2.1. Identify and implement consultative processes to maximise participation in the organisation development process 2.2. Undertake ***team development and training activities*** to develop collaborative approaches to problem-solving and development 2.3. Facilitate groups to articulate problems and to propose means for resolving the problems 2.4. Manage conflict between individuals and/or groups to achieve consensus or agreement 2.5. Undertake interventions in accordance with the organisation development plan 2.6. Brainstorm alternative proposals, and negotiate and agree on outcomes
3. Maintain organisation development program	3.1. Undertake surveys to identify any loss of support for organisation development program and activities 3.2. Maintain regular team meetings and individual feedback in accordance with communication plan 3.3. Set out ***activities and interventions*** in the organisation development plan and maintain, evaluate and modify them as required 3.4. Ensure senior management reinforces organisation development program by ongoing messages of support and appropriate resource allocation 3.5. Evaluate organisation development plans in terms of costs and benefits, including opportunity costs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• leadership skills to gain commitment and followership • communication and interpersonal skills to persuade others • lateral thinking skills to find new, improved or different ways of working or engineering the organisation.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• planning processes • concepts and theory of organisation behaviour; organisation dynamics; organisation culture; organisation change.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • detailed organisation development plan which clearly addresses what is to be developed and why, and how development will occur • analysis of an organisation development process • knowledge of concepts and theory of organisation behaviour; organisation dynamics; organisation culture; organisation change.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to organisation development processes or organisational case studies • assessment of written reports on organisation development • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques in engaging others in change processes • review of analysis of data on areas of the business

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EVIDENCE GUIDE	
	experiencing problems or that need realignment • review of documentation outlining interventions undertaken • review of organisation development consultative processes implemented • evaluation of documentation outlining alternative proposals brainstormed, and negotiation and agreement on outcomes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Advanced Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Relevant groups and individuals refers to:	• personnel who have knowledge about the issue being dealt with and the expertise to assist the decision-making process
Change management techniques may include:	• business re-engineering • consultative processes • job redesign • organisational redesign • sensitivity training • systems redesign • work re-organisation
Communication/education plans refers to:	• documented range of activities designed to ensure all affected groups and individuals (and other relevant parties) obtain sufficient knowledge to allow them to understand what is happening and why, and to allow them to participate where appropriate

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RANGE STATEMENT	
Team development and training activities may include:	• computer-based training • group work • one-on-one sessions • informal coaching • mentoring • sensitivity training
Activities and interventions may include:	• action research • brainstorming • career planning • inter-group team building • job redesign • quality circles • re-engineering • sensitivity training • succession planning • surveys (with feedback) • team building • training • transition analysis

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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Co-requisite units		

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BSBINM501A Manage an information or knowledge management system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise learning to use an information or knowledge management system and to manage the use of the system. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers who have responsibility for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes. The unit does not address the requirement to select the technical system (software or hardware), which is seen as the role of an information technology specialist, although in some smaller organisations this may be a part of the manager's role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Organise learning to use information or knowledge management system	1.1. Identify learning needs of ***relevant personnel*** and ***stakeholders*** for input into, and use of, ***an information or knowledge management system*** 1.2. Identify and secure human, financial and physical resources required for ***learning activities*** to use an information or knowledge management system 1.3. Organise and facilitate learning activities 1.4. Promote and support use of the system throughout the organisation 1.5. Monitor and document effectiveness of learning activities
2. Manage use of information or knowledge management system	2.1. Ensure implementation of ***policies and procedures for the information or knowledge management system*** are monitored for compliance, effectiveness and efficiency 2.2. Address implementation issues and problems as they arise

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Monitor integration and alignment with data and information systems 2.4. Collect information on achievement of ***performance measures*** 2.5. Manage contingencies such as system failure or technical difficulties by accessing technical specialist help as required
3. Review use of information or knowledge management system	3.1. Analyse effectiveness of system and report on strengths and limitations of the system 3.2. Review business and operational plan and determine how effectively the system is contributing to intended outcomes 3.3. Make recommendations for improvement to system, policy or work practices

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to ensure the system is working in accordance with organisational expectations and to deal with contingencies
- technology skills to work with and manage the use of the information or knowledge management system.

Required knowledge

- legislation, codes of practice and national standards, for example:
  - privacy and confidentiality legislation
  - freedom of information legislation
  - AS 5037:2005 Knowledge management - A guide
- organisational policies and procedures, for example:
  - records management
  - information management
  - customer service
  - commercial confidentiality
- organisational operations, and existing data and information systems.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analysis of the strengths and weaknesses of information or knowledge management system/s and evaluation of suitability for a particular work or organisational context • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to system • access to system user feedback.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports reviewing and evaluating information or knowledge management systems • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of relevant organisational policies and procedures • review of identified learning needs personnel and stakeholders regarding the information or knowledge management system • evaluation of monitoring and documentation about the effectiveness of learning activities • analysis documentation reporting on the strengths and limitations of the system • review of recommendations made for improvements to the system, policy or work practices.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Relevant personnel include:	• managers, leaders, supervisors and coordinators • owners • staff, team members and colleagues
Stakeholders include:	• clients and customers • employee representatives • funding bodies • industry, professional and trade associations • regulatory bodies and authorities • sponsors • tenderers, suppliers and contractors
Information or knowledge management is defined as:	• equipment, strategies, methods, activities and techniques used formally and informally by individuals and the organisation to identify, collect, organise, store, retrieve, analyse, share and draw on information and knowledge valuable to the work of the organisation
An information or knowledge management system:	• comprises policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders
Learning activities include:	• coaching and mentoring programs • help desks • information sessions, briefings, workshops and training programs • paper-based or electronic (including intranet)

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RANGE STATEMENT	
	learning opportunities • use of expert workers such as coaches and mentors to help other personnel use the system
Policies and procedures for the information or knowledge management system cover:	• complying with legislative requirements (such as privacy, confidentiality and defamation requirements) and other policies and procedures • content guidelines • ensuring accuracy and relevance of knowledge input into the system • mechanisms, formats and styles of input to system, including appropriate alternative formats for people with a disability • permissions for input • removing out-of-date, inaccurate and content that is no longer relevant • selecting, maintaining and disposing of knowledge in the system • sharing knowledge in the system
Performance measures include:	• key performance indicators • other systems and measures to enable assessment of how, when, where and why outcomes are being achieved • performance objectives • performance standards (including codes of conduct) • qualitative or quantitative mechanisms to measure individual performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

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Co-requisite units

Co-requisite units		

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BSBHRM504A Manage workforce planning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan workforce strategies to achieve organisational goals and objectives. It includes aligning workforce objectives with business plans, analysing labour market trends and predictions, and designing strategies and succession plans to ensure a competent and appropriately diverse workforce is available to meet anticipated changes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to human resources managers or staff who take a role in a policy or planning unit with a focus on workforce planning. Typically this work would occur in larger organisations where supply of skilled labour needs special attention. The unit covers the research associated with labour markets and the requirement to match organisational needs with employee skill and commitment.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Assess supply and demand	1.1. Review ***business plans*** to determine predicted areas of organisational growth and downsizing and associated labour requirements 1.2. Analyse existing workforce to determine areas where there are excesses or shortages 1.3. Review organisational requirements for ***diversity*** in the workforce 1.4. Analyse current workforce's capacity to meet current and predicted demands for business goods and services 1.5. Consider existing organisational structure and its strengths and shortcomings in relation to foreseeable changes 1.6. Research and review current and predicted external

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ELEMENT	PERFORMANCE CRITERIA
	labour supply ***data***, and demographic and economic data, to forecast human resources supply 1.7. Review staffing budgets to predict cost of workforce changes
2. Develop workforce objectives and strategies	2.1. Establish ***objectives*** for the modification to or retention of the workforce 2.2. Define objectives to address areas with unacceptably high staff turnover 2.3. Define objectives to retain required skilled labour 2.4. Define strategies to source skilled labour 2.5. Communicate objectives and rationale to relevant stakeholders 2.6. Obtain agreement and endorsement for objectives and establish targets 2.7. Develop contingency plans to cope with extreme situations
3. Implement initiatives to support workforce planning objectives	3.1. Implement action to support agreed objectives for recruitment, training, redeployment and redundancy 3.2. Develop and implement strategies to assist workforce to deal with organisational change 3.3. Implement ***succession planning*** system to ensure desirable workers are developed and retained 3.4. Implement programs to ensure workplace is an employer of choice
4. Monitor and evaluate workforce trends	4.1. Review workforce plan against patterns in exiting employee and workforce changes 4.2. Monitor labour supply trends for areas of over- or under-supply in the external environment 4.3. Monitor effects of labour trends on demand for labour 4.4. Survey ***organisational climate*** to gauge worker satisfaction 4.5. Refine objectives and strategies in response to internal and external changes and make recommendations in response to global trends or incidents 4.6. Regularly review government policy on labour demand and supply 4.7. Evaluate effectiveness of change processes against agreed objectives

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication and leadership skills to explain the need for change and to gain support for change • literacy skills to read and write reports and succinct workforce plans • mathematical skills to work with data and predictions about labour supply information • analytical skills to review data according to the needs of the organisation.
Required knowledge
• current information about labour supply that is relevant to the specific industry or skill requirements for the organisation • industrial relations relevant to the specific industry • labour force analysis and forecasting techniques.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a workforce plan which includes relevant research and specific strategies to ensure access to a skilled workforce • knowledge of labour demand and supply relevant to the specific industry or skill requirements for the organisation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.

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EVIDENCE GUIDE	
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports on labour supply trends and strategies to access and retain labour with required skills • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation outlining agreed objectivesfor the modification to or retention of the workforce and how these objectives were communicated to senior management • review of strategies implemented to assist the workforce to deal with organisational change • evaluation of implementation of succession planning system • review of the results of the organisational climate survey • oral or written questioning to assess knowledge of industrial relations relevant to the specific industry.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Human Resource Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Business plans may also include:	• strategic or operational plans
Diversity may include all kinds of	• age

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RANGE STATEMENT	
differences the workforce, including:	• cultural or linguistic background • gender • race • religious beliefs • sexuality
Data may include:	• ABS statistics • data on numbers of graduates or places in universities or the vocational education and training system • information from industry journals or professional associations • research reports
Objectives may include:	• becoming an employer of choice • specific objectives for the organisation on recruitment, training, redeployment and redundancy • triple bottom line
Succession planning refers to:	• processes that ensure that preferred staff will stay with the organisation
Organisational climate surveys may include:	• employee opinion surveys • employee satisfaction surveys • systems for checking how staff perceive the organisation and its functioning

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

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Co-requisite units

Co-requisite units		

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BSBHRM503B Manage performance management systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design, implement and oversee performance management systems. It includes developing and managing ongoing performance feedback strategies and conducting formal performance feedback meetings. The unit also includes specific intervention associated with under-performance or misconduct. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a well-established theoretical knowledge of human resources management and performance management who are proficient in using a range of specialised technical and managerial techniques to plan, carry out and evaluate their own work and the work of a team. They may or may not have staff who report to them, but they are authorised to establish an effective performance management system for an organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop performance management systems	1.1. Analyse strategic and operational plans to identify relevant policies and objectives for performance management system 1.2. Design methods and processes for line managers to develop key performance indicators for those reporting to them 1.3. Develop organisational timeframes and processes for formal performance management sessions 1.4. Ensure performance management systems developed are flexible enough to cover the range of ***employment situations*** in the organisation 1.5. Consult with key stakeholders about the system and agree on its features 1.6. Gain support for the implementation of the performance management system
2. Implement	2.1. Train relevant groups and individuals to monitor

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ELEMENT	PERFORMANCE CRITERIA
performance management systems	performance, identify ***performance gaps*** and manage talent 2.2. Ensure that line managers are monitoring performance regularly and that ***intervention*** occurs to address poor performance and acknowledge excellent performance 2.3. Work with line managers, where necessary, to assist them to address poor performance according to organisational policies and legal requirements 2.4. Support line managers to counsel and discipline employees who continue to perform below standard 2.5. Provide support to terminate employees who fail to respond to interventions, according to organisational protocols and legislative requirements 2.6. Recognise excellence according to organisational policy 2.7. Ensure recorded outcomes of performance management sessions are accessible and stored according to organisational policy
3. Coordinate formal feedback processes	3.1. Develop performance feedback plans by relevant managers or team leaders and lodge them with human resources staff 3.2. Provide training and assistance to managers or team leaders participating in the feedback process 3.3. Agree on and sign plans for performance improvement and ***individual learning and development*** 3.4. Establish processes to deal with problems or grievances that arise from the performance feedback 3.5. Make specialist advice on career development available to participants in the process
4. Coordinate individual or group learning development plans	4.1. Contract ***appropriate providers*** for performance development, as identified by the plans, according to organisational policy 4.2. Design learning and development plans to contribute to the development of a learning organisation 4.3. Deliver learning and development plans according to agreed timeframes and ensure they deliver specified outcomes 4.4. Monitor learning and development activities to ensure compliance with quality assurance standards

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ELEMENT	PERFORMANCE CRITERIA
	4.5. Negotiate remedial action with providers where necessary 4.6. Generate reports to advise appropriate managers on progress and success rates of activities 4.7. Regularly evaluate and improve all aspects of the performance management system, in keeping with organisational objectives and policies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to ensure system is practical and gathers necessary information • communication and conflict-management skills to deal with grievances, disputes and disagreements that may arise • leadership skills to obtain support and endorsement of the performance management system across the organisation • training, coaching, mentoring and facilitation skills using a range of methods to cater for differences in learning styles, to ensure managers are competent to deliver the systems
Required knowledge
• characteristics of a learning organisation • equal employment opportunity, diversity and anti-discrimination policies and legislation • grievance procedures • models for giving feedback and options for skill development • options in the design of performance management and talent management systems • role of performance management in relation to broader human resources and business objectives

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• development and implementation of:
	  • a performance management system that aligns with a human resource strategy
	  • a formal feedback process
	  • individual or group learning development plans.

Context of and specific resources for assessment	Assessment must ensure access to appropriate documentation and resources normally used in the workplace.
Method of assessment	The following assessment methods are appropriate for this unit: • assessment of reports on performance management and performance development systems • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques in performance management • observation of presentations • review of plans for performance improvement and individual learning and development • review of reports generated to advise appropriate managers on progress and success rates of activities • oral or written questioning to assess knowledge of models for giving feedback and options for skill development and talent management.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBHRM507A Manage separation or termination.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Employment situations may include:	• casual and contract work • full-time and part-time work • marketing and sales • office and clerical • physical labour • processing • production • technical or scientific • tele-working • warehousing and transport.
Performance gaps may include:	• costs above budget • disruptive conflict • external interference • failure to meet strategic or operational objectives • low or high turnover of labour • productivity below budget • quality, OHS or environmental failure • work bans or go slow.
Intervention may include:	• coaching • counselling • disciplining • giving praise • recognising good performance.
Individual learning and development may include:	• enhancement of knowledge • mentoring • personal development • project work • skills training • visits to other workplaces.
Appropriate providers include:	• consultants • external and internal providers • trainers.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce development - human resource management

Co-requisite units

Co-requisite units		

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BSBCUS501B Manage quality customer service

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Many managers are involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation. These managers may have staff involved in delivering customer service and are responsible for the quality of their work. In many instances the work will occur within the organisation's policies and procedures framework At this level, the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies, will be required.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan to meet internal and external customer requirements	1.1. Investigate, identify, assess, and include the needs of ***customers*** in planning processes 1.2. Ensure plans achieve the ***quality***, time and cost specifications agreed with customers
2. Ensure delivery of quality products and/or services	2.1. Deliver products and/or services to customer specifications within organisation's business plan 2.2. Monitor team performance to consistently meet the organisation's quality and delivery standards 2.3. Assist colleagues to overcome difficulty in meeting customer service standards
3. Monitor, adjust and review customer service	3.1. Develop and use ***strategies*** to monitor progress in achieving product and/or service targets and standards

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Develop and use strategies to obtain customer feedback to improve the provision of products and/or services 3.3. Develop, procure and use ***resources*** effectively to provide quality products and/or services to customers 3.4. Make decisions to overcome problems and to adapt customer services, products and/or service delivery in consultation with appropriate individuals and groups 3.5. Manage records, reports and recommendations within the organisation's systems and processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication, coaching and mentoring skills to provide support to colleagues
- problem-solving skills to deal with complex and non-routine difficulties.

Required knowledge

- techniques for solving complaints including the principles and techniques involved in the management and organisation of:
  - customer behaviour
  - customer needs research
  - customer relations
  - ongoing product and/or service quality
  - problem identification and resolution
  - quality customer service delivery
  - record keeping and management methods
  - strategies for monitoring, managing and introducing ways to improve customer service relationships
  - strategies to obtain customer feedback.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans, policies or procedures for delivering quality customer service • demonstrated techniques in solving complex customer complaints and system problems that lead to poor customer service • knowledge of techniques for solving complaints.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • evaluation of leadership, supervision, coaching and mentoring used to assist colleagues to overcome difficulty in meeting customer service standards • review of strategies developed and usedto monitor progress in achieving product and/or service targets and standards • review of records, reports and recommendations about managing customer service.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Customers may be:	• Board members • clients, purchasers of services • co-workers, peers and fellow frontline managers • members of the general public who make contact with the organisation, such as prospective purchasers of services • potential funding bodies • supervisors • suppliers of goods and services and contractors providing goods and services
Quality may refer to:	• characteristics of a product, system, service or process that meet the requirements of customers and interested parties
Strategies may refer to:	• databases and other controls to record and compare data over time • electronic feedback mechanisms using intranet, internet and email • feedback forms and other devices to enable communication from customers • long-term or short-term plans for monitoring achievement and evaluating effectiveness • policies and procedures • questionnaires, survey and interviews • training and development activities
Resources may include:	• buildings/facilities • equipment • finance • information • people • power/energy • technology • time

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Customer Service

Co-requisite units

Co-requisite units		

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BSBCCO604A Develop and maintain a service level strategy

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish, monitor and maintain a service level strategy in a customer contact environment. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies in a customer contact environment where the achievement of a predetermined service level is a key measurement of performance. Achievement of this service level may be a regulatory or organisational requirement and is normally organisation specific. Competence in this unit requires developing and implementing a successful service level strategy to achieve the service levels required by an organisation, and the associated processes required to establish that service level. This role is undertaken by staff with managerial responsibility, although specialist staff may undertake it under supervision - depending on the size and structure of the centre.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Analyse historical data	1.1. Distinguish between ***call***/***contact wait characteristics*** and ***service level*** data 1.2. Collect relevant and accurate service level data 1.3. Determine historical service levels for all service level periods 1.4. Collect relevant and accurate caller wait time, abandonment rate and customer survey data 1.5. Determine historical caller wait and abandon time characteristics
2. Formulate a service level policy	2.1. Identify the difference and impacts of providing the required service level against the ***industry standard*** 2.2. Effectively consult with relevant ***stakeholders*** on call wait characteristics and service levels

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Identify business needs related to service levels 2.4. Review organisation's call wait characteristics in relation to the industry, the market and competition 2.5. Formulate a comprehensive set of appropriate call wait characteristics 2.6. Define and document an appropriate service level policy or target 2.7. Identify and document corresponding resources requirements 2.8. Communicate and justify service level policy to senior management and all stakeholders
3. Monitor and maintain service levels	3.1. Identify measurement capabilities of existing technology 3.2. Select diagnostic measures to accurately monitor service levels 3.3. Collect and accurately analyse service level data 3.4. Identify under-performing ***service level periods*** 3.5. Accurately analyse service level inputs 3.6. Recommend corrections to service level inputs to maintain service levels 3.7. Conduct ***benchmarking*** to compare performance to competitors and industry best practice 3.8. Develop comprehensive contingency plans for loss of facilities or technology

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to analyse workplace information and data, and to make observations of workplace tasks and interactions between people, their activities, equipment, environment and systems • attention to detail when making observations and recording outcomes • communication skills to conduct effective formal and informal meetings, and to communicate effectively with personnel at all levels • consultation and negotiation skills in relation to developing, implementing and

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REQUIRED SKILLS AND KNOWLEDGE
monitoring strategies • financial skills to consider and manage service level to budgetary resources • information technology skills to organise, manage and analyse data • interpersonal skills to establish rapport; to build relationships with clients, team members and stakeholders; to establish relevant networks • numeracy skills to test assumptions taking the context of data and circumstances into account • organisational skills to manage own tasks within timeframes • presentation skills to prepare and present reports on complex concepts and ideas, and to articulate information and ideas effectively • problem-solving skills to create innovative solutions to problems that arise • research and data collection skills to monitor an organisation's compliance with service level targets • risk assessment and management skills to cover problems or challenges that may arise.
Required knowledge
• benchmarking principles • business and financial planning (budget) principles • business requirements for service level performance (this may include any regulatory requirements) • call data available and technology functionality and reporting capability • customer expectations and satisfaction with level of service • industry standards, best practice and regulatory requirements for service levels • organisational structure and key stakeholders • structure and organisation of workforce (e.g. part time, casual , contract, shift workers).

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a service level strategy that consistently meets the requirements of a customer

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EVIDENCE GUIDE	
	contact organisation, including documentation of processes and policy, and maintenance of reporting and records • knowledge of industry standards, best practice and regulatory requirements for service levels.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace information and data • access to information and databases for analysis activities • access to relevant legislation, regulations, standards and guidelines • access to stakeholder feedback.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of stakeholder feedback • review of service level performance • review of process and service level policy documentation • review of documentation of poor service level performance • review of reporting and historical data, along with analysis • practical demonstration of effective use of customer contact technology • review of financial performance and resourcing budget.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBCCO601AOptimise customer contact operations • BSBITA601AConfigure and optimise customer contact technology • BSBMGT618ADevelop a contact centre business plan.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Call*/*contact wait characteristics may include:	• abandonment rates • breakdown of waiting times • related indicators of caller responses to any waiting periods
Service level may include:	• abandonment rates • average speed of answer • percentage of calls answered within a defined waiting period
Industry standard may include:	• best practice service level • regulated service level requirement • service level set by individual organisations
Stakeholders may include:	• finance • human resources • market research • occupational health and safety • sales and marketing • senior customer service and executive staff
Service level periods may include calculating service levels at varying periods of time such as:	• half hourly • hourly • daily • weekly • monthly • yearly

Benchmarking may include:	• best practice across all industry sectors
	• comparison with other organisations including:
	  • other internal departments
	  • industry sector
	  • other industry sectors
	  • targeted competitor

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Contact Centre Operations

Co-requisite units

Co-requisite units		

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BSBATSIM505C Control organisational finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and maintain effective financial management within the organisation to ensure board control of finances and external accountability to statutory authorities and funding bodies. Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of the business or core functions of organisations who have responsibilities for controlling an organisation's finances.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish a financial management structure	1.1. Establish a structure to undertake regular ***financial management responsibilities*** on behalf of the board 1.2. Document respective responsibilities of the board and management 1.3. Determine financial information required by the board from management 1.4. Seek advice on suitable financial management systems for the organisation 1.5. Identify relevant statutory requirements
2. Establish financial management processes and systems	2.1. Ensure appropriate policies and procedures are in place to open and operate necessary bank accounts 2.2. Identify approved ***signatories*** for the bank accounts 2.3. Ensure authority and delegation between the board and management for the management of finances are documented 2.4. Ensure ***statutory requirements*** with regard to financial management are followed 2.5. Ensure duties of finance staff are documented 2.6. Ensure accepted procedures for receiving and expending funds are established and maintained by management 2.7. Ensure accepted ***systems for financial reporting*** are established and maintained

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ELEMENT	PERFORMANCE CRITERIA
3. Sign contracts on behalf of the organisation	3.1. Ensure procedures for developing and documenting contracts are developed and followed 3.2. Identify people authorised to sign contracts on behalf of the organisation 3.3. Check that proposed contractual arrangements are realistic for the organisation and in the organisation's and community's interests 3.4. Ensure contracts are signed according to organisational policies and procedures
4. Follow finance procedures specified by funding bodies	4.1. Seek variations to financial agreements from relevant funding bodies if required 4.2. Identify and follow purchasing and disposal procedures specified by funding bodies 4.3. Check that requirements for finance documentation specified by funding bodies are met
5. Advise the community of the financial situation of the organisation	5.1. Identify the type and content of ***financial information*** that can be made publicly available 5.2. Ensure financial information is made available to members as specified in the constitution 5.3. Present financial information at meetings in a clear and simple manner
6. Meet reporting requirements of relevant corporate authorities and funding bodies	6.1. Identify reporting requirements by relevant corporate authorities and funding bodies 6.2. Establish timelines to ensure financial statements are completed within the timeframe required by ***relevant corporate authorities and funding bodies*** 6.3. Ensure an auditor is appointed at the annual general meeting 6.4. Review and evaluate financial statements to ensure they meet requirements 6.5. Check that financial reports are submitted to relevant corporate authorities and funding bodies within required timeframe

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication, teamwork and negotiation skills to work cooperatively with other board members, management and staff of the organisation, members, community and key stakeholders
- culturally appropriate communication skills to:
  - relate to people from diverse backgrounds and with diverse abilities
  - present financial information clearly and simply
- delegation skills to enable tasks to be completed within required timeframes
- evaluation and decision-making skills to monitor and review information presented to the board and enact decisions
- numeracy skills to interpret reports and undertake calculations
- problem-solving skills to identify and manage anomalies in financial reports

Required knowledge

- concept of community control of organisations and how it may impact on reporting to community
- cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that might impact on financial reporting to the community
- financial responsibilities of board members and management
- financial support services available
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on financial management and reporting processes
- organisationalpolicies and procedures in relation to finances
- provisions of federal, state or territory legislation and funding body requirements that impact on financial management and reporting
- purpose and meaning of components of financial reports
- statutory and funding body requirements in relation to finances
- systems and structures to effectively manage finances

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • identify role of the board and management in the control of finances • read and interpret typical organisational financial reports • follow policies and procedures regarding the organisation's financial management • communicate financial information simply and clearlyto others • ensure financial reporting requirements are met.
Context of and specific resources for assessment	Assessment must ensure: • participation on an actual or simulated board • access to examples of financial reports used by boards • access to examples of funding agreements and other relevant documents • knowledge and performance are assessed over time to confirm consistency in performance.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance on a board or simulated board • direct questioning combined with reflection of practical board performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations and group discussions • oral or written questioning to assess knowledge • analysis of feedback from other board members.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Financial management responsibilities may include:	• approving expenditures • developing a budget • entering into funding agreements • reporting financial information • varying the agreed budget.
Signatories may include:	• a combination of board members and management • board members only • management only within limits.
Statutory requirements may include:	• acquittal of funds • audited reports • superannuation • taxation, including GST • workers' compensation.
Systems for financial reporting may include:	• computer-based systems • manual systems.
Financial information may include:	• annual audited reports • financial projections • monthly income and expenditure figures • project reports.
Relevant corporate authorities and funding bodies may include:	• government departments • other corporations • philanthropic trusts • project partners • Office of the Registrar of Indigenous Corporations • state and territory registration authorities.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, licensing and risk - ATSI governance

Co-requisite units

Co-requisite units		

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BSBLED502A Manage programs that promote personal effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage programs within a health and wellbeing focus. The unit addresses the management of the range of programs that would typically be associated with health and wellbeing such as stress management, smoking cessation, exercise, Employee Assistance Programs (EAPs). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to human resources managers, human resources personnel or other managers who take responsibility for managing staff health and wellbeing program/s or activities. It has particular relevance for managers of human resources or diversity programs, frontline managers and specialist consultants responsible for promoting a balance between work demands and personal life. It is not assumed that the manager will be directly involved in delivering the program/s.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Research and analyse employee health issues	1.1. Identify and collect information on ***employee health issues*** from appropriate internal and external sources 1.2. Review findings and their implications for the organisation and ***business objectives*** 1.3. Develop ***options*** for addressing identified health issues 1.4. Obtain support from senior managers for preferred option/s
2. Plan health and	2.1. Develop program/s scope and objectives in

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ELEMENT	PERFORMANCE CRITERIA
wellbeing program/s	consultation with appropriate industry consultants, colleagues and managers 2.2. Plan and create administrative structure and resources for the program/s 2.3. Establish program responsibilities and clearly communicate to all ***stakeholders*** 2.4. Plan communications and marketing strategies in conjunction with stakeholders 2.5. Establish suitable evaluation methods, develop an overall ***program management plan*** and communicate this plan to stakeholders
3. Implement, administer and monitor program/s	3.1. Prepare policy documents, and implement and monitor strategies in conjunction with program team members 3.2. Provide appropriate support, assistance and mentors to relevant personnel 3.3. Implement and monitor tracking systems according to program guidelines 3.4. Reach program milestones within agreed time lines and provide regular progress reports to stakeholders
4. Evaluate program/s	4.1. Use agreed ***evaluation methods*** to assess the effectiveness of the program at specific stages 4.2. Communicate information from program evaluation process to stakeholders 4.3. Incorporate evaluation process and outcomes into continuous improvement strategies, enterprise agreements and future corporate plans

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• planning and organising skills to schedule and monitor activities • research and analysis skills to explore employee health issues and to review data to determine whether employee health initiatives are meeting their objective.
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
• range of employee health issues and options for improving health outcomes • employee health program design and evaluation techniques.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • research on employee health issues and a plan to improve employee health in one or more areas • techniques for monitoring an employee health program and evaluating its effectiveness • knowledge of a range of employee health issues and options for improving health outcomes.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports on employee health issues and options to address health issues of concern • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on employee health programs • review of documentation aligning strategies with corporate goals, mission statements and directions • review of program management plan and how it was communicated to stakeholders • evaluation of progress reports to stakeholders • oral or written questioning to assess knowledge of employee health program design and evaluation

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EVIDENCE GUIDE	
	techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Human Resources Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Employee health issues may include:	• alcohol or other drug use • diet and obesity • lifestyle related diseases, such as diabetes • mental health, including depression and anxiety • obesity • physical fitness • smoking • stress
Business objectives may include:	• becoming an employer of choice • improving productivity • reducing illness and absenteeism • triple bottom line
Options may include:	• changing canteen offerings • conducting information or awareness-raising programs • developing policies on health food, stress management or other health issues • EAPs • offering more flexibility in working hours or leave arrangements • offering training or skills development programs

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RANGE STATEMENT	
	• subsidising exercise programs, gym membership or smoking cessation
Stakeholders may include:	• colleagues, team members or other staff members • owners/management/financial backers
Program management plan will normally include:	• additional resource requirements (including technology) • cost benefit analysis and contingency plans • key program milestones • strategies to assess, review and communicate progress against program goals • strategies to obtain management approval for program plan
Evaluation methods may include:	• collection of qualitative data • collection of quantitative data • cost benefit analysis • feedback from consultants or staff delivering program/s • interviews • mapping against agreed goals and priorities

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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Co-requisite units		

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TLIF3063A Administer the implementation of fatigue management strategies

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to administer the implementation of fatigue management strategies, including monitoring the implementation of fatigue management strategies; and recognising breaches of fatigue management policies, procedures and regulations. It also includes developing and assessing staff competence in fatigue management; providing feedback to staff on any shortcomings in their fatigue management skills and knowledge; and reporting to management on the implementation of fatigue management policy. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Persons achieving competence in this unit will need to fulfil the requirements of the applicable Commonwealth and state/territory legislation and relevant regulations covering the management of fatigue in the workplace.

Work is performed under limited supervision generally as a team leader or supervisor. It involves the application of relevant regulations and the principles of fatigue management when administering the implementation of an organisation's fatigue management strategies during work operations in a defined workplace.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Monitor the implementation of fatigue management strategies	1.1 Work activities of employees, subcontractors and suppliers in the supply chain of products and services are monitored in accordance with the organisation's fatigue risk management implementation plan 1.2 Reviews are undertaken of scheduled versus actual hours of work and where a compliance breach is identified, appropriate action is taken to analyse the reasons concerned and to rectify the situation
2 Recognise breaches of fatigue management policies, procedures and regulations	2.1 Signs and symptoms of fatigue in employees are identified in accordance with operational procedures 2.2 Breaches of fatigue management policies, procedures and regulations in the work activities of employees, subcontractors and suppliers are recognised and reported as per standard procedures 2.3 Errors and incidents traceable to non-compliance with fatigue management procedures and regulations are investigated and reported in accordance with operational procedures 2.4 Appropriate action is taken in conjunction with employees, subcontractors or suppliers concerned to ensure ongoing and future compliance with the organisation's fatigue management policy and procedures
3 Develop and assess staff	3.1 Appropriate training programs and learning resources are

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ELEMENT	PERFORMANCE CRITERIA
competence in fatigue management	developed and provided to ensure that employees understand the organisation's fatigue management policies and procedures and the risks, causes and consequences of fatigue
	3.2 Employees are assessed to confirm that they are competent in their understanding of the organisation's fatigue management strategies and can apply them to their day-to-day work activities and responsibilities
	3.3 Any deficiencies in the competence of individual employees to apply the organisation's fatigue management strategies to their work activities are identified, and appropriate learning opportunities are provided to the employee to enable her or him to achieve the competence required
4 Provide feedback to employees on any shortcomings in fatigue management skills and knowledge	4.1 Evidence of any shortcomings in an employee's implementation of fatigue management strategies is obtained and interpreted from observation of signs and symptoms of fatigue in their work activities, periodic evaluations of work performance, and assessments of competence carried out as part of training and learning activities
	4.2 Employees are provided with feedback on any identified shortcomings in their implementation of fatigue management strategies and appropriate support and counselling is provided on how they might address these shortcomings
	4.3 Where appropriate, further learning opportunities and information are provided to the employees to assist them in implementation of organisation's fatigue management strategies in their area of work activity
5 Report on the implementation of fatigue management policy	5.1 Periodic audits of the implementation of fatigue management strategies in the work areas of responsibility are carried out as per standard procedures
	5.2 Accidents and safety incidents are investigated and analysed to identify the extent to which fatigue might have been a contributing factor
	5.3 Reports on the implementation of the organisation's fatigue risk management system are prepared and submitted to designated personnel as per standard procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

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REQUIRED KNOWLEDGE AND SKILLS

Required knowledge:

- Relevant codes, regulations, permit and licence requirements related to fatigue management
- Relevant OH&S regulations as they relate to fatigue
- Organisation's fatigue risk management system as it relates to the operational areas being administered
- Organisation's fatigue risk management system and the workplace policies and procedures related to fatigue management and the control of factors that can contribute to fatigue and fatigue-related accidents
- Responsibilities of both the organisation and individual employees for the implementation of fatigue management regulations and policies in an organisation including suppliers and sub-contractors in the supply chain of the organisation's services and products
- Procedures for the auditing and review of an organisation's fatigue risk management rystem and related policy and procedures, and for reporting the outcomes of audits
- The risks and hazards created by fatigue in the workplace
- Causes and consequences of fatigue on both employees and an organisation
- How fatigue affects workplace performance
- How fatigue contributes to workplace accidents
- Ways of recognising fatigue
- Strategies and ways of managing fatigue
- Factors which increase fatigue-related accidents
- Lifestyles which promote the effective long-term management of fatigue
- Ways of assisting individuals to assess their own sleep patterns and to evaluate their own fitness for work. This may include information on identifying sleep disorders and obtaining appropriate treatment
- Options and resources for providing training and learning opportunities for employees on fatigue management and the implementation of an organisation's fatigue risk management system, including initial induction training, in-depth training on fatigue and fatigue management techniques, remedial training where existing competence is assessed as being insufficient, and refresher training on fatigue management
- Processes and resources for assessing employees' competence in fatigue management
- Ways of providing feedback to employees on any identified deficiencies in their competence to implement fatigue management strategies

Required skills:

- Communicate effectively with others when implementing the organisation's fatigue risk management system
- Read and interpret documentation on an organisation's fatigue risk management system and related policy, instructions, procedures and regulations related to fatigue management and

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Required skills:

apply them to supervisory activities

- Recognise breaches of fatigue management strategies and regulations and take appropriate action in accordance with organisation's fatigue risk management system
- Work collaboratively with employees and other management staff others to implement the organisation's fatigue risk management system
- Plan and organise training and learning opportunities for employees on fatigue management and the implementation of an organisation's fatigue risk management system
- Plan and carry out audits and reviews of an organisation's fatigue risk management system
- Modify activities and take appropriate initiatives to administer the implementation of an organisation's fatigue risk management system depending on differing contexts, risk situations and environments
- Adapt to any changes in regulations policies and procedures as they may relate to fatigue management
- Assist employees to identify their own learning needs on matters related to fatigue management

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is

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EVIDENCE GUIDE

	required to: • relevant and appropriate materials and equipment, and • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Workplace may include:	• any work environment requiring safety critical operational judgements to be made and in particular when operating equipment, vehicles, load shifting equipment, trains, marine vessels and aircraft at night
Components of a fatigue risk management system include:	• risk management policy documents • risk management procedures • risk management competence assessment processes • risk management training and learning opportunities • hazard control system
The need for fatigue management in a range of industry situations including:	• operations conducted at all times but particularly at night • typical weather conditions • while working and/or driving at a workplace, depot, base or warehouse • while working and/or driving at a client's workplace or work site • driving a motor vehicle on the open road • driving a motor vehicle on a private road

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RANGE STATEMENT

	• driving a train, locomotive or motive power unit • operating a marine vessel in coastal or international waters • operating an aircraft • operating load shifting equipment • operating safety critical industrial plant and equipment
Work-related factors that may contribute to fatigue include:	• work demands such as: workload, work duration, shift pattern, time of day, frequency and duration of breaks and the type of work (e.g. .working in isolation, repetitive tasks and boring, monotonous or under-challenging tasks) • organisational factors such as: work environment (including temperature, ventilation, continual rhythmic vibration from equipment), payment system, trip and work scheduling, and the predictability of work
Worker/operator-related factors that may contribute to fatigue include:	• lifestyle factors such as: sleep patterns, alcohol and drug use, quantity and timing of food and drink, and opportunities for relaxation with family and friends • working multiple jobs • personal or biological factors such as: state of mental and/or physical health, inadequate sleep, sleep disorders, emotional stress, family responsibilities, relationship difficulties, inadequate competence to complete work tasks, and circadian rhythms
Responsibilities of organisation for fatigue risk management may include:	• providing support such as: complying with fatigue management regulations, developing and implementing appropriate policy and procedures, providing assessment, training and learning opportunities, and establishing and implementing error and incident reporting systems • ensuring work schedules provide adequate opportunity for rest and recovery between shifts • assessing work tasks for fatigue related risk and redesigning if necessary • managing fatigued employees
Responsibilities of individual for fatigue risk management may include:	• following the organisation's fatigue management policy and procedures • using time away from work appropriately to rest and recover • checking and ensuring fitness for work • reporting symptoms of fatigue
Fatigue management competency-based training may include:	• initial induction training (incorporating a basic fatigue management component) • fatigue management awareness training • in-depth training on fatigue and fatigue management techniques

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RANGE STATEMENT

	• remedial training where existing competence is assessed as being insufficient • refresher training on fatigue management
Depending on the organisation operating procedures may include:	• standard operating procedures • company procedures • enterprise procedures • organisational procedures • established procedures
Information and documents may include:	• Commonwealth and state/territory regulations and guidelines concerning fatigue management in various transport and workplace situations • fatigue risk management system documents • workplace instructions and procedures on fatigue management • reports of audits of fatigue risk management system • error and safety incident reports • relevant OH&S regulations and procedures • relevant standards and certification requirements • quality assurance procedures
Applicable legislation, regulations and codes may include:	• relevant regulations and codes of the Commonwealth Government and the state/territory roads and traffic authorities concerning fatigue management • relevant state/territory road rules • relevant rail industry safe working codes and regulations (where applicable) • relevant state/territory permit regulations and requirements • relevant state/territory OH&S legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field F - Safety Management

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TLID2016A Load and unload explosives and dangerous goods

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to load and unload explosives and dangerous goods, including identifying explosives/dangerous goods; loading and unloading explosives/dangerous goods using appropriate equipment; securing and protecting the vehicle load; and checking the vehicle to ensure the load is secure and the vehicle is marked in accordance with regulatory requirements. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant Australian and state/territory regulations including the current Australian Dangerous Goods (ADG) Code, the current Australian Explosives Code, and mass and loading regulations.

Work is performed under limited or minimum supervision. It involves the application of the basic principles, routine procedures and specific regulatory requirements to the loading and unloading of explosives and dangerous goods in a range of operational situations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to load and unload vehicle	1.1 Explosives and/or dangerous goods are identified and their characteristics taken into account when determining appropriate handling, loading and storage procedures including confirmation that the relevant emergency procedures are being carried out
	1.2 Compatibility of explosives and/or dangerous goods is taken into account when assembling and segregating cargo for loading
	1.3 Vehicle and/or loading equipment is checked to ensure it is suitable to handle/carry load
2 Load/unload vehicle	2.1 Vehicle is loaded/unloaded in accordance with workplace procedures and the current ADG/Australian Explosives Code as applicable
	2.2 The load is segregated according to class and subsidiary risk, and the distribution of the load is checked in accordance with workplace procedures, relevant mass and loading regulations and the current ADG/Australian Explosives Code as applicable
	2.3 Personal protective equipment is used during the loading/unloading operations as required for the type of dangerous goods/explosive concerned
	2.4 Emergency procedures are followed in the event of an incident or accident when loading or unloading explosives and/or dangerous goods
3 Secure and protect vehicle load	3.1 The vehicle load is secured using the correct load restraint and protection equipment for different loads, vehicles and carriage conditions concerned
	3.2 The load is protected in accordance with legal and workplace

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ELEMENT	PERFORMANCE CRITERIA
	safety requirements
	3.3 The distribution of the load is checked to ensure that it is even, legal and within the safe working capacity of the vehicle
	3.4 Vehicle is clearly marked/placarded to indicate the carriage of explosives and/or dangerous goods, in accordance with government regulations and company procedures
4 Check the vehicle	4.1 The loaded vehicle is inspected and checked to ensure that it is suitable to carry explosives and/or dangerous goods and the load weight and dimensions are within the vehicle's safe carrying capacity and equipment capability
	4.2 The loaded vehicle is checked to ensure that it can be safely parked and secured
	4.3 Dangerous goods declaration and all required transportation documentation for the cargo is completed in accordance with workplace requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant Australian and state/territory regulations and codes pertaining to the identification, handling and marking of explosives and dangerous goods
- Relevant state/territory mass and loading regulations
- OH&S procedures and guidelines concerning the lifting and movement of loads
- Risks and hazards when loading, unloading and handling explosives and dangerous goods, and related precautions to control the risk
- Workplace procedures and policies for the loading and unloading of explosives and dangerous goods
- Characteristics of various classes of explosives and dangerous goods relevant to handling and transport
- Compatibility of various types of explosives and dangerous goods
- Housekeeping standards procedures required in the workplace
- Manual handling techniques and manually-operated load shifting equipment required for the loading, unloading and handling of explosives and dangerous goods
- Methods of securing a load on a vehicle
- Methods of placarding or marking a vehicle carrying explosives/dangerous goods

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Required skills:

- Communicate effectively with others when loading, unloading and handling explosives and dangerous goods
- Read and interpret instructions, procedures, information and signs relevant to the loading, unloading and handling of explosives and dangerous goods
- Identify and interpret containers and goods coding, markings and, where applicable, emergency information panels for the mode of transport/storage selected
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to work activities
- Operate electronic communication equipment to required protocol
- Estimate the size, shape and special requirements of loads
- Work collaboratively with others when loading, unloading and handling explosives and dangerous goods
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events when loading, unloading and handling explosives and dangerous goods
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the loading, unloading and handling of explosives and dangerous goods
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Use manual handling techniques and operate manually-operated load shifting equipment when loading, unloading and handling explosives and dangerous goods
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE

performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
  - identifying load characteristics, loading equipment and related practices
  - identifying load label in accordance with identified classification and subsidiary risk information
  - identifying markings/placards for vehicle in accordance with relevant regulatory requirements
  - segregating, distributing and securing load for safe transport in accordance with regulations and current ADG/AEG Code requirements
  - safely loading and unloading explosives and dangerous goods in accordance with workplace procedures and current ADG/AEG Code requirements

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
  - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
  - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
  - relevant and appropriate materials and equipment, and
  - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
  - through activities in an appropriately simulated environment at the registered training organisation, and/or

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EVIDENCE GUIDE

- in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Operations may be conducted:	• in a range of work environments and weather conditions • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• limited and restricted spaces • exposed conditions • controlled or open environments • a workplace, warehouse or depot • in a vehicle on the road • at a client's workplace
Goods/cargo to be loaded and unloaded may require:	• special precautions for handling and stacking
Classes of dangerous goods and explosives are:	• as defined in the respective Australian codes
Standard placarding, marking and signage for identified explosives and dangerous goods are:	• as required in the respective Australian codes, including HAZCHEM Codes
Personnel in the work area may include:	• workplace personnel • site visitors • contractors • official representatives
Communication in the work area may include:	• phone • electronic data interchange • fax • email • internet • radio

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RANGE STATEMENT

Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• oral, aural or signed communications • company procedures • enterprise procedures • organisational procedures • established procedures
Loading operations may be carried out:	• manually • with the aid of lifting equipment and/or appliances
Load restraint procedures and equipment are:	• as specified in mass and loading regulations and guidelines and current ADG Code/Australian Explosives Code as applicable
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Information/documents may include:	• goods identification numbers and codes, including current ADG Code and IMDG markings and HAZCHEM signs • relevant codes of practice, including the Australian Dangerous Goods Code, the Australian Explosives Code, the Industry Safety Code, and National Standards for Manual Handling • manifests, bar codes, goods and container identification/serial number • material safety data sheets • manufacturers specifications for equipment/tools • workplace procedures and policies for the loading and unloading of vehicles • supplier and/or client instructions • National Load Restraint Guide • Australian Truck Drivers Manual • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures • emergency procedures
Applicable regulations and legislation may include:	• Australian and state/territory mass and loading regulations • Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including: • Australian and International Dangerous Goods Codes

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RANGE STATEMENT

- Australian Marine Orders and the International Maritime Dangerous Goods Code
- IATA Dangerous Goods by Air regulations
- Australian and International Explosives Codes
- Code of Practice for the Safe Transport of Radioactive Substances
- state/territory legislation covering the safe handling of infectious substances

- relevant state/territory environmental protection legislation
- workplace relations regulations
- equal opportunity legislation
- equal employment opportunity and affirmative action legislation
- relevant state/territory OH&S legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

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TAEDEL401A Plan, organise and deliver group-based learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.

Application of the Unit

Application of the unit	This unit typically applies to a person working as an entry-level trainer, teacher or facilitator in or with a training and assessment organisation. The person will be working from a learning program developed by someone else, and structuring the learning around that program.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret learning environment and delivery requirements	1.1. Access, read and interpret ***learning program documentation*** to determine delivery requirements 1.2. Use available information and documentation to identify group and individual learner needs and learner characteristics 1.3. Identify and assess constraints and risks to delivery 1.4. Confirm personal role and responsibilities in planning and delivering training with relevant personnel
2. Prepare session plans	2.1. Refine existing learning objectives according to program requirements and specific needs of individual learners 2.2. Develop ***session plans*** and document these for each segment of the learning program 2.3. Use knowledge of learning principles and theories to generate ideas for managing session delivery
3. Prepare resources for delivery	3.1. Contextualise existing learning materials to meet the needs of the specific learner group 3.2. Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions 3.3. Confirm overall delivery arrangements with relevant personnel
4. Deliver and facilitate training sessions	4.1. Conduct each session according to session plan, modified where appropriate to meet learner needs 4.2. Use the diversity of the group as another resource to

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ELEMENT	PERFORMANCE CRITERIA
	support learning 4.3. Employ a range of delivery methods as training aids to optimise learner experiences 4.4. Demonstrate effective facilitation skills to ensure effective participation and group management
5. Support and monitor learning	5.1. Monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met 5.2. Make adjustments to the delivery sessions to reflect specific needs and circumstances 5.3. Manage ***inappropriate behaviour*** to ensure learning can take place 5.4. Maintain and store learner records according to organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- presentation skills to ensure delivery is engaging and relevant, including:
  - synthesising information and ideas
  - preparing equipment, such as data projectors and computer presentation applications
  - speaking with appropriate tone and pitch
  - using language appropriate to audience
  - encouraging and dealing appropriately with questions
- group facilitation skills to ensure that:
  - every individual has an opportunity for participation and input
  - group cohesion is maintained
  - behaviour that puts others at risk is observed, interpreted and addressed
  - discussion and group interaction are enhanced
- conflict resolution and negotiation skills to:
  - identify critical points, issues, concerns and problems
  - identify options for changing behaviours
- oral communication and language skills to:

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REQUIRED SKILLS AND KNOWLEDGE
• motivate learners to transfer skills and knowledge • engage with the learner • interpersonal skills to maintain appropriate relationships and ensure inclusivity • observation skills to monitor individual and group progress
Required knowledge

• introductory knowledge of learning theories
• sound knowledge of learning principles
• sound knowledge of learner styles
• industry area and subject matter of the delivery
• learner group profile, including characteristics and needs of individual learners in the group
• content and requirements of the learning program and/or delivery plan
• different delivery methods and techniques appropriate to face-to-face group delivery
• techniques for the recognition and resolution of inappropriate behaviours
• behaviours in learners that may indicate learner difficulties
• organisational record-management systems and reporting requirements
• evaluation and revision techniques
• specific resources, equipment and support services available for learners with special needs
• relevant policy, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector
• OHS relating to the facilitation of group-based learning, including:
  • assessment and risk control measures
  • reporting requirements for hazards
  • safe use and maintenance of relevant equipment
  • emergency procedures
  • sources of OHS information
  • role of key workplace persons
• policies and procedures relevant to the learning environment

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• facilitate group-based learning by preparing and delivering a series of training sessions, including:
	  • at least two consecutive sessions, of a duration commensurate with a substantive training session (e.g. 40-60 minutes), that follow one of the learning program designs
	  • at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed
	• identify and respond to diversity and individual needs
	• access and use documented resources and support personnel to guide inclusive practices.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: • training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Learning program documentation may include:	• competencies or other benchmarks to be achieved
	• for each chunk or segment of the learning program:
	  • specific learning outcomes derived from the benchmarks
	  • overview of content to be covered
	  • learning resources, learning materials and activities
	  • delivery methods
	• number and duration of training sessions or classes required, and overall timelines
	• OHS issues to be addressed in delivery
	• identification of assessment points to measure learner progress
	• assessment methods and tools to be used to collect evidence of competency, where assessment is required.

Session plans may include:	• outline of objectives and content to be addressed • plan of delivery methods and learning activities to be used within the session • timelines and duration for each learning activity • formative assessment points and opportunities • learning materials required.
Inappropriate behaviour may include:	• violent or inappropriate language • verbal or physical abuse or bullying • insensitive verbal or physical behaviour towards other learners or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities • dominant or overbearing behaviour • disruptive behaviour • non-compliance with safety instructions.

Unit Sector(s)

Unit sector	Delivery and facilitation

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEASS401A Plan assessment activities and processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments.

Application of the Unit

Application of the unit	This unit typically applies to assessors and workplace supervisors with assessment planning responsibilities; and trainers or other assessors responsible for planning assessment, including RPL. The unit is suitable for those with an existing assessment strategy which documents the overall framework for assessment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine assessment approach	1.1. Identify candidate and confirm ***purposes and context of assessment*/*RPL*** with relevant people according to ***legal*, *organisational and ethical requirements***
	1.2. Identify and access ***benchmarks for assessment*/*RPL*** and any specific assessment guidelines
2. Prepare the assessment plan	2.1. Determine evidence and ***types of evidence*** needed to demonstrate competence, according to the ***rules of evidence***
	2.2. Select ***assessment methods*** which will support the collection of defined evidence, taking into account the context in which the assessment will take place
	2.3. Document all aspects of the ***assessment plan*** and confirm with relevant personnel
3. Develop assessment instruments	3.1. Develop ***simple assessment instruments*** to meet target group needs
	3.2. Analyse ***available assessment instruments*** for their suitability for use and modify as required
	3.3. ***Map assessment*** instruments against unit or course requirements
	3.4. Write clear instructions for candidate about the use of the instruments

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Trial draft assessment instruments to validate content and applicability, and record outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- cognitive interpretation skills to:
  - interpret competency standards and other assessment documentation, including material relating to reasonable adjustment
  - identify opportunities for integrated competency assessment
  - contextualise competency standards to the operating assessment environment, including RPL
  - consider access and equity needs of diverse candidates
- technology skills to use appropriate equipment and software to communicate effectively with others
- research and evaluation skills to:
  - obtain competency standards, assessment tools and other relevant assessment resources
  - research candidate characteristics and any reasonable adjustment needs
  - evaluate feedback, and determine and implement improvements to processes
- literacy skills to read and interpret relevant information to design and facilitate assessment and recognition processes
- communication skills to discuss assessment, including RPL processes with clients and other assessors
- interpersonal skills to:
  - demonstrate sensitivity to access and equity considerations and candidate diversity
  - promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment processes

Required knowledge

- ethical and legal requirements of an assessor
- competency-based assessment, including:
  - work-focused
  - criterion-referenced

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REQUIRED SKILLS AND KNOWLEDGE
• standards-based • evidence-based • different purposes of assessment and different assessment contexts, including RPL • how to read and interpret the identified competency standards as the benchmarks for assessment • how to contextualise competency standards within relevant guidelines • four principles of assessment and how they guide the assessment process • purpose and features of evidence, and different types of evidence used in competency-based assessments, including RPL • rules of evidence and how they guide evidence collection • different types of assessment methods, including suitability for collecting various types of evidence • assessment tools and their purpose; different types of tools; relevance of different tools for specific evidence-gathering opportunities

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• plan and organise the assessment process on a minimum of two occasions
	• collect evidence that demonstrates:
	  • documented assessment plans
	  • having covered a range of assessment events
	  • catering for a number of candidates
	  • different competency standards or accredited curricula
	  • an RPL assessment
	  • contextualisation of competency standards and the

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EVIDENCE GUIDE	
	selected assessment tools, where required • incorporation of reasonable adjustment strategies • development of simple assessment instruments for use in the process • organisational arrangements.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Purposes of assessment*/ *RPL may include:	• recognising current existing competence of candidates • determining if competence has been achieved following learning • establishing candidate progress towards achievement of competence • determining language, literacy and numeracy needs of candidates • certifying competence through a qualification or Statement of Attainment • licensing or regulatory requirements.
Context of assessment*/ *RPL	• environment in which the assessment/RPL will be carried out, including real or simulated workplace

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RANGE STATEMENT	

may include:	• opportunities for collecting evidence in a number of situations
	• relationships between competency standards and:
	  • evidence to support RPL
	  • work activities in the candidate's workplace
	  • learning activities
	• who carries out the assessment/RPL.

Organisational**, **legal and ethical requirements may include:	• assessment system policies and procedures
	• assessment strategy requirements
	• reporting, recording and retrieval systems for assessment, including RPL
	• quality assurance systems
	• business and performance plans
	• access and equity policies and procedures
	• collaborative and partnership arrangements
	• defined resource parameters
	• mutual recognition arrangements
	• industrial relations systems and processes, awards, and enterprise agreements
	• Australian Quality Training Framework
	• registration scope
	• human resources policies and procedures
	• legal requirements, including:
	  • anti-discrimination
	  • equal employment opportunity
	  • job role, responsibilities and conditions
	• relevant industry codes of practice
	• confidentiality and privacy requirements
	• OHS considerations, including:
	  • ensuring OHS requirements are adhered to during the assessment process
	  • identifying and reporting OHS hazards and concerns to relevant personnel.

Benchmarks for assessment**/**RPL may include:	• criterion against which the candidate is assessed or prior learning recognised, which may be:
	  • competency standard/unit of competency
	  • assessment criteria of course curricula
	  • performance specifications of an enterprise or industry
	  • product specifications.

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RANGE STATEMENT	
Types of evidence may include:	• direct • indirect • supplementary.
Rules of evidence ensure that evidence collected is:	• valid • sufficient • authentic • reliable.

Assessment methods are the particular techniques used to gather evidence and may include:	• direct observation, for example:
	  • real work/real time activities at the workplace
	  • work activities in a simulated workplace environment
	• structured activities, for example:
	  • simulation exercises and role-plays
	  • projects
	  • presentations
	  • activity sheets
	• questioning, for example:
	  • written questions, e.g. on a computer
	  • interviews
	  • self-assessment
	  • verbal questioning
	  • questionnaires
	  • oral or written examinations (applicable at higher AQF levels)
	• portfolios of evidence, for example:
	  • collection of work samples compiled by candidate
	  • product with supporting documentation
	  • historical evidence
	  • journal or log book
	  • information about life experience
	• review of products, for example:
	  • testimonials and reports from employers and supervisors
	  • evidence of training
	  • authenticated prior achievements
	  • interview with employer, supervisor, or peer.

Assessment plan may	• overall planning document describing:

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RANGE STATEMENT	
include:	• what is to be assessed • when assessment is to take place • where assessment is to take place • how assessment is to take place.

Simple assessment instruments may include:	• instruments developed by an assessor as part of formative or summative assessment activities, including:
	  • profiles of acceptable performance measures
	  • templates and proformas
	  • specific questions or activities
	  • evidence and observation checklists
	  • checklists for the evaluation of work samples
	  • recognition portfolios
	  • candidate self-assessment materials
	• instruments developed elsewhere that have been modified by the assessor for use with a particular client group.

Available assessment instruments may include:	• commercially available instruments • those created by others inside the registered training organisation.
Map assessment means:	• showing a clear relationship between the evidence and the requirements of the unit.

Unit Sector(s)

Unit sector	Assessment

Competency field

Competency field	

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBSLS408A Present, secure and support sales solutions

Modification History

Release	Comments
Release 2	New release of this Qualification released with *version 6 of BSB07* Business *Services Training Package*. Outdated advice removed

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to present sales solutions that respond to the specific buying needs of a client, and to use sales processes associated with securing prospect commitment to proceed with a sale. The unit also includes attending to post-sales activities that build and strengthen the partnership between a salesperson and the client, and enhance the prospect of future sales.

Application of the Unit

This unit applies to individuals working in a sales-related position in a small, medium or large enterprise in a wide variety of industries who use specific sales techniques to present a sales solution to meet buyer needs, secure a prospect's commitment to purchase a product or service, and build post-sale and long-term relationships to establish an ongoing relationship with clients. They may provide sales solutions individually, or provide advice and support about aspects of sales solutions to support a sales team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for a sales presentation	1.1. Obtain and organise products, ideas and services for use within a sales presentation 1.2. Review product information to ensure familiarity with products 1.3. Identify sales tactic options, and assess and choose them in terms of their ability to meet the needs and preferences of the prospect 1.4. Consider a variety of sales solutions and prepare to meet buyer needs 1.5. Identify and select ***sales aids*** 1.6. Identify alternatives for prospects and assess them in relation to anticipated buyer needs
2. Present a sales solution	2.1. Use gestures, posture, body language, facial expressions and voice to create a supportive selling environment 2.2. Use listening skills and open-ended questions to identify buyer needs, preferences, motives and objections 2.3. Adjust presentation to match the needs and preferences of the buyer 2.4. Use persuasive communication techniques to secure buyer interest 2.5. Ensure the presentation demonstrates and communicates the key features of the product and emphasises benefits in relation to identified buyer

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ELEMENT	PERFORMANCE CRITERIA
	needs 2.6. Obtain and present ***proof of benefits*** through product purchase 2.7. Use sales aids to build buyer understanding of how the product is aligned with needs
3. Respond to buyer signals	3.1. Identify and assess ***verbal*** and ***non-verbal buying signals*** 3.2. Use probing to identify ***source of buyer resistance*** 3.3. Identify the strengths and limitations of ***buyer resistance strategies*** 3.4. Select and implement a strategy for managing buyer resistance 3.5. Use trial closes strategically during different stages of the sales process
4. Negotiate and finalise the sale	4.1. Initiate ***formal close*** to the sales process following one or more trial closes 4.2. Select a strategy to close the sale and use supportive and confirming language to support the closure of the sales process 4.3. Negotiate ***conditions*** of the agreement, outline a summary of the agreement to the buyer, and confirm the buyer's decision 4.4. Provide advice on financing arrangements if required 4.5. Prepare and complete sales documents, and process and monitor client order 4.6. Identify and present cross-selling opportunities to the buyer
5. Support post-sale activities	5.1. Ensure contact is made with the buyer post-sale to ensure agreed expectations have been met 5.2. Provide technical assistance or advice and assist clients to access appropriate after-sales support 5.3. Use ***feedback solicitation methods*** on the sales process and product satisfaction 5.4. Address and resolve service problems and difficulties identified through feedback 5.5. Develop and implement ***client loyalty strategies*** to secure buyer loyalty and facilitate ongoing contact 5.6. Offer and implement additional sales solutions and benefits to clients when opportunities arise

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- learning skills to develop and maintain knowledge of products, ideas and services for use within a sales presentation
- literacy and numeracy skills to:
  - prepare sales documentation
  - process sales transactions
  - calculate financing arrangements
  - keep client sales records
  - use sales statistics to support a verbal argument
- organisational and time-management skills to schedule follow-up contacts
- verbal communication skills to:
  - demonstrate how product benefits and key features fulfil buyers' needs
  - develop rapport and build relationships with clients
  - manage conflict and customer dissatisfaction
  - negotiate to manage buyer resistance
  - question clients to determine client needs and preferences
  - use persuasive and assertive language in promoting product features and benefits
- technological skills to use equipment to assist in presenting sales information

Required knowledge

- detailed product knowledge, including product:
  - advantages and disadvantages
  - features
  - service benefits
- identification and overview knowledge of key provisions of relevant legislation and codes of practicethat relate to sales, for example:
  - anti-discrimination
  - ethical principles
  - consumer protection
  - contract law
  - privacy laws
  - Trade Practices Act
- materials and aids that support presentations
- organisational policies and procedures relating to orders and client services
- principles of achieving an effective sales presentation mix

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- statistical methods to demonstrate sales performance
- strategies to manage client accounts, to build client goodwill and to develop client loyalty

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstration of principles of effective sales presentation mix and sales closure techniques through presentation of a sales solution • demonstration of support for post-sale activities.
Context of and specific resources for assessment	Assessment must ensure access to: • a workplace or simulated work environment • product information and sales records and documentation • office equipment, machines and sales support materials to make a presentation.
Method of assessment	The following assessment method is appropriate for this unit: • analysis of responses to case studies and scenarios • observations of presentations of sales solutions • direct questioning combined with portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of sales tactic options, proposed sales solutions and ways to overcome buyer resistance • observation of persuasive communication techniques and listening skills used when presenting a sales solution and closing a sale • review of sales aids identified, selected and used • evaluation of strategies implemented to manage buyer resistance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sales aids may include:	• drawings • electronic media • graphs • models • photographs • printed materials • products • product samples • transparencies • whiteboards.
Proof of benefits may include:	• anecdotes and examples • comparisons • statistics • testimonials.
Verbal buying signals of the prospect may include:	• confirmations • questions • statements of requirement.
Non-verbal buying signals of the prospect may include:	• close examination of the product • moving closer to where a product is to be installed • smiling and nodding.
Source of buyer resistance may include:	• company resistance • no perceived need • price resistance • salesperson resistance • service dissatisfaction • timing issues • uncertainty about the product.
Buyer resistance strategies may include:	• assertive messages • boomerang • checking perceptions • direct denial • incentives offer • indirect denial

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	• requesting additional information from buyers • open and closed questions • superior benefit • trial offer.
Formal close may include:	• inducement • narrative close • offering alternative choices • salesperson request to the prospect to agree to purchase the product or service • summary of product benefits.
Conditions may include:	• client loyalty • delivery • length of contract • payment options • price.
Feedback solicitation methods may include:	• email dialogue • focus groups • one-on-one interviews • surveys • telephone interviews.
Client loyalty strategies may include:	• client clubs • client reward schemes • credit or discount facilities • formal letter of thanks • handwritten note thanking the client • offering promotional items • phone call thanking the client for the business.

Unit Sector(s)

Business development - sales

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BSBSLS407A Identify and plan sales prospects

Modification History

Release	Comments
Release 2	New release of this Qualification released with *version 6 of BSB07* Business *Services Training Package*. Outdated advice removed

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify potential sales prospects by applying prospecting methods, and to manage own sales performance by establishing a sales plan and managing stress, time and sales-related paperwork.

Application of the Unit

This unit applies to individuals working in a sales-related position in a small, medium or large enterprise in a wide variety of industries who identify, collate and follow up sales prospect information that can be used to generate leads. Individuals undertaking this unit may be at entry level or have experience in sales sufficient to provide advice and support about aspects of sales solutions as part of a sales team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Employ prospecting methods and qualify prospects	1.1. Identify, consider and evaluate the strengths and limitations of a range of primary and secondary ***prospecting methods*** 1.2. Select prospecting methods to match the market to which the product or service is targeted 1.3. Target present, previous and new ***clients*** through chosen prospecting methods 1.4. Research and establish criteria for qualifying leads according to buyer accessibility, ***buyer motives***, product affordability, purchase authority, legal compliance and return for the seller 1.5. Ensure the established criteria represent a standard against which the buying potential of individuals and groups is gauged
2. Manage prospect information	2.1. Develop and implement a system for recording prospect information 2.2. Monitor and evaluate the effectiveness of the system for recording prospect information 2.3. Refine the system for recording prospect information based on evaluation
3. Establish an individualised sales plan	3.1. Establish individual sales goals and quotas to focus work activities based on organisational sales and marketing objectives 3.2. Establish consultation and communication structures with clients and supervisors

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Plan and document an individualised sales plan to achieve sales goals and quotas within a work system that is constructed against clear timeframes 3.4. Monitor and adjust sales plan in relation to established goals and quotas 3.5. Evaluate sales plan and adjust where necessary
4. Complete sales paperwork and reports	4.1. Establish a system to collect, record and organise data associated with the sales process 4.2. Complete routine reports at regular intervals according to organisational requirements 4.3. Use ***available technology*** to facilitate record keeping and production of sales reports
5. Organise workload effectively	5.1. Establish routines to provide structure for work and to manage workload 5.2. Allocate time for specific ***work tasks*** and unanticipated events and activities 5.3. Conduct an analysis of the time spent on work-related activities and adjust time spent on tasks if required 5.4. Apply time-management strategies to minimise non-productive sales activities 5.5. Delegate tasks to individuals or sales team members to share workload as appropriate 5.6. Monitor ***symptoms of stress*** and establish a plan to reduce stress

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- learning skills to evaluate effectiveness of sales plan and make improvements to contribute to the organisation's operations and outcomes
- literacy and information management skills to collect, record and organise data to:
  - establish a sales plan
  - complete sales reports
- planning skills to establish, monitor and adjust sales plan as required
- research and data analysis skills to determine prospect requirements
- self-evaluation skills to identify symptoms of negative stress

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- technological skills to use a range of software and business equipment to:
  - collect and record prospect and sales information
  - design and record formats to facilitate information storage and retrieval
- self-management skills to manage own performance and set priorities
- time-management skills to:
  - meet sales time lines
  - sequence tasks
  - set priorities

Required knowledge

- information management strategies used to manage prospect and sales data
- key principles associated with self-management
- overview knowledge to identify key provisions of relevant legislation, codes of practice and national standards that affect business operations as they relate to sales, such as:
  - anti-discrimination
  - ethical principles
  - consumer protection
  - contract law
  - privacy laws
  - Trade Practices Act
- prospecting methods used in the sales process
- principles of buyer motives
- strategies and techniques to prevent and manage stress

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstration of the use and management of different prospecting methods targeting a present, previous and new client • research and establishment of criteria used in qualifying leads identified through prospecting methods • recording, storage and retrieval of prospect information • development and documentation of a sales plan for a specified time period, including:

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	• sales goals • quotas • monitoring and evaluation strategies • organisation of own workload.
Context of and specific resources for assessment	Assessment must ensure access to: • a workplace or simulated work environment • organisational sales prospect information, databases and records • office equipment and resources.
Method of assessment	The following assessment methods are appropriate for this unit: • assessment of criteria developed to qualify sales leads • observation of demonstration of prospecting methods • assessment of individual sales plan documentation • direct questioning combined with portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • oral or written questioning to asses knowledge of principles of buyer motives, content of sales plan developed and techniques used to organise workload and manage stress levels • review of time-management strategies applied to minimise non-productive sales activities • review of system established to collect, record and organise data associated with the sales process.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Prospecting methods may include:	• brokers • cold canvassing • databases • direct mail • internet • intra-organisational leads

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	• journals • magazines • media advertising • networking • newspapers • personal observation • public records • referrals • spotters • telemarketing.
Clients may include:	• consumers • customers • members • patients • members of other business units within an organisation • other work teams within an organisation • person or organisation who receives or has the potential to receive products, services or ideas supplied by the organisation.
Buyer motives may include:	• browsing • buying for unqualified prospect e.g. dependant child • gift • housekeeping • replacement item • self-reward • self-gratification.
Available technology may include:	• databases • email • spreadsheets • word processing software packages • other computer applications.
Work tasks may include:	• administrative tasks • face-to-face selling • sales preparation • service calls • travelling.
Symptoms of stress may include:	• anxiety • changed eating habits • difficulty concentrating • fear of criticism or disapproval • feeling overworked or overloaded

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	• feeling tense or on edge • feeling tired • feeling unclear about roles and responsibilities • feeling weak or easily exhausted • increased consumption of alcohol • nervousness • restlessness • trembling or shaking • worry.

Unit Sector(s)

Business development - sales

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BSBMGT406A Plan and monitor continuous improvement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and monitor the organisation's continuous improvement systems and processes. Particular emphasis is on using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to frontline managers who have an active role in planning and monitoring a continuous improvement process to achieve an organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they have an important role in influencing the ongoing development of the organisation. At this level, work will normally be carried out using routine and non-routine methods and procedures, which require planning and evaluation, and leadership and guidance of others.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan continuous improvement systems and processes	1.1. Plan ***systems*** according to organisational policy to ensure that individuals and teams are actively encouraged and supported to ***participate in decision-making processes***, assume responsibility and exercise initiative 1.2. Communicate the organisation's ***continuous improvement processes*** to individuals and teams, and obtain feedback 1.3. Ensure effective ***mentoring and coaching*** allow individuals and teams to implement the organisation's continuous improvement processes 1.4. Support efforts to enhance ***sustainable and environmentally friendly work practices*** in accordance with the organisation's continuous improvement processes

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ELEMENT	PERFORMANCE CRITERIA
2. Monitor and review performance	2.1. Use the organisation's systems and ***technology*** according to agreed operational processes to monitor and review progress and to identify ways in which planning and operations could be improved 2.2. Improve ***customer service*** through continuous improvement techniques and processes according to the requirements of the organisation's continuous improvement systems and processes 2.3. Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation
3. Provide opportunities for further improvement	3.1. Implement ***processes*** to ensure that team members are informed of savings and productivity or service improvements in line with the requirements of the business plan 3.2. Record work performance to assist in identifying further opportunities for improvement following agreed organisational record keeping processes 3.3. Manage records, reports and recommendations for improvement within the organisation's systems and processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to gain the commitment of individuals and teams to continuously improve
- innovation skills to design better ways of performing work
- learning skills to coach and mentor team members, using a range of methods to cater for different learning styles
- problem-solving skills to develop practical and innovative solutions
- teamwork skills to implement continuous improvement within a team

Required knowledge

- principles and techniques associated with:
  - benchmarking

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REQUIRED SKILLS AND KNOWLEDGE
• best practice • change management • continuous improvement systems and processes • quality systems

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance • supporting others to implement the continuous improvement system and processes, and to identify and report opportunities for further improvement.
Context of and specific resources for assessment	Assessment must ensure access to appropriate documentation and resources normally used in the workplace.
Method of assessment	The following assessment methods are appropriate for this unit: • assessment of reports • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of principles and techniques associated with change management • review of how the organisation's continuous improvement processes were communicated to individuals and teams • review of documentation of work performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Systems may refer to:	• forums and meetings • newsletters and reports • organisational policies and procedures • electronic communication devices.
Participation in decision-making processes may include:	• feedback in relation to outcomes of the consultative process • processes that ensure employees have the opportunity to contribute to organisational issues.
Continuous improvement processes may include:	• cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • implementation of quality systems, such as International Organization for Standardization (ISO) • modifications and improvements to systems, processes, services and products • policies and procedures that allow the organisation to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders.
Mentoring and coaching may refer to:	• providing assistance with problem solving • providing feedback, support and encouragement • teaching another member of the team, usually focusing on a specific work task or skill.
Sustainable and environmentally friendly work practices may refer to:	• addressing environmental and resource sustainability initiatives, such as environmental management systems, action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • complying with regulations and corporate social responsibility considerations for sustainability to enhance the organisation's standing in business and community environments • determining organisation's most appropriate waste

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RANGE STATEMENT	
	treatment, including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • implementing ecological footprinting • implementing environmental management systems, e.g. ISO 14001:1996 Environmental management systems life cycle analyses • implementing government initiatives, e.g. Australian government's Greenhouse Challenge Plus • improving resource and energy efficiency • initiating and maintaining appropriate organisational procedures for operational energy consumption • introducing a green office program (a cultural change program) • introducing green purchasing • introducing national and international reporting initiatives, e.g.Â Global Reporting Initiative • introducing product stewardship • reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches, such as sustainability covenants and compacts or triple bottom line reporting • supporting sustainable supply chain.
Technology may include:	• computerised systems and software, such as databases, project management and word processing • telecommunications devices • any other technology used to carry out work roles and responsibilities.
Customer service may be:	• internal or external • to existing, new or potential clients.
Processes may refer to:	• email, intranet, or other digital communication devices • newsletters and bulletins • staff reward mechanisms • team meetings.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and leadership - management

Co-requisite units

Co-requisite units		

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BSBHRM401A Review human resources functions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake research that supports work across a range of human resources functional areas. This is a foundation unit for any person wishing to pursue competency in human resources and provides a sound basis for working across various human resources functional areas. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals requiring a broad knowledge of human resources functions. It is not assumed that individuals at this level would have responsibility for supervising the work of others. However it is assumed that as a human resources practitioner, their work will support effective work practices across the organisation. The unit requires a broad understanding of human resources functions, associated policy frameworks and the administrative requirements to support these functions and policies.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Research human resources functions	1.1. Clarify ***human resources issues*** for review and document scope of review 1.2. Identify local, state/territory, national and international human resources networks for human resources professionals 1.3. Identify information sources for human resources data and information 1.4. Select a ***research strategy*** suitable to the topic 1.5. Consult with ***relevant personnel*** 1.6. Undertake research 1.7. Review research findings
2. Review policy and procedures	2.1. Locate policies and procedures relevant to the research topic

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ELEMENT	PERFORMANCE CRITERIA
frameworks	2.2. Analyse strengths and weaknesses of policies and procedures 2.3. Consider legislation, regulations and standards that apply to the policies and procedures and the research topic
3. Apply ethical framework	3.1. Review ***ethical requirements*** associated with the human resources function under review 3.2. Consider ethical obligations of human resources personnel working in the area under review 3.3. Document behaviours associated with working ethically in the area under review
4. Report on research outcomes	4.1. Collate, analyse and document key findings of the review 4.2. Write report on outcomes of research 4.3. Develop recommendations for future activity

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• judgement and decision making skills to review ethical and policy frameworks and to recommend suggested improvements • literacy skills to research an issue and to write a clear and legible report which documents key issues coherently.
Required knowledge
• human resources functions and policy frameworks • legal and compliance requirements for working in human resources • roles and responsibilities of human resources practitioners.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • research report which reviews human resources functions and evidences understanding of the requirement for good policy and ethical approaches • knowledge of legal and compliance requirements for working in human resources.
Context of and specific resources for assessment	Assessment must ensure: • examples of human resources policies and files on performance feedback, disputes and grievances, workers compensation and leave applications.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written report on outcomes of research • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on human resources function/s being reviewed • oral or written questioning to assess knowledge of human resources function/s being reviewed and policy frameworks • evaluation of research undertaken • review of documentation analysing the strengths and weaknesses of policies and procedures • review of documentation of behaviours associated with working ethically in the area under review.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Human Resources.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Human resources issues may include:	• change management • employee assistance programs • human resources information systems (HRIS) • industrial relations • learning and development • occupational health and safety (OHS) • performance management • rehabilitation and return to work schemes • remuneration • selection and recruitment • succession planning
Research strategies may involve:	• interviews • literature searches of print and online resources • statistical analysis • surveys • websites
Relevant personnel may include:	• experienced human resources practitioners • training and development staff • managers and team leaders • industry experts or spokespersons
Ethical requirements may include:	• addressing improper behaviour • application of company values • Code of Conduct • confidentiality • principles such as fairness, respect, impartiality and integrity • reporting processes

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBATSIW416C Obtain and manage consultancy services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to obtain and manage consultancy services. Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.

Application of the Unit

Application of the unit	This unit applies to individuals who are responsible for obtaining and managing external experts to assist in the activities of the organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the need for external advice	1.1. Identify required ***expertise*** not available in the organisation 1.2. Identify potential funding sources to purchase outside expertise
2. Prepare terms of reference	2.1. Form a management group to oversee the project 2.2. Prepare ***terms of reference*** (consultancy brief) for consultant services 2.3. Identify and include opportunities for paid community involvement where appropriate
3. Select a consultant	3.1. Advertise terms of reference for the consultancy 3.2. Establish a process for short listing, including appointment of a selection panel 3.3. Select the most suitable applicant according to the organisation's requirements, policies and procedures 3.4. Ensure successful and unsuccessful applicants are advised of the outcome and provided with feedback 3.5. Ensure appropriate procedures are in place to document the selection process and outcome
4. Develop a contract	4.1. Obtain legal advice on contract requirements 4.2. Ensure a draft contract is prepared in accordance with legal advice that outlines what is required of the consultant

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ELEMENT	PERFORMANCE CRITERIA
5. Brief the consultant	5.1. Clarify the board's requirements with the consultant 5.2. Negotiate final details of the project with the consultant, including expectations of performance and outcomes 5.3. Ensure the contract is finalised and signed 5.4. Familiarise the consultant with the organisation and its personnel
6. Monitor consultant's performance	6.1. Check that reports are received from consultant according to contractual requirements 6.2. Evaluate reports against agreed outcomes and follow up issues where required 6.3. Participate in performance reviews against contract requirements 6.4. Ensure progress payments are made against milestones and key performance indicators 6.5. Ensure final payment is made when contract requirements have been met

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication, teamwork and negotiation skills to work cooperatively with consultants, other board members, management and staff of the organisation, members, community and key stakeholders • communication skills to provide feedback on performance • culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities • evaluation and decision-making skills to monitor and review information presented to the board and enact decisions • problem-solving skills to identify and manage performance issues • organisational and planning skills to plan project and costings
Required knowledge
• concept of community control of organisations and how it may have an impact on the selection of a consultant • cultural context in which Aboriginal and Torres Strait Islander boards operate,

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REQUIRED SKILLS AND KNOWLEDGE
including their role in upholding traditional and cultural values, and how this might have an impact on the selection of a consultant • development and typical content of terms of reference, milestones and performance indicators • equity and diversity principles as they apply to selecting consultants • external skill or competency needs required by the organisation • forms of contract and contractual obligations for consultants • geographic, social, economic and political contexts in which particular organisations operate and how these may impact on the selection of a consultant • recruitment and selection processes in relation to obtaining consultancy services • relevant protocols and cultural responsibilities when engaging a consultant • sources of legal advice available and how they can be accessed

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • obtainappropriate consultancy services that meet legal and organisational requirements • monitor and review consultant's performance against relevant criteria • provide feedback on consultant's performance.
Context of and specific resources for assessment	Assessment must ensure: • participation on an actual or simulated board • access to examples of situations where boards may seek consultancy services • access to examples of relevant documents • knowledge and performance are assessed over time to confirm consistency in performance.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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EVIDENCE GUIDE	
	• observation of performance on a board or simulated board • direct questioning combined with reflection of practical board performance by the candidate • analysis of responses to case studies and scenarios • observation of presentations and group discussions • oral or written questioning to assess knowledge • observation of performance in role plays • analysis of feedback from consultants, board members and staff regarding performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Expertise:	• may include:
	  • accounting
	  • business development
	  • community planning
	  • legal
	  • training
	  • planning
	  • research
	• may involve:
	  • evaluating services and procedures
	  • solving major problems
	  • writing submissions
	  • writing policy and procedures.

Terms of reference may include:	• community aims

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RANGE STATEMENT	
	• community involvement • expenses • payment schedule • reporting requirements • required outcomes and key performance indicators • reviews • timelines.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, licensing and risk - ATSI governance

Co-requisite units

Co-requisite units		

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BSBADM504B Plan or review administrative systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan or review the requirements of effective administration systems and procedures for implementing, monitoring and reviewing the system. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are required to plan or review administrative systems. They may work as senior administrative staff or may have been delegated responsibility for planning or reviewing administrative systems.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan or review administration systems	1.1. Identify ***requirements*** of, or modifications to, ***administration system*** through consultation with ***system users*** and other stakeholders in accordance with organisational and budgetary requirements 1.2. Obtain quotations from ***suppliers***/***developers*** of system in accordance with organisational policy and procedures 1.3. Make selection of supplier or developer in accordance with organisational policy and procedures
2. Implement new or modified administration system	2.1. Identify and develop ***implementation strategies*** in consultation with staff 2.2. Encourage staff to participate in all stages of the implementation process 2.3. Implement system in accordance with organisational requirements 2.4. Define and ***communicate*** procedures for using the system to staff 2.5. Provide ***training and support for staff*** on the use of the new or modified system 2.6. Deal with ***contingencies*** to ensure minimal impact on users
3. Monitor	3.1. ***Monitor*** system for usage, ***security*** and output in

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ELEMENT	PERFORMANCE CRITERIA
administration system	accordance with organisational requirements 3.2. Modify system to meet ***changing needs*** in accordance with organisational requirements 3.3. Clearly identify ***further modifications*** and notify users 3.4. ***Monitor staff training needs*** and train new staff on administration system

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to recommend alternative ways of completing tasks, to discuss changes in routines and procedures, and to monitor and define objectives
- literacy skills to write detailed procedural text, including alternative courses of action
- planning and organising skills to implement system smoothly with a minimum of disruption, to anticipate modifications, to plan system overhauls and to allow sufficient time for training
- problem-solving skills to choose appropriate solutions from a range of possible solutions, to use processes flexibly and interchangeably, and to anticipate problems and modify systems accordingly
- research skills to assemble evidence and to evaluate information for accuracy and relevance.

Required knowledge

- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - copyright
  - occupational health and safety
- organisational policies and procedures relating to the tasks required.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documenting requirements or modifications to administration system • developing appropriate activities to support system implementation • working with staff to identify system improvements.
Context of and specific resources for assessment	Assessment must ensure: • access to organisational policy and procedure manuals, reference materials and appropriate equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
System ***requirements*** may include:	• components of the system • number and type of users • organisation/staff requirements • purpose and nature of system • purpose and nature of organisation • size of system • skills of existing staff • staff training needs • type of system • work practices
Administration system may include:	• electronic system • paper-based system
System users may include:	• casual personnel • external clients • organisation's personnel
Suppliers/***developers*** may include:	• administration system consultants • computer/software suppliers • efficiency consultants • equipment suppliers • information technology technicians • information technology trainers • internal staff/clients • office equipment suppliers
Implementation strategies may include:	• boosting staff confidence • change management strategies • changing team/organisational culture • ensuring system functions correctly • external consultants • informing relevant persons • modifying system • providing staff training/information sessions • re-defining staff roles • re-distributing office tasks • team goal setting • temporary reduction of workload • testing • trialling

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RANGE STATEMENT	
Communicating procedures may include:	• email messages • facsimile messages • internal newsletter • meetings • office memorandum • photocopied instructions • professional development time • training days
Training and support for staff may include:	• coach, mentor and/or buddy systems • online tutorials • on-the-job trainers • professional development • skills assessment • training handbooks • videos
Contingencies may include:	• loss of staff confidence • need for additional training • need to modify system • temporary reduction of work output
Monitoring of system may include:	• extra administrative support and back-up • feedback from internal/external client/s • observation by trained technician/s • utilising monitoring tools and processes
Security may include:	• confidentiality agreements • passwords • safeguards against computer viruses
Changing needs may include:	• change in the nature and purpose of the system/organisation • change in user requirements • growth or decline in system size • technological advances in administration systems
Further modifications may relate to:	• additional equipment, training • negotiation of timeframes for system implementation • redefinition of administrative roles and duties • specialised software
Monitoring staff training needs may include:	• ongoing assessment of staff skills • ongoing feedback opportunities

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RANGE STATEMENT	
	• providing professional development opportunities

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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HLTIN403B Implement and monitor infection control policy and procedures

Modification History

Unit Descriptor

This unit is concerned with infection control responsibilities of employees with supervisory accountability to implement and monitor infection control policy and procedures in a specific work unit or team within an organisation

Application of the Unit

This unit does not apply to a role with organisation-wide responsibilities for infection control policy and procedure development, implementation or monitoring

Application of this unit should be contextualised to reflect any specific workplace infection risks, hazards and associated infection control practices

Licensing/Regulatory Information

Pre-Requisites

The following competency unit is pre-requisite for this unit:

HLTIN301A Comply with infection control policies and procedures in health work

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Provide information about **infection control policies** and procedures	1.1 Explain accurately and clearly to the work group relevant information about infection control policy and procedures, and applicable **industry codes of practice**
	1.2 Regularly provide information about identified hazards and the outcomes of infection risk assessments to the work group
	1.3 Provide opportunities for the work group to seek further information on workplace infection control issues and practices
2 Integrate infection control policy and procedure into work practices	2.1 Implement infection control policy and procedures with members of the work group
	2.2 Maintain liaison with person responsible for organisation-wide infection control
	2.3 Provide coaching and support as required to ensure that individuals/teams are able to implement infection control practices
	2.4 Adopt work procedures to reflect appropriate infection control practice
	2.5 Deal with issues raised through consultation and ensure they are resolved promptly or referred to the appropriate personnel for resolution
	2.6 Implement workplace procedures for dealing with infection control risks and hazardous events as necessary
	2.7 Encourage employees to report infection risks and to improve infection control procedures
3 Monitor infection control performance and implement improvements in practices	3.1 Promptly investigate infection control hazardous events to identify their cause in accordance with organisation policy and procedure
	3.2 Monitor work procedures to control infection risks to ensure compliance

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3.3 Regularly review and adjust work procedures to ensure improvements in infection control practice

3.4 Provide feedback to team and individuals on compliance issues, changes in work procedures and infection control outcomes

3.5 Ensure training in work procedures is provided as required to maintain infection control standards

3.6 Identify any inadequacies in work procedures and infection control measures and ensure they are corrected or reported to designated personnel

3.7 Accurately maintain records of infection control risks and incidents as required

3.8 Use aggregate infection control information reports to identify **hazards**, to monitor and improve risk control methods and to indicate training needs

3.9 Report and investigate potential breaches of infection control in line with organisation procedures

Required Skills and Knowledge

To demonstrate competence for this unit the worker must acquire the essential knowledge and skills described:

Essential knowledge:

Working knowledge, consistent with the elements of competence, of the organisation's applicable infection control policy and procedures and relevant industry codes of practice, which impact on work processes of the specific work unit

The hierarchy of risk control measures from most to least preferred (ie. elimination, engineering controls, administrative control and personal protective equipment)

Knowledge of infection risks and control measures specific to work area and related work processes

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The significance of client confidentiality in relation to infection control

The significance of other management systems and procedures for infection control

Literacy levels and communication skills of work group members and consequent suitable communication techniques

Organisation procedures for monitoring, training

Basic understanding of communicable disease transmission

Essential skills:

Ability to:

Use effective communication and interpersonal skills to explain infection control procedures and their rationale to members of work group, to provide feedback on work performance in relation to infection control in order to maintain infection control standards

Use literacy and numeracy skills to:

read and interpret workplace documentation relating to infection control policies and procedures

accurately explain procedures to others with a range of language and literacy capabilities

accurately communicate with team and individuals about organisation policy and procedures for infection control

maintain and interpret infection control records

Apply procedures for adopting appropriate infection practices within work unit

Provide appropriate supervision of work group in relation to infection control

Negotiate with the work group in relation to issues such as establishing, maintaining and improving infection control work practices

Participate in work planning and management

Manage change processes in relation to improving infection control work practices

Monitor compliance with policy and procedures

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate this	This unit is most appropriately assessed in the workplace or in a simulated workplace

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competency unit:	and under the normal range of workplace conditions Assessment must demonstrate ability to ensure compliance with the health care establishment's infection control policy as it relates to specific job roles Consistency of performance should be demonstrated over the required range of workplace situations
Access and equity considerations:	All workers in the health industry should be aware of access and equity issues in relation to their own area of work All workers should develop their ability to work in a culturally diverse environment In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Infection control policies and procedures may relate to:	Cleaning procedures and schedules Cleaning agents

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	Cleaning equipment
	Handling, storage and disposal of all types of waste
	Food handling and food safety
	Hygiene procedures
	Infection control risk management
	Infection control incident and hazard reporting
	Sterilising
	Linen production and handling
	Maintenance procedures
	Storage requirements
	Personal protective clothing
	Work flows
	Management of blood and body fluid spills
	Single use of disposables
	Aseptic techniques
	Skin preparation procedures
	Immunisation
	Needle stick injuries
	Personal contact with infectious clients
	Standard and additional precautions
	Confidentiality
	Employee training
	Contractors
Industry codes of practice may include:	Australian Standards (e.g. AS 2182, AS 4815, AS 4187)
	National Health and Medical Research Council Guidelines for infection control
	Australian Government Department of Health and Ageing Infection control guidelines for the prevention of transmission of infectious diseases in the health care setting, 2004
	State, territory and local government

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	guidelines and standards
	Manufacturer's recommendations and operating manuals
Identified hazards and the outcomes of infection risk assessments may relate to:	Sharps
	Glass
	Waste
	Human waste and human tissues
	Personal contact with infectious clients
	Animals, insects and vermin
	Stock, including food, which has passed "used-by" dates.
	Incorrect concentration of disinfectants and chemicals
	Cleaning procedures
	Linen handling procedures
	Work flows
	Use of personal protective clothing
	Food safety
	Personal hygiene
Infection control monitoring procedures may include:	Observations
	Interviews
	Surveys and inspections
	Quality assurance activities
	Review of outcomes
	Data analysis
Designated personnel may include:	Manager
	Infection Control Coordinator
	Quality Improvement Coordinator
	Infection Control Committee
	Occupational Health and Safety Committee

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Aggregate infection control information may include:	Records of needle stick injuries Records of occupational exposures to blood and body fluids/substances Hospital-acquired infection rates Australian council on healthcare standards clinical indicators HACCP records Hazard reports

Unit Sector(s)

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TAEDEL301A Provide work skill instruction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.

Application of the Unit

Application of the unit	This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise instruction and demonstration	1.1. Gather information about ***learner characteristics*** and learning needs 1.2. Confirm a ***safe learning environment*** 1.3. Gather and check ***instruction and demonstration objectives*** and seek assistance if required 1.4. Access and review relevant ***learning resources*** and ***learning materials*** for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notify learners of ***details*** regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2. Follow the learning program and/or delivery plan to cover all learning objectives 2.3. Brief learners on any ***OHS procedures*** and requirements prior to and during training 2.4. Use ***delivery techniques*** to structure, pace and enhance learning 2.5. Apply ***coaching*** techniques to assist learning 2.6. Use communication skills to provide information,

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ELEMENT	PERFORMANCE CRITERIA
	instruct learners and demonstrate relevant work skills 2.7. Provide opportunities for practice during instruction and through work activities 2.8. Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1. Use ***measures*** to ensure learners are acquiring and can use new technical and generic skills and knowledge 3.2. Monitor learner progress and outcomes in consultation with learner 3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs
4. Review personal training performance and finalise documentation	4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2. Maintain, store and secure learner records according to organisational and legal requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- verbaland non-verbal communication techniques, such as:
  - asking relevant and appropriate questions
  - providing explanations
  - demonstrating
  - using listening skills
  - providing information clearly
- safety skills to implement OHS requirements, by acting and responding safely in order to:
  - identify hazards
  - conduct prestart-up checks if required
  - observe and interpret learner behaviour that may put people at risk
- time-management, skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- ensure all learning objectives are covered
- pace learning

- reflection skills in order to:
  - identify areas for improvement
  - maintain personal skill development
- literacy skills to:
  - complete and maintain documentation
  - read and follow learning programs and plans
  - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
  - engage, motivate and connect with learners
  - provide constructive feedback
  - maintain appropriate relationships
  - establish trust
  - use appropriate body language
  - maintain humour
  - demonstrate tolerance
  - manage a group
  - recognise and be sensitive to individual difference and diversity
- observation skills to:
  - monitor learner acquisition of new skills, knowledge and competency requirements
  - assess learner communication and skills in interacting with others
  - identify learner concerns
  - recognise learner readiness to take on new skills and tasks

Required knowledge

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources and learning materials
- training techniques that enhance learning and when to use them
- introductory knowledge of learning principles and learning styles
- key OHS issues in the learning environment, including:
  - roles and responsibilities of key personnel
  - responsibilities of learners
  - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency

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REQUIRED SKILLS AND KNOWLEDGE
procedures • risk controls for the specific learning environment

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• carry out aminimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
	  • different learning objectives
	  • a range of techniques and effective communication skills appropriate to the audience.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Learner characteristics may include:	• language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
Safe learning environment may include:	• exit requirements • personal protective equipment • safe access • safe use of equipment.

Instruction and demonstration objectives may include:	• competencies to be achieved
	• generic and technical skills, which may be:
	  • provided by the organisation
	  • developed by a colleague
	  • individual or group objectives
	  • learning outcomes.

Learning resources may include:	• any material used to support learning, such as:
	  • learner and user guides
	  • trainer and facilitator guides
	  • example training programs
	  • specific case studies
	  • professional development materials
	  • assessment materials
	• a variety of formats
	• those produced locally
	• those acquired from other sources.

Learning materials may include:	• handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
Details may include:	• location and time • outcomes of instruction or demonstration • reason for instruction or demonstration • who will be attending instruction session.

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RANGE STATEMENT	
OHS procedures may include:	• emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
Delivery techniques may include:	• coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
Coaching may include:	• learning arrangements requiring immediate interaction and feedback • on-the-job instruction and 'buddy' systems • relationships targeting enhanced performance • short-term learning arrangements • working on a one-to-one basis.
Measures may include:	• informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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TAEDEL301A Provide work skill instruction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.

Application of the Unit

Application of the unit	This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise instruction and demonstration	1.1. Gather information about ***learner characteristics*** and learning needs 1.2. Confirm a ***safe learning environment*** 1.3. Gather and check ***instruction and demonstration objectives*** and seek assistance if required 1.4. Access and review relevant ***learning resources*** and ***learning materials*** for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notify learners of ***details*** regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2. Follow the learning program and/or delivery plan to cover all learning objectives 2.3. Brief learners on any ***OHS procedures*** and requirements prior to and during training 2.4. Use ***delivery techniques*** to structure, pace and enhance learning 2.5. Apply ***coaching*** techniques to assist learning 2.6. Use communication skills to provide information,

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ELEMENT	PERFORMANCE CRITERIA
	instruct learners and demonstrate relevant work skills 2.7. Provide opportunities for practice during instruction and through work activities 2.8. Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1. Use ***measures*** to ensure learners are acquiring and can use new technical and generic skills and knowledge 3.2. Monitor learner progress and outcomes in consultation with learner 3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs
4. Review personal training performance and finalise documentation	4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2. Maintain, store and secure learner records according to organisational and legal requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- verbaland non-verbal communication techniques, such as:
  - asking relevant and appropriate questions
  - providing explanations
  - demonstrating
  - using listening skills
  - providing information clearly
- safety skills to implement OHS requirements, by acting and responding safely in order to:
  - identify hazards
  - conduct prestart-up checks if required
  - observe and interpret learner behaviour that may put people at risk
- time-management, skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- ensure all learning objectives are covered
- pace learning

- reflection skills in order to:
  - identify areas for improvement
  - maintain personal skill development
- literacy skills to:
  - complete and maintain documentation
  - read and follow learning programs and plans
  - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
  - engage, motivate and connect with learners
  - provide constructive feedback
  - maintain appropriate relationships
  - establish trust
  - use appropriate body language
  - maintain humour
  - demonstrate tolerance
  - manage a group
  - recognise and be sensitive to individual difference and diversity
- observation skills to:
  - monitor learner acquisition of new skills, knowledge and competency requirements
  - assess learner communication and skills in interacting with others
  - identify learner concerns
  - recognise learner readiness to take on new skills and tasks

Required knowledge

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources and learning materials
- training techniques that enhance learning and when to use them
- introductory knowledge of learning principles and learning styles
- key OHS issues in the learning environment, including:
  - roles and responsibilities of key personnel
  - responsibilities of learners
  - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency

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REQUIRED SKILLS AND KNOWLEDGE
procedures • risk controls for the specific learning environment

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• carry out aminimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
	  • different learning objectives
	  • a range of techniques and effective communication skills appropriate to the audience.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Learner characteristics may include:	• language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
Safe learning environment may include:	• exit requirements • personal protective equipment • safe access • safe use of equipment.

Instruction and demonstration objectives may include:	• competencies to be achieved
	• generic and technical skills, which may be:
	  • provided by the organisation
	  • developed by a colleague
	  • individual or group objectives
	  • learning outcomes.

Learning resources may include:	• any material used to support learning, such as:
	  • learner and user guides
	  • trainer and facilitator guides
	  • example training programs
	  • specific case studies
	  • professional development materials
	  • assessment materials
	• a variety of formats
	• those produced locally
	• those acquired from other sources.

Learning materials may include:	• handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
Details may include:	• location and time • outcomes of instruction or demonstration • reason for instruction or demonstration • who will be attending instruction session.

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RANGE STATEMENT	
OHS procedures may include:	• emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
Delivery techniques may include:	• coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
Coaching may include:	• learning arrangements requiring immediate interaction and feedback • on-the-job instruction and 'buddy' systems • relationships targeting enhanced performance • short-term learning arrangements • working on a one-to-one basis.
Measures may include:	• informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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CPCPFS3023A Conduct functional water flow testing

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to complete functional water flow proving and load tests on water-based fire-suppression systems. The unit covers working safely while conducting water flow testing. It involves satisfying mandatory reporting requirements as well as general isolations and resetting the water-based fire-suppression system.

The fire protection technician is not permitted to undertake any installation, replacement, maintenance and repair functions that are restricted to licensed trades or occupations (subject to relevant state or territory regulations).

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Application of the Unit

Application of the unit

This unit of competency supports fire protection technicians responsible for functional testing of water-based fire protection systems.

Individuals operate within the scope of their defined roles and responsibilities and perform the functional water flow tests as part of their work duties to verify that equipment functions as intended, according to work procedures and relevant Australian standards.

The unit must be applied strictly according to relevant state or territory legislative and industry requirements.

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

CPCPCM2023A	Carry out OHS requirements
	OR BOTH:
CPPCMN2002A	Participate in workplace safety arrangements
	AND
CPPFES2006A	Prepare for installation and servicing operations

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply compliance requirements to service operations.	1.1. ***Legislative and industry requirements*** are confirmed and applied to ***organisational requirements***.

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ELEMENT	PERFORMANCE CRITERIA
	1.2. Location and equipment are ***checked for compliance*** with legislative and industry requirements and ***action*** is taken according to organisational requirements.
2. Prepare system and equipment to conduct functional water flow proving test.	2.1. Workplace procedures are followed and risk control measures applied when setting up on ***water-based fire-suppression systems***. 2.2. Appropriate ***test points*** are identified. 2.3. ***Water flow test equipment*** required is identified according to manufacturer instructions and legislative and industry requirements. 2.4. Required water flow test equipment is attached according to manufacturer instructions and organisational requirements. 2.5. Relevant plant and other ***system interfaces*** are identified and isolated according to organisational requirements. 2.6. Water supply isolating valves are located, types of valves identified, and valves operated as required to isolate water supplies according to organisational requirements. 2.7. ***Sustainability principles and concepts*** are applied to work preparation and application.
3. Conduct functional water flow proving and load test, and record results.	3.1. Test methods are implemented according to ***frequency schedule*** and legislative and industry requirements. 3.2. Tests are conducted on each water supply, as required, to verify that systems function as intended. 3.3. Test results are compared with legislative and industry requirements. 3.4. Results are documented according to legislative and industry requirements. 3.5. Report is prepared and forwarded to relevant persons for action according to legislative and industry requirements. 3.6. System is reinstated according to organisational requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - interpret data from a range of flow testing equipment
  - read, understand and comply with work instructions and specifications
  - read, understand and record measurements
  - record and report information neatly and legibly
- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks
- technical skills to:
  - attach flow and pressure test equipment according to manufacturer specifications
  - check test equipment for calibration and operation according to manufacturer specifications
  - interconnect test equipment into recording devices
  - operate valves, switches and levers to test system operation
  - use:
    - portable tachometer on pump shaft to read speed
    - clamp or tong current meter to read motor operating current
    - throttling control valve to control water flow
  - work safely when applying workplace housekeeping procedures

Required knowledge

- basic principles of hydraulics
- basic principles of operation and purpose of components of a water-based fire protection system:
  - alarm 'dry' (i.e. deluge) control valve assembly components
  - alarm 'wet' control valve assembly components
  - booster valve assembly
  - circulation and system pressure relief valves
  - compression ignition engine governing controls
  - differential pressure gauges
  - hand tachometers
  - hydrant landing valve assembly

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REQUIRED SKILLS AND KNOWLEDGE

- isolation and control valves
- manometers
- orifice plates
- Pitot tube water flow test instrument
- pressure and flow switches
- pressure gauges
- pump controllers and ancillary equipment for control and indication
- pumpsets
- solenoid valves
- system block plans
- system pressure gauge schedules
- throttling valves
- ultrasonic flow measuring equipment
- ultrasonic thickness gauges
- Venturi devices
- water supply tanks: atmospheric, pressure and suction with priming tanks

- general operation of a pumpset, covering:
  - compression ignition engine governing control devices
  - cooling systems
  - design speed requirements
  - exhaust systems
  - fuel systems
  - full load operation
  - normal running operation
  - pre-start and post-start checks
  - pumpset performance curve
  - pumpset controllers
  - starting and stopping methods
  - suction and discharge connections and pressures readings
- general operation of water-based fire-suppression systems
- terminology used in relation to water-based fire-suppression systems
- water-based fire-suppression system components:
  - air compressors fitted to control valves
  - circulation and system pressure relief valves
  - controls on the pumpset controller panel:
    - fuel gauges
    - indicators
    - main isolating switch

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REQUIRED SKILLS AND KNOWLEDGE

- electric motor specification plate
- flow switches and associated testing equipment
- isolating valves associated with water-based fire-suppression system
- mains water supply underground key-operated valve location
- most hydraulically disadvantaged testing point on a system hose reel and hydrant system
- pressure gauges
- pumpsets associated with water-based fire-suppression systems
- pump starting switches
- suction inlet strainers or screen on a static water supply for water-based fire-suppression system
- system block plans
- system main alarm bell or alarm strobe indicating building entry point for emergency personnel
- system pressure gauge schedules
- water supply tanks, water level indicators and automatic inflow valves
- water-based fire-suppression system control and alarm valves and ancillary equipment for control and alarm operation indication or interface
- water-based fire-suppression system applications, as defined in AS 2118

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration of basic functional water flow testing of a range of water-based fire-suppression systems.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • apply sustainability principles and concepts when conducting functional water flow testing • apply safety requirements throughout the work

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EVIDENCE GUIDE

	sequence, including electrical safety, personal protective clothing and equipment
	• conduct functional water-flow testing of the following water-based fire-suppression systems:
	  • deluge systems
	  • hydrant systems
	  • pre-action or recycle systems
	  • residential and domestic systems
	  • wet and general systems with no pumpset system
	  • wet and general systems with pumpset system and tank.

Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • adequate water supply and draining or recycling arrangements to operate the water-based fire-suppression system • calibrated water flow measuring and pressure gauge equipment • operational water-based fire-suppression systems.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the

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EVIDENCE GUIDE

competency being assessed.

This unit could be assessed on its own or in combination with other units relevant to the job function, for example:

- CPCPFS3021A Inspect and test fire pumpsets.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative and industry requirements may include:

- relevant commonwealth and state or territory building Acts, regulations and codes, such as Building Code of Australia (BCA)
- relevant Australian standards, such as:
  - AS 1851 Maintenance of fire protection systems and equipment
  - note: Australian standards are frequently revised and users must always check for currency and amendments
- relevant legislation relating to testing of fire protection equipment, including:
  - dangerous goods regulations
  - environmental regulations
  - international shipping codes
  - licensing arrangements
  - marine codes for different Australian states
  - occupational health and safety (OHS) legislation, regulations and codes
  - requirements of Australian petroleum industry.

Organisational requirements may be located in quality assurance and procedures manuals and may include:

- client-specific contractual requirements
- documentation and information systems and processes
- legal and organisational policies and guidelines, including personnel practices and guidelines outlining work roles, responsibilities and delegations
- legislation relevant to service operation

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RANGE STATEMENT

	• using electronic job scheduling and communication devices.

Checking for compliance may include:	• undertaking commissioning tests detailed in relevant Australian standards and manufacturers' documentation to verify performance of an installed, repaired or altered piece of equipment or system
	• applying inspections, tests and survey requirements to equipment and systems, according to relevant Australian standards, to determine that they are:
	  • capable of operating as intended when originally installed
	  • still suitable for the fire hazard or risk being protected, as no change in occupancy or use of the area protected has occurred since the equipment or system was installed or last modified
	  • providing the coverage and protection needed to meet original design and performance requirements
	• reviewing documentation to verify that installed systems comply with legislative and industry requirements, such as:
	  • building's essential services or fire safety measures listing
	  • environmental regulations
	  • relevant commonwealth and state or territory building Acts, regulations and codes
	  • relevant Australian standards listed on essential service listing.

Action may include:	• advising client • documenting non-compliance • making equipment safe • reporting, as required.
Water-based fire-suppression systems are defined in AS 2118 Automatic fire sprinkler systems and AS 2419 Fire hydrant installations, and may include:	• alternate wet and dry systems • combined sprinkler and hydrant systems • deluge systems • dry systems • hydrant systems • pre-action or recycle systems • residential and domestic systems • tail-end systems • alternate wet and general systems.
Test points are:	• specific locations where test equipment can be attached to measure and record water flow and pressure to meet legislative and industry requirements.
Water flow test equipment may include:	• differential pressure gauges • hand tachometers

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RANGE STATEMENT

- manometers
- orifice plates
- Pitot tube water flow test instrument
- ultrasonic flow measuring equipment
- ultrasonic thickness gauges
- Venturi devices.

System interfaces may include:

- components such as flow, pressure, tamper and valve positioning switches that operate signals between the water-based fire-suppression system and other services, such as:
  - building heating, ventilation and cooling (HVAC) services
  - fire brigade monitoring providers
  - other life safety systems, such as:
    - warning systems
    - fire indicator panel.

Sustainability principles and concepts:

- cover the social, economic and environmental use of resources to meet current and future needs
- may include:
  - efficient use of material
  - efficient energy and water use
  - rain harvesting and disposal.

Frequency schedules include:

- schedules conducted at regular frequencies, as defined in AS 1851, and relating to weekly, monthly, and six-monthly inspection and testing activities.

Unit Sector(s)

Unit sector Plumbing and services

Co-requisite units

Co-requisite units

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Competency field

Competency field

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CPCPFS3022A Conduct annual functional testing of complex water-based fire-suppression systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to complete annual inspection and testing procedures to verify that complex water-based fire-suppression system equipment functions as intended.

The unit involves working safely, isolating and resetting water-based fire-suppression systems, conducting compliance tests, visually inspecting, identifying non-compliance defects, and fulfilling mandatory reporting requirements.

The service technician is not permitted to undertake any installation, replacement, maintenance and repair functions that are restricted to licensed trades or occupations (subject to relevant state or territory regulations).

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Application of the Unit

Application of the unit

This unit of competency supports fire protection technicians responsible for annual functional testing of water-based fire protection systems, including functional water flow tests.

Individuals operate within the scope of their defined roles and responsibilities and perform the functional water flow tests as part of their work duties to verify that equipment functions as intended, according to work procedures and relevant Australian standards.

The unit must be applied strictly according to relevant state and territory legislative and industry requirements.

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

CPCPCM2023A	Carry out OHS requirements
	OR BOTH:
CPPCMN2002A	Participate in workplace safety arrangements
	AND
CPPFES2006A	Prepare for installation and servicing operations

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply compliance	1.1. ***Legislative and industry requirements*** are

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ELEMENT	PERFORMANCE CRITERIA
requirements to service operations.	interpreted, confirmed and applied to ***organisational requirements***.
	1.2. Location and equipment are ***checked for compliance*** with legislative and industry requirements, and ***action*** is taken according to organisational requirements.
	1.3. Preparations are made for conducting ***annual functional testing*** according to organisational requirements on ***complex components*** of ***water-based fire-suppression systems***.
2. Conduct inspections and record results.	2.1. Workplace procedures are followed and risk control measures applied when inspecting water-based fire-suppression systems.
	2.2. ***Key control valves*** are identified and their functions determined with reference to installation drawings in order to conduct routine inspection and tests according to legislative and industry requirements.
	2.3. Visual inspections are conducted on complex components as described in legislative and industry requirements.
	2.4. Inspection results are recorded according to legislative and industry requirements.
	2.5. Visual ***installation and design survey*** inspections are conducted according to legislative and industry requirements.
	2.6. Installation and design survey report is prepared according to legislative and industry requirements.
	2.7. ***Sustainability principles and concepts*** are applied ***to work preparation and application***.
3. Conduct testing and record results.	3.1. Plant and other ***system interfaces*** to be isolated are identified to allow testing according to legislative and industry requirements.
	3.2. Test methods for complex components are used according to legislative and industry requirements.
	3.3. Testing procedures are conducted on complex components at required ***frequency schedule*** to verify that system functions as intended.
	3.4. Test results are compared with legislative and industry requirements.
	3.5. Results are documented according to legislative and industry requirements.
	3.6. Report is prepared and forwarded to persons for action according to legislative and industry

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ELEMENT	PERFORMANCE CRITERIA
	requirements. 3.7. System is reinstated according to organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills
- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - read and comply with work instructions and specifications
  - read and record measurements
  - record and report information neatly and legibly
- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds
- technical skills to:
  - operate valves, switches and levers to test system operation
  - work safely when applying workplace housekeeping procedures

Required knowledge

- definitions of basic principles of operation and purpose of components of complex water-based fire protection systems
- general operation of a gauge
- general operation of complex water-based fire-suppression systems
- metric and imperial pressure gauge readings
- systems:
  - air compressors fitted to systems
  - circulation and system pressure relief valves
  - controls on the pumpset controller panel:
    - fuel gauges
    - indicators

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REQUIRED SKILLS AND KNOWLEDGE

    - main isolating switch
- flow switches and associated testing equipment
- isolating valves associated with water-based fire-suppression system
- pressure gauges
- pressure reducing equipment
- pumpsets associated with water-based fire-suppression system
- pump starting switches
- purpose and key requirements of system block plan for installations installed since 1972
- suction inlet strainers and screens on a static water supply for water-based fire-suppression system
- system main alarm bell and/or alarm strobe indicating building entry point for emergency personnel
- system pressure gauge schedules, where required
- water-based fire-suppression system control and alarm valves and ancillary equipment for control and alarm operation indication/interface
- water supply tanks, water level indicators and automatic inflow valves
- water supply underground key-operated valve location
- terminology used in relation to water-based fire-suppression systems
- water-based fire-suppression system applications as defined in AS 2118 Automatic fire sprinkler systems or AS 2419 Fire hydrant installations

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration of the inspection and testing procedures to verify that complex water-based fire-suppression system equipment functions as intended.
Critical aspects for assessment and evidence required to demonstrate	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to:

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competency in this unit

- apply sustainability principles and concepts when conducting annual functional testing of complex water-based fire-suppression systems
- apply safety requirements throughout the work sequence, including electrical safety, personal protective clothing and equipment
- conduct relevant annual inspection and test requirements (other then water flow testing) according to the current Australian standard on water-based fire suppression systems, including complex components for the following systems:
  - general sprinkler systems with no pumpset system
  - general sprinkler systems with pumpset system and tank
  - combined sprinkler and hydrant systems
  - deluge systems
  - pre-action or recycle systems
  - pressure reducing valves
  - pressure relief valves
- perform an installation and design survey on a Class 5 to 9 building of at least 5 stories or greater then 10,000 square metre building to produce an inspection report on:
  - pipework external condition
  - sprinkler head condition
  - sprinkler head obstructions
  - sprinkler head location and spacing
  - sprinkler head compatibility and ambient conditions (RTI and sprinkler head and spray pattern)
  - external sprinkler requirements
  - design standard suitable for current building occupation requirements, such as classification and storage heights.

Context of and specific resources for assessment

Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- adequate water supply and draining or recycling arrangements to operate water-based fire-suppression system
- necessary tools, specialist equipment, manuals and

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	relevant documentation • operational water-based fire-suppression system • pictures and cut-away sections of control assemblies and valves to show operation • training and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPCPFS3020A Conduct basic functional testing of water-based fire-suppression systems • CPCPFS3021A Inspect and test fire pumpsets • CPCPFS3023A Conduct functional water flow testing.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in

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RANGE STATEMENT

the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative and industry requirements may include:

- dangerous goods regulations
- environmental regulations
- licensing arrangements
- OHS legislation, regulations and codes
- relevant commonwealth and state or territory building Acts, regulations and codes, such as Building Code of Australia (BCA)
- relevant Australian standards, such as:
  - AS 1851 Maintenance of fire protection systems and equipment
  - note: Australian standards are frequently revised and users must always check for currency and amendments
- other relevant legislation relating to fire protection equipment, including:
  - international shipping codes
  - marine codes for different Australian states
  - requirements of Australian petroleum industry.

Organisational requirements may be located in quality assurance and procedures manuals and may include:

- client-specific contractual requirements
- documentation and information systems and processes
- legal and organisational policy and guidelines
- legislation relevant to service operation
- personnel practices and guidelines outlining work roles, responsibilities and delegations
- use of electronic job scheduling and communication devices.

Checking for compliance may include:

- applying inspections, tests and survey requirements to equipment and systems, according to relevant Australian standards, to determine that they are:
  - capable of operating as intended when originally installed
  - still suitable for the fire hazard or risk being protected, as no change in occupancy or use of the area protected has occurred since the equipment or system was installed or last modified
  - providing the coverage and protection needed to meet original design and performance requirements
- reviewing documentation to verify that installed systems comply with legislative and industry requirements, such as:
  - building's essential services or fire safety measures listing
  - relevant commonwealth and state or territory building

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RANGE STATEMENT

	Acts, regulations and codes • relevant Australian standards listed on essential service listing • environmental regulations.
Action may include:	• advising client • documenting non-compliance • making equipment safe • reporting, as required.

Annual functional testing:	• is inspection, testing and surveying according to AS 1851 Maintenance of fire protection systems and equipment for water-based fire-suppression systems
	• includes:
	  • annual frequency inspection, testing and surveying activities, except water flow proving testing
	  • operating:
	  • pressure reducing valves to verify operation is at required pressures
	  • pressure relief valves to verify operation is at required pressures
	  • accelerator/exhauster and double interlock valves to verify operation is at required pressures and delivery time on dry pipe or pre-action systems.

Complex components may include:	• components of a water-based fire-suppression system associated with:
	  • double interlock systems
	  • pressure reducing systems
	  • accelerator/exhauster systems.

Water-based fire-suppression systems include systems defined in:	• AS 2118 Automatic fire sprinkler systems (known as the SAA code for automatic fire sprinkler systems)
	• AS 2419 Fire hydrant installations, including systems such as:
	  • alternate wet and dry systems
	  • combined sprinkler and hydrant systems
	  • deluge systems
	  • dry systems
	  • hydrant systems
	  • pre-action or recycle systems
	  • residential and domestic systems
	  • tail-end systems.

Key control valves may	• specified in AS 2118 Automatic fire sprinkler systems • installed in the:

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RANGE STATEMENT

include those:

- associated control valve trim
- activation small bore pipework to the alarm and control valve assembly.

Installation and design survey may include:

- annual survey required by AS 1851 Maintenance of fire protection systems and equipment to determine that water-based fire-suppression system's design and installation are not impaired by changes to:
  - building structure
  - occupant use
  - environment
- conducted from floor level to identify:
  - design standard suitable for current building occupation requirements:
    - building classification
    - storage heights
  - external sprinkler requirements
  - pipework corrosion or damage
  - sprinkler head:
    - compatibility and ambient conditions
    - head condition
    - head location and spacing
    - head obstructions
    - spray pattern
    - temperature rating and response time index (RTI).

Sustainability principles and concepts:

- cover the social, economic and environmental use of resources to meet current and future needs
- may include:
  - efficient use of material
  - efficient energy and water use
  - rain harvesting and disposal.

System interfaces may include:

- components, such as:
  - flow switches
  - pressure switches
  - tamper switches
  - valve positioning switches
- devices that operate signals between the water-based fire-suppression system and other services, such as:
  - building heating, ventilation and cooling (HVAC) services
  - fire brigade monitoring providers

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RANGE STATEMENT

- other life safety systems, such as:
  - warning systems
  - fire indicator panel.

Frequency schedules are:

- schedules of work conducted at regular frequencies as defined in AS 1851 Maintenance of fire protection systems and equipment (general section) that relate to the work scope for annual inspection, and testing and survey maintenance schedules.

Unit Sector(s)

Unit sector Plumbing and services

Co-requisite units

Co-requisite units

Competency field

Competency field

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BSBFLM311C Support a workplace learning environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively encourage and support a learning environment. Particular emphasis is on participation in processes to facilitate and promote learning and to monitor and improve learning performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have a prominent role in encouraging and supporting the development of a learning environment in which work and learning come together. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non-routine activities that require some discretion and judgement. This unit is related to BSBLED401A Develop teams and individuals.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Encourage a learning environment	1.1. Encourage and support workplace ***learning opportunities*** 1.2. Implement ***learning plans*** as an integral part of individual and team performance plans 1.3. Implement learning plans to reflect ***diversity of needs*** and learning opportunities 1.4. Encourage individual and team access to, and participation in, learning opportunities 1.5. Liaise effectively with ***training and development specialists*** to contribute to learning opportunities which enhance individual, team and organisational performance
2. Encourage and promote learning of team and individuals	2.1. ***Promote a learning culture*** within the team and organisation 2.2. Support ***coaching and mentoring*** for the

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ELEMENT	PERFORMANCE CRITERIA
	development of workplace knowledge, skills and attitudes 2.3. Encourage team members to assess own competencies, and to identify own ***learning and development needs*** 2.4. Share the benefits of learning with others in the team and organisation 2.5. Provide recognition and feedback for ***workplace achievement*** in a timely and appropriate manner
3. Identify opportunities for improvement	3.1. Monitor the performance of individuals and teams to determine the type and extent of required work-based support 3.2. Gather feedback from individuals and teams to identify opportunities for improving future learning arrangements 3.3. Negotiate adjustments with training and development specialists to improve the efficiency and effectiveness of learning 3.4. Record, document and report learning outcomes in accordance with the organisation's systems and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- coaching and mentoring skills to support learning
- communication skills to:
  - gain the trust and confidence of colleagues
  - deal with people openly and fairly
  - use consultation skills effectively
- culturally appropriate communication skills to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- skills in facilitating learning, including:
  - identifying learning needs

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REQUIRED SKILLS AND KNOWLEDGE
• developing learning plans • selecting and using work activities to create learning opportunities • establishing a workplace conducive to learning • negotiating learning arrangements with training and development specialists • encouraging colleagues to share their knowledge and skills • evaluating the effectiveness of learning
Required knowledge

• principles and techniques of:
  • adult learning
  • a learning environment and learning culture
  • work based learning
  • structuring learning
  • coaching and mentoring
• relevant legislation from all levels of government that may affect business operation, especially in regard to:
  • occupational health and safety
  • environmental issues
  • equal opportunity and anti-discrimination
  • industrial relations

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • liaising with stakeholders, especially members of the work team, to develop, promote and maintain a workplace learning environment • developing learning plans and arranging learning opportunities in line with identified needs • compiling and interpreting data about learning arrangements and outcomes in accordance with

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EVIDENCE GUIDE	
	organisational requirements.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge and understanding of workplace learning principles and organisational procedures and policies for applying learning systems • presentation of examples of actions taken by the candidate to support a workplace learning environment • review of materials developed for coaching, mentoring and training.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBCUS301A Deliver and monitor a service to customers • BSBFLM305C Support operational plan • BSBFLM312C Contribute to team effectiveness • BSBCMN311B Maintain workplace safety • BSBWOR301A Organise personal work priorities and development.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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RANGE STATEMENT	
regional contexts) may also be included.	

Learning opportunities may include:	• action learning
	• coaching
	• exchange/rotation
	• induction
	• mentoring
	• shadowing
	• short courses
	• structured learning activities conducted outside and within the workplace such as:
	  • accredited training through an independent organisation such as a State OHS authority
	  • training through an RTO leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment, for example through a traineeship or Australian Apprenticeship
	• workplace learning activities, that may also contribute to a recognised credential, such as:
	  • workshops.

Learning plans may include:	• codes of conduct • key performance indicators (KPI) • negotiated agreement with individual • OHS requirements • performance standards • team competencies • team roles and responsibilities • work outputs and process.
Diversity of needs may include:	• different learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches.
Training and development specialists may be:	• internal or external.
Promoting a learning culture may include:	• encouraging learning and sharing of skills and knowledge across the work team and the wider organisation in order to develop competencies of team members and the team • informally supporting and recognising

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RANGE STATEMENT	
	learning achievements and sharing success stories • promoting participation and learning opportunities • using formal processes to reward training participation in line with organisational processes • utilising workplace activities as opportunities for learning.
Coaching and mentoring may refer to:	• providing assistance with problem solving • providing feedback, support and encouragement on a range of matters • teaching another member of the team, usually focusing on a specific work task or skill.
Learning and development needs may include:	• developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles • gaps between the competencies held by the employee and the skills and knowledge required to effectively undertake workplace tasks.
Workplace achievement may refer to:	• achievements of set goals and performance outcomes by the work team and/or individuals.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Frontline Management

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Co-requisite units

Co-requisite units		

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BSBCMN311B Maintain workplace safety

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit is concerned with OHS responsibilities of employees with supervisory responsibilities to implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs in a small team to meet legislative requirements. This unit has been adapted from Generic Competency B in the National Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards [NOHSC:7025 (1998) 2nd edition].

Application of the Unit

Application of the unit	Frontline managers have a key role in maintaining workplace safety within the context of the organisation. In their role, they closely monitor aspects of work associated with the safe delivery of products and services, meaning that they have an important responsibility in influencing the ongoing safety within the workplace. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non routine activities that require some discretion and judgement.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Assist incorporation of Occupational Health and Safety policy and procedures into the work team	1.1. Demonstrate basic requirements of ***Occupational Health and Safety legislation*** in area of responsibility appropriate for health and safety needs of a small work team 1.2. Provide information and clearly explain to the work group the ***organisation's Occupational Health and Safety policies***, ***procedures and programs*** 1.3. Regularly provide information and clearly explain to the work group information about ***identifying hazards*** and the outcomes of ***risk assessment***
2. Support participative arrangements for the management of Occupational Health and Safety	2.1. Implement and monitor ***organisational consultative procedures*** to facilitate participation of work group in management of work area hazards 2.2. Promptly dealt with issues raised through consultation in accordance with organisational

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ELEMENT	PERFORMANCE CRITERIA
	procedures for issue resolution 2.3. Encourage and assist team members to contribute to the management of Occupational Health and Safety at the workplace 2.4. Engage with individuals and teams to identify and implement improvements in the management of Occupational Health and Safety Feedback
3. Support the organisation's procedures for providing Occupational Health and Safety training	3.1. Provide advice on Occupational Health and Safety ***training needs*** of individuals and workgroup 3.2. Provide advice on strategies and opportunities for development of workgroup's competencies in relation to Occupational Health and Safety 3.3. Provide ***coaching and mentoring assistance*** to team members to support the effective development of individual and group competencies in Occupational Health and Safety
4. Participate in identifying hazards and assessing and controlling risks for the work area	4.1. Provide advice on ***hazards in work area*** in line with organisation's Occupational Health and Safety policies and procedures 4.2. Support the implementation of ***procedures to control risks*** using the hierarchy of controls and in accordance with organisational procedures 4.3. Identify and reported inadequacies in existing risk control measures are in accordance with the hierarchy of controls 4.4. Accurately complete and maintain Occupational Health and Safety records of incidents in the work area are in accordance with Occupational Health and Safety legal requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to understand workplace procedures and work instructions for identifying and reporting hazards and interpreting Occupational Health and Safety signs and symbols

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REQUIRED SKILLS AND KNOWLEDGE

• analytical skills to identify hazards and assess risks in the work area
• data analysis skills including:
  • incident (accident) monitoring
  • environmental monitoring
  • evaluation of effectiveness of risk control measures
• assessment skills to assess resources required to apply risk control measures
• technology skills including the ability to operate and shut down equipment
• coaching and mentoring skills to provide support to colleagues
  • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

Required knowledge
• relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • hazards and associated risks which exist in the workplace • organisation policies and procedures relating to hazard management, fire, emergency, evacuation, incident (accident) investigating and reporting • Occupational Health and Safety management to other organisational systems and procedures • characteristics and composition of the workgroup.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • organisational management systems and procedures to Occupational Health and Safety within work group area • Occupational Health and Safety legal and organisational requirements • procedures for identifying hazards in the work area • procedures for assessing and controlling risks to health&safety associated with those hazards, in

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EVIDENCE GUIDE	
	accordance with the hierarchy of control • specific, clear and accurate information and advice on workplace hazards to work group • appropriate supervision of work group.

Context of and specific resources for assessment	Assessment must ensure:
	• access to safety processes, hazards and risk which are relevant to the area of work
	• access to relevant information and documentation on compliance requirements such as:
	  • organisational policies, standard operating procedures, procedures and plans
	  • relevant legislation, regulations, licensing requirements, codes of practice, standards
	• access to relevant internal and external data files
	• access to appropriate office equipment and resources used in the identification and rectification of OHS compliance breaches.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party reports of on-the-job performance by the candidate • review of documents on workplace OHS legislation, codes, standards, policies and procedures relevant developed and communicated to employees • analysis of responses to case studies and scenarios • demonstration of the application of OHS legislation in conducting work safely • oral or written questioning to assess knowledge of research and data collection methods to obtain evidence of compliance with OHS legislation • assessment of duty of care arrangements.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Occupational Health and Safety legislation may include:	• legislation relevant to the workplace, occupation and industry, for example, mining safety, electrical legislation
	• relevant commonwealth and state/territory OHS specific acts and regulations such as:
	  • common law
	  • contract law
	  • criminal law
	  • dangerous goods
	  • environmental protection
	  • equal opportunity and anti-discrimination law
	  • industrial relations law
	  • privacy
	• workers compensation

Organisation's Occupational Health and Safety policies procedures and programs may include:	• procedures for hazard identification • procedures for risk assessment, selection and implementation of risk control measures • incident (accident) investigation • OHS audits and safety inspections • consultative arrangements for employees in work area • hazard reporting procedures • safe operating procedures/instructions • use & care of personal protective equipment • emergency & evacuation procedures • purchasing policy & procedures • plant & equipment maintenance & use • hazardous substances use and storage • dangerous goods transport & storage • OHS arrangements for on site contractors, visitors and members of public • first aid provision/medical practitioner contact

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RANGE STATEMENT	
	& attention • site access
Identifying hazards and outcomes of ***risk assessment*** may occur through activities such as:	• workplace inspections in area of responsibility • consulting work team members • housekeeping • checking equipment before and during work • review of records, eg injury, hazardous substances including labels and Materials Safety Data Sheet register, dangerous goods storage list, training, plan and equipment maintenance, etc
Training needs relating to Occupational Health and Safety may include:	• coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • personal study
Organisational consultative procedures may include:	• formal and informal meetings • health and safety committees • attendance of health and safety representatives at management meetings • other committees, for example, planning and purchasing • early response to employee suggestions, requests, reports and concerns put forward to management • counselling/disciplinary processes
Coaching and mentoring assistance may include:	• explaining/clarifying • respecting the contribution of all participants and giving credit for achievements • presenting and promoting a safe workplace • problem solving • providing encouragement • providing feedback to another team member
Hazards in work area may include:	• blocked exits • slippery and uneven floors • untidy and or noisy work areas • lack of adequate storage • reliance on low order control measure (eg PPE) to reduce worker risk exposure instead of controlling the hazard itself • unguarded /poorly maintained machinery and equipment

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RANGE STATEMENT	
	• unlabelled chemicals and substances • ergonomically unsuitable work stations and task design, eg. repetitive work, poor lighting/ glarey surfaces, non-adjustable work surfaces & seating • internal/external threat of occupational violence and bullying

Procedures to control risks may include actions such as:	• application of the hierarch of control, namely:
	• eliminate the risk
	• reduce/minimise the risk through:
	  • engineering controls
	  • administrative controls
	  • personal protective equipment
	• regular consultation with workers

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Frontline Management

Co-requisite units

Co-requisite units		

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TLILIC3018A Licence to drive multi-combination vehicle

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to obtain a licence to drive a multi-combination vehicle. It includes systematic and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle condition and performance, coupling and uncoupling of dollies, and effective management of hazardous situations. Assessment of this unit will be undertaken within a licensing examination conducted by, or under the authority of, the relevant Heavy Vehicle Driver Licensing Authority.

Application of the Unit

Application of the Unit

Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a multi-combination vehicle across a variety of driving contexts.

Licensing/Legislative Requirements

The primary legislative requirements applicable to this unit of competency in relation to road use and driver licensing are based on the individual State/Territory legislation.

This unit addresses the underlying knowledge and skills necessary for the granting of a Multi-Combination Driver Licence. Drivers may require additional training to drive particular vehicles of the class or in particular contexts.

Obtaining this competency is a necessary pre-requisite for obtaining a Multi-Combination Driver Licence. However, it is only one of several criteria for obtaining the licence. Prospective licence applicants should check with the State/Territory driver licensing authority for other criteria (for example: licence tenure and medical fitness) to confirm compliance with other eligibility requirements

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before undertaking training and/or assessment.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The employability skills summary of the qualification in which this competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Drive the multi-combination vehicle	1.1 The multi-combination vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations 1.2 Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage 1.3 Braking system of multi-combination vehicle is managed and operated to ensure effective control of the vehicle under all conditions 1.4 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving 1.5 The multi-combination vehicle is driven in reverse, maintaining

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ELEMENT	PERFORMANCE CRITERIA
	visibility and achieving accurate positioning
	1.6 The multi-combination vehicle is parked, shut down, uncoupled and secured according to traffic regulations, safe and secure
	1.7 Where required, overwidth and overweight permit applications are undertaken in accordance with relevant regulatory requirements
	1.8 Load is safely and effectively restrained
	1.9 Appropriate procedures are followed in the event of a driving emergency
2 Monitor traffic and road conditions	2.1 An appropriate route of travel is observed taking into account prescribed routes.
	2.2 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment loads and facilities
	2.3 Interaction with other road users is conducted courteously and in accordance with road rules to ensure safe and efficient traffic flow
3 Monitor and maintain vehicle performance	3.1 Vehicle performance is maintained through pre-operational inspections and checks of the vehicle
	3.2 Appropriate signage, lights and the like are checked for operational effectiveness and for conformity to prescribed traffic regulations
	3.3 Prime mover, dollies and trailer are aligned and coupled in proper sequence, safe and secure
	3.4 Coupled vehicle is checked and tested to ensure it is correctly secured and to confirm that it is fully operational
	3.5 Performance and efficiency of vehicle operation is monitored during use

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant road rules, regulations, permit and licence requirements of the relevant state/territory road traffic authority
- Relevant OH&S and environmental procedures and regulations

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REQUIRED KNOWLEDGE AND SKILLS

- Multi-combination vehicle controls, instruments and indicators and their use
- Multi-combination vehicle handling procedures
- Engine power management and safe driving strategies
- Efficient driving techniques
- Pre-operational checks carried out on multi-combination vehicle and related action
- Differences between transmission types
- Principles of operation of air brakes and procedures for their use
- Driving hazards and related defensive driving techniques
- Map reading and road navigation techniques (including prescribed routes)
- Factors which may cause traffic delays and diversions and related action that can be taken by a driver
- Principles of stress management when driving a vehicle
- Causes and effects of fatigue on drivers
- Fatigue management strategies including on-road techniques

Required skills:

- Communicate effectively with others when driving a multi-combination vehicle
- Read and interpret instructions, procedures, information and signs relevant to the driving of a multi-combination vehicle
- Complete documentation related to the driving of a multi-combination vehicle
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the driving of a multi-combination vehicle
- Monitor and anticipate traffic hazards and take appropriate action
- Apply fatigue management knowledge and techniques
- Monitor performance of vehicle, its trailers and its equipment and take appropriate action where required

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment

- The evidence required to demonstrate competency in

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EVIDENCE GUIDE

and evidence required to demonstrate competency in this unit	this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: • the underpinning knowledge and skills • relevant legislation • other relevant aspects of the range statement • Assessment of competency for this unit must be subject to the successful completion of the Mandatory Assessment Instrument as approved by the Licensing Authority
Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts • Resources for assessment include: • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or • access to an appropriate range of relevant operational situations on road or in the workplace • In both real and simulated environments, access is required to: • relevant and appropriate materials and equipment, and • applicable documentation including regulations, codes of practice and operation manuals • The mandatory assessment tool provided by the Licensing Authority must be used to conduct the final assessment. • The Licensing Authority may prescribe approved routes which must be used for the conduct of the final assessment. • Practical driving aspects must be assessed in a vehicle typical of the class as approved by the Licensing Authority. The use of simulators for driver testing is not permitted.
Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation • As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests • Practical assessment must occur: • through activities in an appropriately simulated environment at the registered training organisation, and/or

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- in an appropriate range of situations on road or in the workplace
- The assessor must use the mandatory assessment tool provided by the Licensing Authority to conduct the assessment for this unit in accordance with Licensing Authority requirements.
- Practical driving aspects must be assessed in a vehicle typical of the class as approved by the Licensing Authority. The use of simulators for driver testing is not permitted.

EXCEPTION

Where the candidate is already the holder of a valid Australian driver licence of the Multi-Combination class, the Licensing Authority has already deemed the candidate to be competent against this standard for the purposes of issuing a driver licence. In this case the requirement to conduct the assessment using the Mandatory Assessment Instrument provided by the Licensing Authority is waived and the assessor may use any suitable process and materials for conducting the assessment.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Type of vehicle includes:	• any vehicle that may be driven by the holder of Multi-Combination Vehicle Driver Licence
Driving may be carried out in typical road transport situations, including:	• operations conducted at day or night • typical weather conditions • on the open road • on a private road • while at a depot, base or warehouse • while at a client's workplace or work site
Driving must be carried out in typical road transport situations, including:	• negotiating hills • negotiating a range of more complex traffic infrastructure (for example; roundabouts, traffic lights, stalemate intersections, level crossings of railways)
Vehicle handling procedures may include:	• starting a vehicle • steering and manoeuvring a vehicle • accelerating and braking • positioning and stopping a vehicle

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RANGE STATEMENT

	• reversing a vehicle • operating vehicle controls, instruments and indicators • using air brakes • using defensive driving techniques • managing engine performance
Pre-operational checks may include:	• visual check of vehicle • checking and topping up of fluid levels • checks of tyre pressures • checks of operation of vehicle lights and indicators • checks of brakes • checks of coupling equipment
Driving hazards may include (examples only):	• wet and iced roads • oil on road • animals and objects on road • fire in vehicle • leaking fuel • faulty brakes • parked vehicles on the road • faulty steering mechanism on vehicle • pedestrians crossing the road • flooded sections of road • windy sections of road • foggy conditions
Factors that can cause traffic delays and diversions may include (examples only):	• traffic accidents • flooded sections of road • road damage • bridge/tunnel damage • road works • building construction • emergency situations such as bushfires, building fires, etc. • road closures for special events such as marches, parades, sporting events, etc. • holiday traffic • road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.
Documentation/records may include:	• state/territory multi-combination vehicle driving licence/permit requirements • state/territory road rules • specifications and recommended driving procedures including preoperational checks of vehicle

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RANGE STATEMENT

Applicable procedures and codes may include	• vehicle log book or record book (where required) • relevant state/territory roads and traffic authority driving regulations and licence/permit requirements pertaining to multi-combination vehicles • relevant state/territory road rules • relevant state/territory OH&S legislation • relevant state/territory fatigue management regulations • relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field LIC - Licensing Units

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TLILIC3017A Licence to drive heavy combination vehicle

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to obtain a licence to drive a heavy combination vehicle. It includes systematic and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle condition and performance, coupling and uncoupling of trailer, and effective management of hazardous situations. Assessment of this unit will be undertaken within a licensing examination conducted by, or under the authority of, the relevant Heavy Vehicle Driver Licensing Authority.

Application of the Unit

Application of the Unit

Driving must be carried out in compliance with the licence requirements and regulations of the relevant state/territory roads and traffic authority pertaining to heavy combination vehicles.

Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a heavy combination vehicle across a variety of driving contexts.

Licensing/Legislative Requirements

The primary legislative requirements applicable to this unit of competency are State/Territory legislation in relation to road use and driver licensing.

This unit addresses the underlying knowledge and skills necessary for the granting of a Heavy Combination Driver Licence. Drivers may require additional training to drive particular vehicles of the class or in particular contexts.

Obtaining this competency is a necessary pre-requisite for obtaining a Heavy Combination Driver Licence. However, it is only one of several criteria for obtaining the licence. Prospective

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licence applicants should check with the State/Territory driver licensing authority for other criteria (for example: licence tenure and medical fitness) to confirm compliance with other eligibility requirements before undertaking training and/or assessment.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Drive the heavy combination vehicle	1.1 The heavy combination vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturers instructions 1.2 Engine power is managed to ensure efficiency and performance and to minimise engine and gear damage 1.3 Braking system of heavy combination vehicle is managed and operated to ensure effective control of the vehicle under all conditions 1.4 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving

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ELEMENT	PERFORMANCE CRITERIA
	1.5 The heavy combination vehicle is driven in reverse, maintaining visibility and achieving accurate positioning
	1.6 The heavy combination vehicle is parked, uncoupled, shut down and secured in accordance with traffic regulations, safe and secure
	1.7 Load is safely and effectively restrained
	1.8 Where required, overwidth and overweight permit applications are undertaken in accordance with relevant regulatory requirements
	1.9 Appropriate procedures are followed in the event of a driving emergency
2 Monitor traffic and road conditions	2.1 An appropriate route of travel is observed taking into account prescribed routes.
	2.2 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment loads and facilities
	2.3 Interaction with other road users is conducted courteously and in accordance with road rules to ensure safe and efficient traffic flow
3 Monitor and maintain vehicle performance	3.1 Vehicle performance is maintained through pre-operational inspections and checks of the vehicle
	3.2 Appropriate signage, lights and the like are checked for operational effectiveness and for conformity to prescribed traffic regulations
	3.3 Prime mover and trailer are correctly aligned and coupled
	3.4 Coupled vehicle is checked and tested to ensure it is correctly secured and to confirm that it is fully operational
	3.5 Performance and efficiency of vehicle operation is monitored during use

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant road rules, regulations, permit and licence requirements of the relevant state/territory road traffic authority
- Relevant OH&S and environmental procedures and regulations

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REQUIRED KNOWLEDGE AND SKILLS

- Heavy combination vehicle controls, instruments and indicators and their use
- Heavy combination vehicle handling procedures
- Procedures to be followed in the event of a driving emergency
- Engine power management and safe driving strategies
- Efficient driving techniques
- Pre-operational checks carried out on heavy combination vehicle and related action
- Differences between transmission types
- Principles of operation of air brakes and procedures for their use
- Driving hazards and related defensive driving techniques
- Map reading and navigation of the vehicle and related action (including prescribed routes)
- Factors which may cause traffic delays and diversions and related action that can be taken by a driver
- Principles of stress management when driving a vehicle
- Causes and effects of fatigue on drivers
- Fatigue management strategies including on-road techniques

Required skills:

- Communicate effectively with others when driving a heavy combination vehicle
- Read and interpret instructions, procedures, information and signs relevant to the driving of a heavy combination vehicle
- Complete documentation related to the driving of a heavy combination vehicle
- Monitor and anticipate traffic hazards and take appropriate action
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Apply map reading and road navigation techniques to the operation of a heavy combination vehicle
- Monitor performance of vehicle, its trailers and its equipment and take appropriate action where required

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE

performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation
	  • other relevant aspects of the range statement
	• Assessment of competency for this unit must be subject to the successful completion of the Mandatory Assessment Instrument as approved by the Licensing Authority.

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations on road or in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including regulations, codes of practice and operation manuals
	• The mandatory assessment tool provided by the Licensing Authority must be used to conduct the final assessment.
	• The Licensing Authority may prescribe approved routes which must be used for the conduct of the final assessment.
	• Practical driving aspects must be assessed in a vehicle typical of the class as approved by the Licensing Authority. The use of simulators for driver testing is not permitted.

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation • As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests • Practical assessment must occur:

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EVIDENCE GUIDE

- through activities in an appropriately simulated environment at the registered training organisation, and/or
- in an appropriate range of situations on road or in the workplace

- Practical driving aspects must be assessed in a vehicle typical of the class as approved by the Licensing Authority. The use of simulators for driver testing is not permitted.

EXCEPTION

Where the candidate is already the holder of a valid Australian driver licence of the Heavy Combination class, the Licensing Authority has already deemed the candidate to be competent against this standard for the purposes of issuing a driver licence. In this case the requirement to conduct the assessment using the Mandatory Assessment Instrument provided by the Licensing Authority is waived and the assessor may use any suitable process and materials for conducting the assessment.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Type of vehicle includes:	• all heavy combination vehicles that may be driven on public and private roads and work sites
Driving may be carried out in typical road transport situations, including:	• operations conducted at day or night • typical weather conditions • on the open road • on a private road • while at a depot, base or warehouse • while at a client's workplace or work site
Driving must be carried out in typical road transport situations, including:	• negotiating hills • negotiating a range of more complex traffic infrastructure (for example; roundabouts, traffic lights, stalemate intersections, level crossings of railways)

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RANGE STATEMENT

Vehicle handling procedures may include:	• starting a vehicle • steering and manoeuvring a vehicle • accelerating and braking • positioning and stopping a vehicle • reversing a vehicle • operating vehicle controls, instruments and indicators • using air brakes • using defensive driving techniques • managing engine performance
Pre-operational checks may include:	• visual check of vehicle • checking and topping up of fluid levels • checks of tyre pressures • checks of operation of vehicle lights and indicators • checks of brakes • checks of coupling equipment
Driving hazards may include (examples only):	• wet and iced roads • oil on road • animals and objects on road • fire in vehicle • leaking fuel • faulty brakes • parked vehicles on the road • faulty steering mechanism on vehicle • pedestrians crossing the road • flooded sections of road • windy sections of road • foggy conditions
Factors that can cause traffic delays and diversions may include (examples only):	• traffic accidents • flooded sections of road • road damage • bridge/tunnel damage • road works • building construction • emergency situations such as bushfires, building fires, etc. • road closures for special events such as marches, parades, sporting events, etc. • holiday traffic • road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.
Documentation/records may	• state/territory heavy combination vehicle driving

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RANGE STATEMENT

include:	licence/permit requirements • vehicle log book or record book (where required)
Applicable procedures and codes may include:	• relevant state/territory roads and traffic authority driving regulations and licence requirements pertaining to heavy combination vehicles • relevant state/territory road rules • relevant state/territory permit regulations and requirements • relevant state/territory OH&S legislation • relevant state/territory fatigue management regulations • relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field LIC - Licensing Units

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TLILIC2016A Licence to drive heavy rigid vehicle

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to obtain a licence to drive a heavy rigid vehicle. It includes systematic and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle condition and performance and effective management of hazardous situations. Assessment of this unit will be undertaken within a licensing examination conducted by, or under the authority of, the relevant Heavy Vehicle Driver Licensing Authority.

Application of the Unit

Application of the Unit

Driving must be carried out in compliance with the licence requirements and regulations of the relevant state/territory roads and traffic authority pertaining to heavy rigid vehicles.

Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a heavy rigid vehicle across a variety of driving contexts.

Licensing/Legislative Requirements

The primary legislative requirements applicable to this unit of competency are State/Territory legislation in relation to road use and driver licensing.

This unit addresses the underlying knowledge and skills necessary for the granting of a Heavy Rigid Driver Licence. Drivers may require additional training to drive particular vehicles of the class or in particular contexts.

Obtaining this competency is a necessary pre-requisite for obtaining a Heavy Rigid Driver Licence. However, it is only one of several criteria for obtaining the licence. Prospective licence applicants should check with the State/Territory driver licensing

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authority for other criteria (for example: licence tenure and medical fitness) to confirm compliance with other eligibility requirements before undertaking training and/or assessment.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Drive the heavy rigid vehicle	1.1 The heavy rigid vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturers instructions 1.2 Engine power is managed to ensure efficiency and performance and to minimise engine and gear damage 1.3 Braking system of heavy rigid vehicle is managed and operated to ensure effective control of the vehicle under all conditions 1.4 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving 1.5 The heavy rigid vehicle is driven in reverse, maintaining visibility and achieving accurate positioning.

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ELEMENT	PERFORMANCE CRITERIA
	1.6 The heavy rigid vehicle is parked, shut down and secured in accordance with traffic regulations, safe and secure
	1.7 Load is safely and effectively restrained
	1.8 Where required, overwidth and overweight permit applications are undertaken in accordance with relevant regulatory requirements
	1.9 Appropriate procedures are followed in the event of a driving emergency
2 Monitor traffic and road conditions	2.1 An appropriate route of travel is observed taking into account prescribed routes.
	2.2 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment loads and facilities
	2.3 Interaction with other road users is conducted courteously and in accordance with road rules to ensure safe and efficient traffic flow
3 Monitor and maintain vehicle performance	3.1 Vehicle performance is maintained through pre-operational inspections and checks of the vehicle
	3.2 Appropriate signage, lights and the like are checked for operational effectiveness and for conformity to prescribed traffic regulations
	3.3 Performance and efficiency of vehicle operation is monitored during use

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant road rules, regulations, permit and licence requirements of the relevant state/territory road traffic authority
- Relevant OH&S and environmental procedures and regulations
- Heavy rigid vehicle controls, instruments and indicators and their use
- Heavy rigid vehicle handling procedures
- Procedures to be followed in the event of a driving emergency
- Engine power management and safe driving strategies
- Efficient driving techniques

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REQUIRED KNOWLEDGE AND SKILLS

- Pre-operational checks carried out on heavy rigid vehicle and related action
- Differences between transmission types
- Principles of operation of air brakes and procedures for their use
- Map reading and navigation of the vehicle and related action (including prescribed routes)
- Driving hazards and related defensive driving techniques
- Principles of stress management when driving a vehicle
- Factors which may cause traffic delays and diversions and related action that can be taken by a driver
- Causes and effects of fatigue on drivers
- Fatigue management strategies and on-road techniques

Required skills:

- Communicate effectively with others when driving a heavy rigid vehicle
- Read and interpret instructions, procedures, information and signs relevant to when the driving of a heavy rigid vehicle
- Complete documentation related to the driving of a heavy rigid vehicle
- Apply precautions and required action to minimise, control or eliminate hazards that may exist when driving a heavy rigid vehicle
- Monitor and anticipate traffic hazards and take appropriate action
- Apply fatigue management knowledge and techniques
- Monitor performance of the vehicle and its equipment and take appropriate action where required
- Carry out pre-operational checks

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: • the underpinning knowledge and skills

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EVIDENCE GUIDE

	• relevant legislation • other relevant aspects of the range statement • Assessment of competency for this unit must be subject to the successful completion of the Mandatory Assessment Instrument as approved by the Licensing Authority
Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts • Resources for assessment include: • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or • access to an appropriate range of relevant operational situations on road or in the workplace • In both real and simulated environments, access is required to: • relevant and appropriate materials and equipment, and • applicable documentation including regulations, codes of practice and operation manuals • The mandatory assessment tool provided by the Licensing Authority must be used to conduct the final assessment. • The Licensing Authority may prescribe approved routes which must be used for the conduct of the final assessment • Practical driving aspects must be assessed in a vehicle typical of the class as approved by the Licensing Authority. The use of simulators for driver testing is not permitted.
Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation • As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests • Practical assessment must occur: • through activities in an appropriately simulated environment at the registered training organisation, and/or • in an appropriate range of situations on road or in the workplace • The assessor must use the mandatory assessment tool provided by the Licensing Authority to conduct the assessment for this unit in accordance with Licensing

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EVIDENCE GUIDE

	Authority requirements • Practical driving aspects must be assessed in a vehicle typical of the class as approved by the Licensing Authority. The use of simulators for driver testing is not permitted.

EXCEPTION

Where the candidate is already the holder of a valid Australian driver licence of the Heavy Rigid class, the Licensing Authority has already deemed the candidate to be competent against this standard for the purposes of issuing a driver licence. In this case the requirement to conduct the assessment using the Mandatory Assessment Instrument provided by the Licensing Authority is waived and the assessor may use any suitable process and materials for conducting the assessment.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Type of vehicle includes:	• all heavy rigid vehicles, for example any rigid vehicle with 3 or more axles, including trucks or buses, greater than 8 tonnes GVM
Driving may be carried out in typical road transport situations, including:	• operations conducted at day or night • typical weather conditions • on the open road • on a private road • while at a depot, base or warehouse • while at a client's workplace or work site
Driving must be carried out in typical road transport situations, including:	• negotiating hills • negotiating a range of more complex traffic infrastructure (for example; roundabouts, traffic lights, stalemate intersections, level crossings of railways)
Vehicle handling procedures may include:	• starting a vehicle • steering and manoeuvring a vehicle • accelerating and braking • positioning and stopping a vehicle • reversing a vehicle • operating vehicle controls, instruments and indicators • using air brakes • using defensive driving techniques

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RANGE STATEMENT

Pre-operational checks may include:	• managing engine performance • visual check of vehicle • checking and topping up of fluid levels • checks of tyre pressures • checks of operation of vehicle lights and indicators • checks of brakes
Driving hazards may include (examples only):	• wet and iced roads • oil on road • animals and objects on road • fire in vehicle • leaking fuel • faulty brakes • parked vehicles on the road • faulty steering mechanism on vehicle • pedestrians crossing the road • flooded sections of road • windy sections of road • foggy conditions
Factors that can cause traffic delays and diversions may include:	• traffic accidents • flooded sections of road • road damage • bridge/tunnel damage • road works • building construction • emergency situations such as bushfires, building fires, etc. • road closures for special events such as marches, parades, sporting events, etc • holiday traffic • road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.
Documentation/records may include:	• state/territory heavy rigid vehicle driving licence and permit requirements • vehicle log book or record book (where required) • relevant standards and certification requirements
Applicable procedures and codes may include:	• relevant state/territory roads and traffic authority driving regulations and licence/permit requirements pertaining to heavy rigid vehicles • relevant state/territory road rules • relevant state/territory permit regulations and requirements • relevant state/territory OH&S legislation

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RANGE STATEMENT

- relevant state/territory fatigue management regulations
- relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field LIC - Licensing Units

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TLIH3002A Plan and navigate routes

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to plan and navigate routes as part of transport operations. It includes interpreting information from a road map, street directory or a GPS (Global Positioning System) device; planning the most appropriate route taking into account pertinent factors; and completing required trip documentation in accordance with operational requirements. Licensing, legislative, regulatory or certification requirements may be applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the regulations of the relevant state/territory roads and traffic authorities.

Work is performed under general or limited supervision. It involves the application of map reading principles and procedures to the planning and navigation of routes as part of transport operations route.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Interpret street maps	1.1 Symbols in a street directory/road map/GPS are recognised and interpreted
	1.2 Places are identified in a directory index and the information is used to locate the places on the appropriate map
2 Plan routes	2.1 Given a location and a destination, the most direct and alternative routes between two points are identified using a street directory/road map/GPS
	2.2 Where necessary, information on height, width and load limits of road infrastructure and other restrictions on thoroughfares is accessed and interpreted and taken into account when planning a route for a journey
	2.3 A suitable route is selected to ensure the most efficient, safe, secure and legal transport operation, taking into account relevant criteria for the transport operation concerned
3 Follow planned route	3.1 Planned route is correctly followed with the aid of a street directory, road map and/or GPS system
	3.2 Where relevant, geographic regions, tourism features and other places of interest are identified
	3.3 Required route documentation is completed in accordance with purpose of transportation and enterprise requirements
	3.4 Parking procedures are observed in accordance with enterprise procedures and relevant legislative requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

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REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant state and territory permit and licence regulations and requirements
- Operational procedures for planning and navigating transport routes
- Features and contents of maps and street directories and techniques for their use in transport navigation
- Basic GPS operation
- Road conditions for various routes, including sections undergoing road works
- Physical hazards such as height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route
- Known traffic conditions at various times of the day along specific routes
- Security hazards on long routes
- Current information on accidents or emergencies that might close or restrict traffic on particular routes
- Location of service stations and rest stops
- Workplace requirements for recording and documenting route information

Required skills:

- Communicate effectively with others when planning and navigating routes
- Read and interpret instructions, procedures, information and signs relevant to the planning and navigation of routes including: identification of town and suburb locations, identification of roads and intersections, reading and interpretation of map symbols, and estimation of route distances using map information
- Access and interpret information required when planning and navigating transport routes and developing contingency routes (including road restrictions, traffic conditions, service stations/rest stops, etc.)
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the planning and navigation of routes
- Operate electronic communication equipment to required protocol
- Where applicable, work collaboratively with others when planning routes (such as fleet managers, sales team etc.)
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when planning and navigating routes in accordance with workplace procedures
- Plan for alternative routes in the event of contingencies such as road works, emergencies or delays

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Required skills:

- Implement contingency arrangements for unanticipated situations that may be identified when planning and navigating routes
- Apply precautions and required action to minimise, control or eliminate hazards that may be identified during the planning and navigation of routes
- Plan for transport routes to meet workplace requirements
- Monitor work activities in terms of planned schedule
- Modify route planning activities depending on differing operational contingencies, risk situations and environments
- Apply an understanding of fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Adapt to changes in vehicle navigation technology, maps and street directories as they relate to route planning
- Operate and adapt to differences in vehicles, loads and equipment in accordance with standard operating procedures
- Select and use relevant route planning and navigation technology including GPS devices
- Adapt to changes and difference in vehicle navigation technology, maps and street directories as they relate to route planning

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
	  • applying the underpinning knowledge and skills
	  • interpreting information to allow effective route planning
	  • planning and navigating a route practically
	  • applying relevant legislation and workplace procedures

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts

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EVIDENCE GUIDE

	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• As a minimum, assessment of knowledge must be conducted through appropriate assessments using written/practical/oral assessments
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment, and/or
	  • in an appropriate range of situations in the workplace
	• A simulator/online assessment is not suitable for the final assessment of this unit of competency

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

This unit covers:	• work of transport and distribution personnel involved in passenger services and/or the delivery of a range of possible goods and materials including valuables, secured products and documents and materials
Operations may be conducted:	• in a range of work environments and weather conditions • by day or night
Customers may be:	• internal or external
Routes will be planned in accordance with:	• workplace guidelines with the development, where required, of alternative routes to accommodate contingency situations

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RANGE STATEMENT

Resources used in route planning and navigation may include:	• maps • map models/sketches • street directories • mapping websites • Global Positioning System (GPS) systems • booklets and other information on road restrictions, traffic patterns, etc. • broadcast information concerning traffic conditions, accidents, emergencies, weather, flooding, etc.
Transport areas may include:	• metropolitan areas • country and regional areas • interstate locations
Route criteria may include:	• potential hazards • potential road conditions • traffic conditions and flow • workplace operating procedures and requirements • the class of vehicle involved • the type of load being carried • the availability of rest stops along the way
Potential hazards may include:	• height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route • accidents and emergencies • extreme weather conditions • security risks
Depending on the type of transport service being provided, consultative processes may involve:	• clients • other employees and supervisors • management • other professional or technical staff • private security personnel • public sector security personnel • police and other emergency services • security consultants
Communication in the work area may include:	• mobile and fixed phones • radio • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• standard operating procedures • company procedures • enterprise procedures • organisational procedures • established procedures

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RANGE STATEMENT

Information/documents may include:	• workplace procedures and policies • route specifications • mapping websites • maps and street directories • published information on route hazards such as height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route • instructions for the use of in-vehicle GPS systems • competency standards and training materials • supplier and/or client route documentation • quality assurance procedures • emergency procedures
Applicable regulations and legislation may include:	• relevant state/territory road rules and traffic acts • regulations and codes related to the transport of dangerous goods, explosives and hazardous materials

Unit Sector(s)

Not Applicable

Competency Field

Competency Field H - Route Planning and Navigation

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TLIF3013A Coordinate breakdowns and emergencies

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to coordinate breakdowns and emergencies, including evaluating the breakdown/emergency situation, consulting with relevant personnel/emergency authorities, coordinating activities at the breakdown/emergency site, and completing all required reports and documentation. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the licence requirements and regulations of the relevant state/territory roads and traffic authority pertaining to the coordination of breakdowns and emergencies.

Work is performed with limited or minimum supervision. It involves judgement and discretion in the coordination of breakdowns and emergencies that may occur when driving a commercial vehicle.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Evaluate breakdown and/or emergency situation	1.1 Causes and effects of breakdown/emergency situation are identified and clarified 1.2 Breakdown/emergency coordination procedures are applied in accordance with workplace policies 1.3 Assistance is rendered to injured persons within the limitations of duty of care and workplace requirements 1.4 Load is identified and the nature of risks and hazards are established and communicated to the relevant authorities 1.5 Appropriate precautions and action are taken where the load is identified as including dangerous goods, explosives or hazardous substances in accordance with the relevant codes, regulations and related procedures
2 Consult with relevant persons and authorities	2.1 Details of causes and effects of breakdown/emergency are reported in accordance with workplace procedures 2.2 Assistance and cooperation is provided to relevant authorities within legal and workplace limitations 2.3 Information about emergency is obtained and/or exchanged in accordance with legal and workplace requirements
3 Coordinate breakdown and/or emergency situation	3.1 Suitable measures are taken to control, warn, stop or divert traffic at breakdown/emergency site 3.2 Personal security precautions are taken in accordance with workplace procedures 3.3 Assistance is requested to minimise the possibility of further damage to persons or property, in accordance with workplace policy and relevant rules and regulations 3.4 Appropriate measures are taken to control and protect the site of

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ELEMENT	PERFORMANCE CRITERIA
	breakdown/emergency
	3.5 Traffic at the site of a breakdown or emergency is controlled, if necessary, in accordance with regulatory requirements and workplace procedures
4 Complete documentation	4.1 All required documentation and reports on breakdown/emergency are completed in accordance with workplace requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant road rules, regulations, permit and licence requirements of the relevant state/territory road traffic authority
- Relevant OH&S and environmental procedures and regulations
- Duty of care requirements in a breakdown and/or emergency situation
- Types of breakdowns and emergencies that can occur when driving a vehicle and appropriate action that can be taken in each case
- Types of emergency equipment, their purpose, and the procedures for their use
- Procedures to be followed in the event of a breakdown and/or emergency
- Risks and hazards that can exist in breakdown/emergency situations and related precautions to control the risks
- Characteristics of various dangerous goods/explosives/hazardous substances and their implications in breakdown/emergency situations

Required skills:

- Communicate effectively with others when coordinating a response to a breakdown or emergency
- Read and comprehend simple statements in English
- Read and interpret instructions, procedures, information and signs relevant to the coordination of a response to a breakdown or emergency
- Identify containers and goods coding, IMDG markings and where applicable emergency information panels
- Interpret and follow operational instructions and prioritise work

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Required skills:

- Complete documentation related to the coordination of a response to a breakdown or emergency
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when coordinating a response to a breakdown or emergency
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when coordinating a response to a breakdown or emergency in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unanticipated events that may occur when coordinating a response to a breakdown or emergency
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Control traffic at the site of a breakdown or emergency
- Identify and correctly use emergency equipment at the site of a breakdown or emergency
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
  - the underpinning knowledge and skills
  - relevant legislation and workplace procedures

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EVIDENCE GUIDE

	• other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Type of vehicle may include:	• any commercial transport vehicle
Breakdowns and emergencies may occur in a range of road transport situations, including:	• operations conducted at day or night • typical weather conditions • on the open road • on a private road • while at a depot, base or warehouse

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RANGE STATEMENT

	• while at a client's workplace or work site
Type of breakdowns/emergencies may include	• collision • spillage of fuel or dangerous load • tyre blow-outs • fire or explosion • engine failure • broken axle • bogged vehicle • load shifts • electrical failure, • breakdown • overturned vehicle • accident involving another vehicle
Emergency equipment may include:	• first aid kit • fire extinguishers • warning signs and indicators • mobile phone or radio
Depending on the type and extent of the breakdown/emergency, the action to be taken to coordinate a breakdown/emergency may include:	• identifying and following established breakdown/emergency procedures • evaluating the cause and effects of the breakdown/emergency • coordinating emergency procedures and rendering assistance and first aid if required • contacting and cooperating with relevant emergency authorities as required • controlling traffic at the site of a breakdown or emergency • taking appropriate action to secure the breakdown/emergency situation • obtaining and recording information about the incident • reporting on breakdown/emergency situation in accordance with regulatory and workplace requirements
Consultative processes may include:	• workplace personnel and management • designated breakdown/emergency officers • emergency services personnel including ambulance, police, fire services, etc. • union representatives • industrial relations and OH&S specialists • other professional or technical staff
Depending on the type of organisation concerned and the local terminology used, workplace	• company procedures • enterprise procedures • organisational procedures

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RANGE STATEMENT

procedures may include:	• established procedures
Information documents may include:	• workplace instructions and procedures concerning breakdowns and emergencies • state/territory licence and permit requirements as they relate to breakdowns/emergencies • state/territory road rules • vehicle manufacturers instructions, specifications and recommended procedures • goods/materials identification numbers and codes, including IMDG markings and HAZCHEM signs • manifests, bar codes, goods and container identification • relevant codes of practice, including the Australian Dangerous Goods Code, the Australian Explosives Code, the Code of Practice for the Safe Transport of Radioactive Substances • workplace procedures and policies for the handling of dangerous goods, explosives and radioactive and other hazardous substances • vehicle log book or record book (where required) • relevant standards and certification requirements • quality assurance procedures
Applicable procedures and codes may include:	• relevant state/territory roads and traffic authority driving regulations and licence/permit requirements pertaining to class of vehicle involved • relevant state/territory road rules • relevant state/territory permit regulations and requirements • relevant state/territory OH&S legislation • Australian Dangerous Goods Code • Australian Explosives Code • relevant state/territory environmental protection legislation • Code of Practice for the Safe Transport of Radioactive Substances • state/territory legislation covering the safe handling of infectious substances

Unit Sector(s)

Not Applicable

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Competency Field

Competency Field F - Safety Management

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TLID3024A Use specialised liquid bulk transfer equipment (gravity/pressurised)

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to use specialised gravity and pressurised liquid bulk transfer equipment including planning the work; transferring the bulk according to regulatory and operational requirements; monitoring and operating controls; and completing all operations, as required. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the ADG Code and relevant state/territory regulations concerning the use of specialised gravity and pressurised equipment for the transfer of liquid bulk product.

Work is performed under general supervision. It involves the application of basic principles, routine procedures and regulatory requirements to the use of specialised gravity and pressurised bulk transfer equipment to load and unload liquid bulk product.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan work	1.1 Liquid transfer method is identified for loading and unloading as gravity or pressure
	1.2 Dangerous or hazardous (including regulated waste) or other materials requiring specialised handling are identified and relevant procedures are taken into account when planning the work
	1.3 Precautions are undertaken to eliminate all ignition sources
	1.4 Traffic flow, vehicle positioning and work area conditions are assessed to ensure safe operation and no injury to people, or damage to equipment, loads or facilities
	1.5 Characteristics of the liquid, transfer and holding method are taken into account when evaluating procedural requirements, special precautions for method, equipment and, where applicable, appropriate attachments to transfer the load
	1.6 Potential occurrences in the work area that may affect the safety and efficiency of operations are reported to the appropriate personnel
	1.7 Liquid transfer is planned, taking into account the requirements of the load, transfer method, storage facility and transport mode, load weight, volume and viscosity and the capacity of the equipment
	1.8 Load is checked prior to and at the completion of transfer to ensure ullage and/or maximum permitted capacity complies with ADG Code
	1.9 Adjustments are made to process to accommodate special requirements such as temperature control, combustion, etc.
	1.10 Required personal protective equipment, signage, barriers

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ELEMENT	PERFORMANCE CRITERIA
	and special precautions are identified in the plan and utilised
	1.11 Procedures to deal with spills, leakages and ruptures are identified
2 Transfer material	2.1 Equipment is prepared and any appropriate attachments fitted
	2.2 Equipment controls are checked for correct operational status before commencing transfer
	2.3 Instruments and gauges are monitored during operations to ensure that operation is within manufacturers specifications and workplace schedule and safety requirements
	2.4 Speed of operation is managed for safety and efficiency of materials movement and equipment operations
	2.5 Faults or damage to equipment are immediately reported to the appropriate personnel
3 Monitor and operate controls	3.1 Equipment controls are monitored and operated in accordance with manufacturers operating instructions
	3.2 Control systems are monitored in accordance with statutory authority regulations, manufacturers guidelines and site operating procedures
	3.3 Materials are moved ensuring no injury to personnel or damage to equipment or goods
	3.4 Faults are identified and reported in accordance with workplace procedures
4 Complete operations	4.1 Equipment is shut down within manufacturers guidelines without injury to personnel or damage to equipment, loads or facilities in accordance with workplace procedures
	4.2 Clean up methods for transfer equipment are completed following workplace procedures
	4.3 Equipment is secured in accordance with securing procedures for the appropriate equipment
	4.4 Workplace documentation is completed and filed following workplace procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

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REQUIRED KNOWLEDGE AND SKILLS

- Australian Dangerous Goods Code and relevant state/territory mass and loading regulations as they apply to vehicles transporting liquid bulk product
- OH&S procedures and guidelines concerning the use of specialised liquid bulk transfer equipment
- Risks when transferring liquid bulk product and related precautions to control the risk
- Workplace procedures and policies for the efficient use of specialised gravity and pressurised equipment to transfer liquid bulk product
- Problems, faults or malfunctions that may occur when transferring liquid bulk product using specialised equipment and action that should be taken to prevent or resolve them
- Hazards involved in transferring liquid bulk product using specialised equipment when transferring liquid bulk product and ways and means of controlling the risks involved
- Housekeeping standards procedures required in the workplace
- Methods of securing a vehicle following transfer of liquid bulk product
- Relevant permit and health and safety requirements

Required skills:

- Communicate effectively with others when transferring liquid bulk product using specialised equipment
- Read and interpret instructions, procedures, information and signs relevant to the transfer of liquid bulk product using specialised equipment
- Identify goods coding, IMDG markings and, where applicable, emergency information panels
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the transfer of liquid bulk product using specialised equipment
- Operate electronic communication equipment to required protocol
- Estimate the mass, volume and special requirements of liquid bulk product
- Work collaboratively with others when transferring liquid bulk product using specialised equipment
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when transferring liquid bulk product using specialised equipment in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events that may arise when transferring liquid bulk product using specialised equipment
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the transfer of liquid bulk product using specialised equipment
- Monitor work activities in terms of planned schedule

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Required skills:

- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in transfer equipment in accordance with standard operating procedures
- Identify and correctly use equipment required to transfer liquid bulk product
- Monitor performance of transfer equipment
- Service transfer equipment in terms of maintenance schedule and standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment,

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EVIDENCE GUIDE

	and • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Operations may be conducted:	• in a range of work environments and weather conditions • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• restricted spaces • exposed conditions • controlled or open environments
Liquid bulk product to be transferred may require:	• special precautions
Hazards in the work area may include exposure to:	• hazardous or dangerous materials • contamination of, or from, materials being handled • noise, light, energy sources • stationary and moving machinery, parts or components • service lines • spills, leakages, ruptures • dust/vapours

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RANGE STATEMENT

Hazard management is:	• consistent with the principle of hierarchy of control with elimination, substitution, isolation and engineering control measures being selected before safe working practices and personal protective equipment
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • mask or respirator • high visibility clothing
Exposure during work operations may be to:	• corrosive chemicals • solvents and adhesives • toxic, explosive and other harmful substances • movement of equipment, goods, vehicles
Regulatory controls and enterprise procedures may govern requirements for:	• transport • storage • volume • mass • required controls
Ignition sources include:	• naked flames and static sources
Requirements for work may include:	• site restrictions and procedures • use of safety and personal protective equipment • communications equipment • specialised lifting and/or handling equipment • incident breakdown procedures • additional gear and equipment • noise restrictions • hours of operation • authorities and permits
Consultative processes may involve:	• other employees and supervisors • suppliers, potential customers and existing clients • management and union representatives • industrial relations, OH&S specialists, and other maintenance, professional or technical staff
Communication in the work area may include:	• phone • electronic data interchange • fax • email • internet • radio

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RANGE STATEMENT

Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• oral, aural or signed communications • company procedures • enterprise procedures • organisational procedures • established procedures • site procedures
Information/documents may include:	• Safe Working Load (SWL) and Working Load Limit (WLL) • manifests, bar codes, goods and product identification • manufacturers specifications for equipment/tools • workplace procedures and policies for the transfer of liquid bulk product • goods identification numbers and codes, including ADG and IMDG markings and HAZCHEM signs • supplier and/or client instructions • codes of practice including the Australian Dangerous Goods Code, relevant Australian Standards and the Industry Safety Code • award, enterprise bargaining agreement, other industrial arrangements • relevant standards and certification requirements • quality assurance procedures • emergency procedures • material safety data sheets

Applicable regulations and legislation may include:	• state/territory mass and loading regulations
	• Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
	  • Australian and International Dangerous Goods Codes
	  • Australian Marine Orders and the International Maritime Dangerous Goods Code
	  • IATA Dangerous Goods by Air regulations
	  • Australian and International Explosives Codes
	• Australian and state/territory regulations related to the transfer of liquid bulk product
	• relevant Australian Standards, including AS 2809.1, AS 2809.2, AS 2931, AS 2430
	• relevant state/territory environmental protection legislation
	• relevant state/territory OH&S legislation

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Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

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TLIC4006A Drive multi-combination vehicle

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to drive a multi-combination vehicle safely, including systematic and efficient control of all vehicle functions, coupling and uncoupling of dollies, monitoring of traffic and road conditions, management of vehicle condition and performance, and effective management of hazardous situations. Assessment of this unit may be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory Road Traffic Authority. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Driving must be carried out in compliance with the licence requirements and regulations of the relevant state/territory roads and traffic authority pertaining to multi-combination vehicles.

Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a commercial multi-combination vehicle across a variety of driving contexts.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Drive the multi-combination vehicle	1.1 The multi-combination vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturers instructions
	1.2 Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage
	1.3 Braking system of multi-combination vehicle is managed and operated to ensure effective control of the vehicle under all conditions
	1.4 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving
	1.5 The multi-combination vehicle is driven in reverse, maintaining visibility and achieving accurate positioning
	1.6 The multi-combination vehicle is parked, shut down, uncoupled and secured according to manufacturers specifications, traffic regulations and workplace procedures
	1.7 Appropriate signage, lights and the like are checked for operational effectiveness and for conformity to prescribed traffic regulations
	1.8 Appropriate procedures are followed in the event of a driving emergency
2 Monitor traffic and road conditions	2.1 The most efficient and permissible route of travel is taken through monitoring and anticipation of traffic flows and

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ELEMENT	PERFORMANCE CRITERIA
	conditions, road standards and other factors likely to cause delays or route deviations
	2.2 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and to ensure no injury to people or damage to property, equipment, loads and facilities
3 Monitor and maintain vehicle performance	3.1 Vehicle performance is maintained through pre-operational inspections and checks of the vehicle
	3.2 Prime mover, dollies and trailer are aligned and coupled in proper sequence in accordance with manufacturers instructions and workplace procedures
	3.3 Coupled vehicle is checked and tested to ensure it is correctly secured and to confirm that it is fully operational
	3.4 Performance and efficiency of vehicle operation is monitored during use
	3.5 Defective or irregular performance or malfunctions are reported to the appropriate authority
	3.6 Vehicle records are maintained/updated and information is processed in accordance with workplace procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant road rules, regulations, permit and licence requirements of the relevant state/territory road traffic authority
- Relevant OH&S and environmental procedures and regulations
- Multi-combination vehicle controls, instruments and indicators and their use
- Multi-combination vehicle handling procedures
- Workplace driving and operational instructions
- Engine power management and safe driving strategies
- Efficient driving techniques
- Pre-operational checks carried out on multi-combination vehicle and related action
- Differences between transmission types
- Principles of operation of air brakes and procedures for their use
- Driving hazards and related defensive driving techniques

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REQUIRED KNOWLEDGE AND SKILLS

- Map reading and road navigation techniques
- Factors which may cause traffic delays and diversions and related action that can be taken by a driver
- Principles of stress management when driving a vehicle
- Causes and effects of fatigue on drivers
- Factors which increase fatigue-related accidents
- Fatigue management strategies including on-road techniques
- Lifestyles which promote the effective long-term management of fatigue

Required skills:

- Communicate effectively with others when driving a multi-combination vehicle
- Read and interpret instructions, procedures, information and signs relevant to the driving of a multi-combination vehicle
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the driving of a multi-combination vehicle
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when driving a multi-combination vehicle
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when driving a multi-combination vehicle in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events when driving a multi-combination vehicle
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the driving of a multi-combination vehicle
- Monitor and anticipate traffic hazards and take appropriate action
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor performance of vehicle, its trailers and its equipment and take appropriate action where required

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Required skills:

- Service vehicle and its equipment in terms of maintenance schedule and standard operating procedures
- Check and replenish fluids and carry out lubrication processes in the course of work activities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation • As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests • Practical assessment must occur: • through activities in an appropriately simulated

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EVIDENCE GUIDE

	environment at the registered training organisation, and/or • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Type of vehicle includes:	• all multi-combination vehicles that may be driven on public and private roads and work sites
Driving may be carried out in typical road transport situations, including:	• operations conducted at day or night • typical weather conditions • on the open road • on a private road • while at a depot, base or warehouse • while at a client's workplace or work site
Vehicle handling procedures may include:	• starting a vehicle • steering and manoeuvring a vehicle • accelerating and braking • positioning and stopping a vehicle • reversing a vehicle • operating vehicle controls, instruments and indicators • using air brakes • using defensive driving techniques • managing engine performance
Pre-operational checks may include:	• visual check of vehicle • checking and topping up of fluid levels • checks of tyre pressures • checks of operation of vehicle lights and indicators • checks of brakes • checks of coupling equipment
Minor routine repairs may include:	• replacement of blown globes in vehicle lights • replacement of broken fan belt • replacement of blown fuse • replacement of door mirrors • repairs to rear tail-light lens

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RANGE STATEMENT

	• changing of tyres • repair of tyre punctures • replacement of broken coolant hose
Driving hazards may include (examples only):	• wet and iced roads • oil on road • animals and objects on road • fire in vehicle • leaking fuel • faulty brakes • parked vehicles on the road • faulty steering mechanism on vehicle • pedestrians crossing the road • flooded sections of road • windy sections of road • foggy conditions
Factors that can cause traffic delays and diversions may include (examples only):	• traffic accidents • flooded sections of road • road damage • bridge/tunnel damage • road works • building construction • emergency situations such as bushfires, building fires, etc. • road closures for special events such as marches, parades, etc. • holiday traffic • road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Documentation/records may include:	• state/territory multi-combination vehicle driving licence/permit requirements • state/territory road rules • workplace driving instructions and procedures • vehicle manufacturers instructions, specifications and recommended driving procedures including preoperational checks of vehicle • emergency procedures • vehicle log book or record book (where required)

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RANGE STATEMENT

Applicable procedures and codes may include:	• relevant state/territory roads and traffic authority driving regulations and licence/permit requirements pertaining to multi-combination vehicles • relevant state/territory road rules • relevant state/territory OH&S legislation • relevant state/territory fatigue management regulations • relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field C - Vehicle Operation

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TLIC3005A Drive heavy combination vehicle

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to drive a heavy combination vehicle safely including systematic and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle condition and performance, coupling and uncoupling of trailer, and effective management of hazardous situations. Assessment of this unit may be undertaken within a licensing examination conducted, by or under the authority of, the relevant state/territory Road Traffic Authority. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Driving must be carried out in compliance with the licence requirements and regulations of the relevant state/territory roads and traffic authority pertaining to heavy combination vehicles.

Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a commercial heavy combination vehicle across a variety of driving contexts.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Drive the heavy combination vehicle	1.1 The heavy combination vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturers instructions
	1.2 Engine power is managed to ensure efficiency and performance and to minimise engine and gear damage
	1.3 Engine operation is maintained within the manufacturer's specified torque range and temperature through effective gear selection and smooth transition in gear changes
	1.4 Braking system of heavy combination vehicle is managed and operated to ensure effective control of the vehicle under all conditions
	1.5 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving
	1.6 The heavy combination vehicle is driven in reverse, maintaining visibility and achieving accurate positioning
	1.7 The heavy combination vehicle is parked, uncoupled, shut down and secured in accordance with manufacturers specifications, traffic regulations and workplace procedures
	1.8 Where required, overwidth and overweight permit applications are undertaken in accordance with relevant regulatory requirements
	1.9 Appropriate signage, lights and the like are checked for

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ELEMENT	PERFORMANCE CRITERIA
	operational effectiveness and for conformity to prescribed traffic regulations
	1.10 Appropriate procedures are followed in the event of a driving emergency
2 Monitor traffic and road conditions	2.1 The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations
	2.2 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment loads and facilities
3 Monitor and maintain vehicle performance	3.1 Vehicle performance is maintained through pre-operational inspections and checks of the vehicle
	3.2 Prime mover and trailer are aligned and coupled in accordance with manufacturers instructions and workplace procedures
	3.3 Coupled vehicle is checked and tested to ensure it is correctly secured and to confirm that it is fully operational
	3.4 Performance and efficiency of vehicle operation is monitored during use
	3.5 Defective or irregular performance or malfunctions are reported to the appropriate authority
	3.6 Vehicle records are maintained/updated and information is processed in accordance with workplace procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant road rules, regulations, permit and licence requirements of the relevant state/territory road traffic authority
- Relevant OH&S and environmental procedures and regulations
- Heavy combination vehicle controls, instruments and indicators and their use
- Heavy combination vehicle handling procedures
- Workplace driving and operational instructions
- Procedures to be followed in the event of a driving emergency
- Engine power management and safe driving strategies

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REQUIRED KNOWLEDGE AND SKILLS

- Efficient driving techniques
- Pre-operational checks carried out on heavy combination vehicle and related action
- Differences between transmission types
- Principles of operation of air brakes and procedures for their use
- Driving hazards and related defensive driving techniques
- Map reading and navigation of the vehicle and related action
- Factors which may cause traffic delays and diversions and related action that can be taken by a driver
- Principles of stress management when driving a vehicle
- Causes and effects of fatigue on drivers
- Factors which increase fatigue-related accidents
- Fatigue management strategies including on-road techniques
- Lifestyles which promote the effective long-term management of fatigue

Required skills:

- Communicate effectively with others when driving a heavy combination vehicle
- Read and interpret instructions, procedures, information and signs relevant to the driving of a heavy combination vehicle
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the driving of a heavy combination vehicle
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when driving a heavy combination vehicle
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when driving a heavy combination vehicle in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events that may arise when driving a heavy combination vehicle
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor and anticipate traffic hazards and take appropriate action
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

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Required skills:

- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Apply map reading and road navigation techniques to the operation of a heavy combination vehicle
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor performance of vehicle, its trailers and its equipment and take appropriate action where required
- Check and replenish fluids and carry out lubrication processes in the course of work activities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

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EVIDENCE GUIDE

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Type of vehicle includes:	• all heavy combination vehicles that may be driven on public and private roads and work sites
Driving may be carried out in typical road transport situations, including:	• operations conducted at day or night • typical weather conditions • on the open road • on a private road • while at a depot, base or warehouse • while at a client's workplace or work site
Vehicle handling procedures may include:	• starting a vehicle • steering and manoeuvring a vehicle • accelerating and braking • positioning and stopping a vehicle • reversing a vehicle • operating vehicle controls, instruments and indicators • using air brakes • using defensive driving techniques • managing engine performance
Pre-operational checks may include:	• visual check of vehicle • checking and topping up of fluid levels • checks of tyre pressures • checks of operation of vehicle lights and indicators • checks of brakes

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RANGE STATEMENT

Minor routine repairs may include:	• checks of coupling equipment • replacement of blown globes in vehicle lights • replacement of broken fan belt • replacement of blown fuse • replacement of door mirrors • repairs to rear tail-light lens • changing of tyres • repair of tyre punctures • replacement of broken coolant hose
Driving hazards may include (examples only):	• wet and iced roads • oil on road • animals and objects on road • fire in vehicle • leaking fuel • faulty brakes • parked vehicles on the road • faulty steering mechanism on vehicle • pedestrians crossing the road • flooded sections of road • windy sections of road • foggy conditions • work site hazards including power and service lines, buildings, structures, facilities, underground services, uneven or unstable ground and recently filled trenches, stationary and moving machinery and equipment, hazardous or dangerous materials, noise, light, energy sources, and obstructions
Factors that can cause traffic delays and diversions may include (examples only):	• traffic accidents • flooded sections of road • road damage • bridge/tunnel damage • road works • building construction • emergency situations such as bushfires, building fires, etc. • road closures for special events such as marches, parades, sporting events, etc. • holiday traffic • road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.
Depending on the type of organisation concerned and the	• company procedures • enterprise procedures

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RANGE STATEMENT

local terminology used, workplace procedures may include:	• organisational procedures • established procedures
Documentation/records may include:	• state/territory heavy combination vehicle driving licence/permit requirements • state/territory road rules • workplace driving instructions and procedures • vehicle manufacturers instructions, specifications and recommended driving procedures including preoperational checks of vehicle • emergency procedures • vehicle log book or record book (where required)
Applicable procedures and codes may include:	• relevant state/territory roads and traffic authority driving regulations and licence requirements pertaining to heavy combination vehicles • relevant state/territory road rules • relevant state/territory permit regulations and requirements • relevant state/territory OH&S legislation • relevant state/territory fatigue management regulations • relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field C - Vehicle Operation

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TLIC3004A Drive heavy rigid vehicle

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to drive a heavy rigid vehicle safely including systematic and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle condition and performance, and effective management of hazardous situations. Assessment of this unit may be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory Road Traffic Authority. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Driving must be carried out in compliance with the licence requirements and regulations of the relevant state/territory roads and traffic authority pertaining to heavy rigid vehicles.

Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a commercial heavy rigid vehicle across a variety of driving contexts.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Drive the heavy rigid vehicle	1.1 The heavy rigid vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturers instructions
	1.2 Engine power is managed to ensure efficiency and performance and to minimise engine and gear damage
	1.3 Engine operation is maintained within the manufacturer's specified torque range and temperature through effective gear selection and smooth transition in gear changes
	1.4 Braking system of heavy rigid vehicle is managed and operated to ensure effective control of the vehicle under all conditions
	1.5 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving
	1.6 The heavy rigid vehicle is driven in reverse, maintaining visibility and achieving accurate positioning.
	1.7 The heavy rigid vehicle is parked, shut down and secured in accordance with manufacturers specifications, traffic regulations and workplace procedures
	1.8 Where required, overwidth and overweight permit applications are undertaken in accordance with relevant regulatory requirements
	1.9 Appropriate procedures are followed in the event of a driving emergency
2 Monitor traffic and road conditions	2.1 The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations
	2.2 Traffic and road conditions are constantly monitored and acted

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ELEMENT	PERFORMANCE CRITERIA
	upon to enable safe operation and ensure no injury to people or damage to property, equipment loads and facilities
3 Monitor and maintain vehicle performance	3.1 Vehicle performance is maintained through pre-operational inspections and checks of the vehicle 3.2 Performance and efficiency of vehicle operation is monitored during use 3.3 Defective or irregular performance or malfunctions are reported to the appropriate authority 3.4 Vehicle records are maintained/updated and information is processed in accordance with workplace procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant road rules, regulations, permit and licence requirements of the relevant state/territory road traffic authority
- Relevant OH&S and environmental procedures and regulations
- Heavy rigid vehicle controls, instruments and indicators and their use
- Heavy rigid vehicle handling procedures
- Procedures to be followed in the event of a driving emergency
- Engine power management and safe driving strategies
- Efficient driving techniques
- Pre-operational checks carried out on heavy rigid vehicle and related action
- Differences between transmission types
- Principles of operation of air brakes and procedures for their use
- Workplace driving and operational instructions
- Driving hazards and related defensive driving techniques
- Principles of stress management when driving a vehicle
- Factors which may cause traffic delays and diversions and related action that can be taken by a driver
- Causes and effects of fatigue on drivers
- Factors which increase fatigue-related accidents
- Fatigue management strategies and on-road techniques

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REQUIRED KNOWLEDGE AND SKILLS

- Lifestyles which promote the effective long-term management of fatigue

Required skills:

- Communicate effectively with others when driving a commercial heavy rigid vehicle
- Read and interpret instructions, procedures, information and signs relevant to when the driving of a commercial heavy rigid vehicle
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the driving of a commercial heavy rigid vehicle
- Work collaboratively with others when driving a commercial heavy rigid vehicle
- Operate electronic communication equipment to required protocol
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when driving a commercial heavy rigid vehicle in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events
- Apply precautions and required action to minimise, control or eliminate hazards that may exist when driving a commercial heavy rigid vehicle
- Monitor and anticipate traffic hazards and take appropriate action
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor performance of the vehicle and its equipment and take appropriate action where required
- Carry out pre-operational checks in the course of work activities

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Type of vehicle includes:	• all heavy rigid vehicles, for example any rigid vehicle with 3 or more axles, including trucks or buses, greater than 8 tonnes GVM
Driving may be carried out in typical road transport situations, including:	• operations conducted at day or night • typical weather conditions • on the open road • on a private road • while at a depot, base or warehouse • while at a client's workplace or work site
Vehicle handling procedures may include:	• starting a vehicle • steering and manoeuvring a vehicle • accelerating and braking • positioning and stopping a vehicle • reversing a vehicle • operating vehicle controls, instruments and indicators • using air brakes • using defensive driving techniques • managing engine performance
Pre-operational checks may include:	• visual check of vehicle • checking and topping up of fluid levels • checks of tyre pressures • checks of operation of vehicle lights and indicators • checks of brakes
Minor routine repairs may include:	• replacement of blown globes in vehicle lights • replacement of broken fan belt • replacement of blown fuse • replacement of door mirrors • repairs to rear tail-light lens • changing of tyres • repair of tyre punctures • replacement of broken coolant hose
Driving hazards may include (examples only):	• wet and iced roads • oil on road • animals and objects on road • fire in vehicle • leaking fuel • faulty brakes

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RANGE STATEMENT

	• parked vehicles on the road • faulty steering mechanism on vehicle • pedestrians crossing the road • flooded sections of road • windy sections of road • foggy conditions • work site hazards including power and service lines, buildings, structures, facilities, underground services, uneven or unstable ground and recently filled trenches, stationary and moving machinery and equipment, hazardous or dangerous materials, noise, light, energy sources, and obstructions
Factors that can cause traffic delays and diversions may include:	• traffic accidents • flooded sections of road • road damage • bridge/tunnel damage • road works • building construction • emergency situations such as bushfires, building fires, etc. • road closures for special events such as marches, parades, sporting events, etc. • holiday traffic • road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Documentation/records may include:	• state/territory heavy rigid vehicle driving licence and permit requirements • state/territory road rules • workplace driving instructions and procedures • vehicle manufacturers instructions, specifications and recommended driving procedures including preoperational checks of vehicle • emergency procedures • vehicle log book or record book (where required) • relevant standards and certification requirements • quality assurance procedures
Applicable procedures and codes may include:	• relevant state/territory roads and traffic authority driving regulations and licence/permit requirements pertaining to

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RANGE STATEMENT

heavy rigid vehicles
- relevant state/territory road rules
- relevant state/territory permit regulations and requirements
- relevant state/territory OH&S legislation
- relevant state/territory fatigue management regulations
- relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field C - Vehicle Operation

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TLIB3006A Carry out inspection of vehicles designed to carry special loads

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to carry out an inspection of a commercial vehicle designed to carry a special load, including action to implement manufacturers specifications for routine checks of the vehicle and its associated equipment, to clean the vehicle and its associated equipment, and to ensure that all specified safety requirements are met and that the vehicle and equipment are operational to the requirements of both the workplace and the relevant state/territory roads and traffic authority. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the regulations of the relevant roads and traffic authority and workplace procedures and policy concerning vehicle inspection.

Work is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes. It involves the application of routine vehicle checking and maintenance principles and procedures to inspect a commercial vehicle designed to carry special loads across a variety of operational contexts.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Check vehicle	1.1 A visual check of the internal and external condition of the vehicle is carried out in accordance with workplace procedures
	1.2 Pre-operational inspections and checks of the vehicle's tyres, suspension, fluid levels and other critical features are carried out to ensure conformance with road safety standards
	1.3 Associated equipment is tested to ensure it functions correctly to manufacturers specifications
	1.4 Post start-up and shut-down checks are carried out after engine is started to identify possible engine or electrical problems
	1.5 Warning systems (instruments and gauges) are checked to ensure they are operational
	1.6 Where relevant, vehicle-monitoring device is logged on/off in accordance with manufacturers instructions and workplace policy
2 Clean vehicle and ancillary equipment	2.1 Vehicle and associated equipment is cleaned in accordance with workplace procedures and legislation
	2.2 Special purpose ancillary equipment is cleaned in accordance with any relevant government regulations and workplace procedures
3 Complete documentation	3.1 Basic faults are identified and/or diagnosed and appropriate action taken to report or remedy them as required by workplace procedures and legislation

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Records of inspection are updated and recommended repairs documented in accordance with workplace polices

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant duty of care requirements for the routine inspection of vehicles designed to carry special loads
- Relevant OH&S and environmental procedures and regulations
- Procedures for the checking and routine inspection of a commercial vehicle designed to carry special loads in accordance with workplace and manufacturers requirements and established safety rules and regulations including visual inspection procedures, pre-operational checking procedures and warning systems checking procedures
- Problems that may occur during the routine inspection of a vehicle and its associated ancillary equipment, and appropriate actions and solutions
- Techniques for the recognition of faults and vehicle/ancillary system irregularities
- Basic principles of operation of systems on commercial vehicles, including electrical systems, fuel systems, cooling systems, steering systems, exhaust systems, tyres, brakes, and relevant ancillary systems
- Relevant recording and documentation procedures

Required skills:

- Communicate effectively with others when carrying out the routine inspection of a vehicle and its associated ancillary equipment
- Read and interpret instructions, procedures, information, technical data and drawings relevant to the routine inspection of a vehicle and its associated ancillary equipment
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the routine inspection of a vehicle and its associated ancillary equipment
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when carrying out the routine inspection of a vehicle and its associated ancillary equipment
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and

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Required skills:

interactions with others

- Promptly report and/or rectify any identified problems, faults or malfunctions that may be identified when carrying out the routine inspection of a vehicle and its associated ancillary equipment in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events when carrying out the routine inspection of a vehicle and its associated ancillary equipment
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational

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EVIDENCE GUIDE

	situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Type of vehicle may include all vehicles designed to carry special loads, for example:	• concrete agitator • livestock transporter • armoured car • tanker • refrigerated vehicle • waste vehicle • fresh produce vehicle • car carrier • container carrier • recovery vehicle
Inspection may be carried out in typical road transport situations, including:	• at day or night • typical weather conditions • in confined spaces, exposed conditions and controlled or open environment • while in a workplace, depot, base or warehouse

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RANGE STATEMENT

	• while in the vehicle on the road • while at a client's worksite
Ancillary equipment will be dependent on type of special load carried and may include:	• refrigeration systems • concrete agitation systems • car transporter systems • livestock transporter systems • waste loading/discharge systems • recovery systems • tanker pumping and related systems • on-board cranes and hoists • armoured car systems
Inspection may include:	• visual checks of vehicle • routine checks of vehicle systems • checks in accordance with a detailed inspection schedule
Routine checks may include:	• water levels • oil levels • air pressure in tyres • brakes • lights • condition of tyres • battery • exhaust system • suspension • functions of associated ancillary equipment
Environmental hazards may include:	• leaking oil and fuel • defective or inappropriately adjusted exhaust systems • inappropriate disposal of vehicle fluids in drains or sewerage systems
Dependent of the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Information/records may include:	• workplace routine inspection procedures, checklists and instructions for both the vehicle and associated ancillary equipment • relevant state/territory roads and traffic authority vehicle maintenance regulations • inspection checklists and records • manufacturers instructions, specifications and recommended procedures for both the vehicle and any

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RANGE STATEMENT

	associated ancillary equipment • precautions and procedures to be adopted to protect the environment when inspecting and servicing vehicles designed to carry special loads • OH&S procedures to be followed when inspecting and servicing vehicles designed to carry special loads
Applicable regulations and legislation may include:	• relevant state/territory roads and traffic authority regulations and requirements pertaining to the inspection of vehicles designed to carry special loads • relevant state/territory OH&S legislation • relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field B - Equipment Checking and Maintenance

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SIRXSLS003A Coordinate sales performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to implement and monitor adherence to sales policies and procedures, and monitor the achievement of sales targets.

Application of the Unit

Application of the unit This unit requires the team member to implement and monitor store policies and procedures and relevant legislation in relation to sales transactions, and to provide feedback to management and staff on sales performance in relation to sales targets and planning. Those with managerial responsibility undertake this role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Implement sales policies and procedures.	1.1 Implement and monitor adherence to ***store policy and procedures*** and ***relevant legislation*** in regard to ***selling***. 1.2 Implement and monitor store policy and procedures in regard to ***sales transactions***. 1.3 Monitor ***team*** to ensure information is entered into point-of-sale equipment accurately. 1.4 Monitor team to ensure the efficient and safe ***handling*** of goods through point-of-sale areas. 1.5 Monitor team to ensure that products and services are matched to ***customer*** needs.
2 Monitor achievement of sales targets.	2.1 Monitor and record individual and department sales targets according to store policy. 2.2 Monitor and record store sales results in line with sales targets and according to store policy.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Provide ***feedback*** to management and staff on sales performance in relation to sales targets and planning.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
  - provide feedback, coaching and performance analysis through clear and direct communication
  - ask questions to identify and confirm requirements
  - share information
  - give instructions
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- literacy skills in regard to:
  - reading and understanding store policy and procedures
  - processing, recording and documenting information
- numerical skills in regard to:
  - analysis of store, department and individual sales figures.

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:
  - external and internal customer contact
  - selling products and services
  - allocated duties and responsibilities
- store merchandise and services
- customer profile
- location of store departments and importance of sales to store performance
- store and department sales targets
- factors that enhance sales performance
- stock control procedures

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REQUIRED SKILLS AND KNOWLEDGE

- relevant legislation and statutory requirements
- relevant industry codes of practice
- relevant OHS requirements
- pricing procedures, including GST requirements
- principles and techniques of interpersonal communication.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services
- implements and monitors store policies and procedures in relation to sales transactions, including non-cash sales and variations to standard sales transactions
- monitors and provides feedback to management and staff on sales performance in relation to sales targets and planning.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - policy and procedures manuals
  - individual and department sales targets and results
  - reporting proformas
  - legislation and statutory requirements
- a sales team
- point-of-sale equipment and materials.

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EVIDENCE GUIDE

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate in the workplace • third-party reports from a supervisor • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:	• selling products and services • sales transactions • reporting.

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RANGE STATEMENT

Relevant legislation may include:	• Trade Practices and Fair Trading Acts • tobacco laws • liquor laws • lottery legislation • industry codes of practice • OHS • sale of second-hand goods • sale of X and R rated products • pricing procedures, including GST requirements • trading hours • transport, storage and handling of goods.
Selling may include:	• face to face • telephone • internet.
Sales transactions may include:	• cash • EFTPOS • cheque • credit card • store card • lay-by • gift voucher.
Team may include:	• full-time, part-time, casual or contract staff • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Handling techniques may vary according to:	• stock characteristics • OHS • industry codes of practice.

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RANGE STATEMENT

Customers may include:	• new or repeat contacts • external or internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Feedback to management and staff may include:	• presentations • reports • informal meetings • email • financial reports • business documents • records of store sales.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Sales

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RTE4519A Develop a composting recipe

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to calculate composting recipes from documented formulas that can be followed in the preparation and mixing of raw materials of known characteristics in specified proportions for composting.

The unit involves applying a broad knowledge base to identify and apply solutions to a range of unpredictable problems, and taking responsibility for production outputs in relation to specified quality standards.

Application of the Unit

Application of the unit

Composting is used as a general expression for the processing of organic materials; with this unit being relevant for both aerobic composting and vermiculture technologies.

This unit of competency applies to people working at a commercial-scale composting facility. It will require taking responsibility for own work output and that of others, for example as a site foreman or operations supervisor.

Where work requires the use of load shifting or other equipment, appropriate training/certification must be provided according to state and territory safety and licensing requirements.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Not applicable.

Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element		Performance Criteria	
1	**1 Identify and characterise raw materials.**	1.1	**Raw materials** are visually identified and categorised against established enterprise criteria.
		1.2	Raw material **characteristics** are entered into enterprise compost recipe calculator to achieve a balanced recipe.
		1.3	Where raw material identity or characteristics are uncertain or unknown, designated personnel are requested to take representative samples of material for laboratory analysis.
		1.4	Receival and handling requirements for raw materials are determined.
2	**2 Establish production objectives.**	2.1	Identified market requirements and priorities are translated into product specifications using product performance data and enterprise records.
		2.2	Raw material combinations that can potentially meet market requirements are identified.
3	**3 Calculate compost recipe.**	3.1	Raw material characteristics are recorded in enterprise **compost recipe**.
		3.2	Raw material proportions or ratios suitable for composting by the enterprise by a particular technology and method are specified by weight in resulting compost recipe.
		3.3	**Pre-processing** requirements of raw materials, feasible volumes of compost upon formation, and **compost production plan** are determined.

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		3.4 Composting batch management procedures are reviewed and any required variations to standard management procedures are defined and documented as a new procedure.
		3.5 Compost production schedule is estimated and documented.
		3.6 Compatibility of resulting compost recipe and production schedule is confirmed against documented customer requirements and priorities.
		3.7 Density of pre-processed raw materials is quantified, and weight-based recipe is translated into volume-based recipe for production.
		3.8 Volumetric compost recipe and production procedures are recorded as operational batch or bucket recipe and procedure.
4	**4 Validate compost recipe.**	4.1 Raw materials are pre-prepared and mixed according to new compost recipe to form feedstock for composting.
		4.2 Composting batch is managed according to revised enterprise procedure.
		4.3 Composting process is monitored for efficiency in relation to estimated production schedule and enterprise requirements.
		4.4 **Environmental** and occupational health and safety (**OHS**) aspects and impacts are monitored for compliance with enterprise plan and regulatory requirements.
		4.5 Faults, variations or problems observed at any stage of process are identified and **remedial action** is carried out to maintain effective compost production.
		4.6 Sampling and testing of material during composting is conducted to determine completion of production process.
		4.7 End product quality is evaluated against established product specifications.
		4.8 Compost recipe, production schedule and

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procedures are revised to improve process efficiency and reliability, and product compliance with defined specifications.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills include:

documenting procedures in writing

interpreting and applying written procedures and formulas

reading and interpreting laboratory results

reading and interpreting sampling and testing data

using a computer.

Required knowledge includes:

control of hazards in handling raw materials and composting materials

processing duration required for various raw materials

range of commercial compost-based products

raw materials and their characteristics

relationship between key compost recipe variables and compost production

systems, technologies and methods in compost production.

Evidence Guide

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units of competency relevant to the job function such as after:

RTE3512A **Prepare raw materials and compost the feedstocks**

RTE3513A **Prepare value-added compost-based products**

RTE3713A **Carry out workplace OHS procedures**

RTE3714A **Maintain and monitor environmental work practices**.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The critical requirements for this unit of competency as a whole are listed below.

Assessment must confirm one's ability to:

calculate a compost recipe that is consistent with the technology and method available from combinations of raw materials

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produce a compost recipe that will achieve defined product specifications

document compost production plan consistent with plant capabilities and site constraints.

Context and specific resources for assessment

Assessment for this unit of competency is to be largely practical in nature and must be assessed in a commercial-scale composting facility or in a situation that reproduces and/or simulates operational conditions.

For valid assessment, one should have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge specified in this unit.

The candidate should also have access to the following resources:

a range of load-shifting equipment

hand tools and equipment such as temperature probe, oxygen probe, mulch fork, gloves and shovel

personal protective equipment

raw materials for assessment, recognition and preparation

drying oven for testing

electronic balance or scales

batch recording forms and compost recipe forms

water and irrigation system

compost recipe calculators, either manual or electronic

Wilkinson, K et al 2001, **Guide to Best Practice - Composting Green Organics**, second edition, Department of Natural Resources, Government of Victoria.

Guidance information for assessment

To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to demonstrate competency must allow for application in a broad industry context, and should be transferable to a range of work environments, including the ability to deal with unplanned events. For example, this could include work within composting operations of varying scale; processing a range of different raw materials; producing a range of different composts and value-added products to meet the demands of different markets; located in an urban or rural context with varying environmental constraints; and using various equipment, practices, technologies and management systems.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Raw materials or compostable organic materials may include:	animal mortalities biosolids such as sewage sludge crop residuals dairy waste fats and oils food organics such as: food waste kitchen waste food processing waste forestry residuals manures organic sludges other organic waste or by-product of processing paper mill wastes paper-based materials plant materials such as: garden organics green organics green waste yard waste sawdust and wood shavings sewage facility grit and screenings wood and timber (non-treated).
Raw materials can be **characterised** by their:	physical, chemical or biological properties point of origin and any associated issues arising such as variability in material qualities.
Compost recipe:	is a mixture of materials that results in characteristics suitable for rapid and reliable biological transformation while minimising

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	potential for negative environmental emissions
	compost recipe calculations may involve:
	simple calculations that can be carried out by hand or using a computerised spreadsheet
	determination of carbon to nitrogen (C:N) ratio with suitable moisture content, structure and porosity for efficient and trouble-free composting for a given site and processing method
	key variables in compost recipe that need to be balanced such as:
	C:N ratio
	moisture content
	other nutrients
	acidity or alkalinity (pH)
	structure and porosity.
Pre-processing of raw materials commonly involves:	immediate incorporation with absorbent raw materials
	materials size reduction
	moisture adjustment through such things as addition of water
	particle size screening
	physical contaminant removal.
Compost production plan may include:	additional water required
	compost recipe
	final product or market specifications to be met
	handling and pre-processing requirements for raw materials
	maximum size of compost pile for effective management with available machinery
	monitoring schedule
	processing duration
	value adding required.
Environmental aspects and impacts of	attraction of pests

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production may include:	emissions from vehicle and machinery operations erosion fire leaks litter noise odours organic dusts spills water pollution from run-off or leachate.
OHS hazards may include:	biological hazards associated with raw materials or product ergonomic hazards associated with manual handling physical hazards such as: compressed air and water dust hammer mills and grinders hot or cold weather conditions noise shredders underfoot conditions vehicles and mobile machinery sharps or other physical contaminants in materials.
Remedial action may include:	action taken in response to problems identified by self or others or at direction of manager such as: actions carried out to maintain effective and consistent compost production adjustments to compost batch management adjustments to processing technique.

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Unit Sector(s)

Not applicable.

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RTE3513A Prepare value-added compost-based products

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to prepare and/or blend finished compost with other materials or products to produce various value-added compost-based products.

The unit involves the application of well-developed skills with some discretion and judgement and limited supervision.

Application of the Unit

Application of the unit

Composting is used here as a general expression for the processing of organic materials; with this unit being relevant for aerobic and anaerobic composting as well as vermiculture systems.

This unit of competency applies to people working at a commercial-scale composting facility that produces value-added products. It will require taking responsibility for work output with checking related to overall progress, and taking limited responsibility for the work output of others for example as a loader operator or team leader.

Where work requires the use of load-shifting or other equipment, appropriate training/certification must be provided according to state and territory safety and licensing requirements.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Not applicable.

Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **1 Organise for value-added product** preparation.	1.1 **Job sheet** or work order is reviewed to clearly identify all product requirements.
	1.2 **Equipment** required for safe, effective and efficient product preparation is identified and organised.
	1.3 Occupational health and safety (**OHS**) **hazards** in workplace are identified, and risk is assessed and managed according to enterprise procedures.
	1.4 **Environmental implications** associated with product preparation are identified, assessed and reported to supervisor.
2 **2 Prepare value-added products.**	2.1 **Compost and product additives** are clearly identified and confirmed against job sheet and enterprise procedures.
	2.2 Suitable personal protective equipment (**PPE**) **and clothing** are selected, used, maintained and stored according to OHS requirements.
	2.3 Required quantities of compost and product additives are measured and transported to product preparation area.
	2.4 Compost and product additives are regularly monitored and checked against value-added product specifications and variations or non-conformances are identified and reported, and remedial action is taken according to enterprise procedures and product specifications.

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		2.5 **Preparation method** and machinery to be used are confirmed as appropriate for product and as meeting enterprise product requirements.
		2.6 Plant and machinery are operated in a **safe and controlled** manner, and monitored for performance and efficiency.
		2.7 Compost, materials and other product additives are blended and processed according to product requirements.
		2.8 Products are monitored and adjustments to machinery operations are made to meet job sheet specifications.
		2.9 Batch numbers of compost materials and other additives are combined or reassigned.
		2.10 Blending, processing machinery and site are cleared and cleaned as required to avoid contamination between batches according to enterprise procedures.
3	**3 Conduct quality inspection and readiness for sale.**	3.1 Value-added product is inspected and checked for compliance with job sheet and product requirements.
		3.2 Product details are documented accurately and promptly according to enterprise procedures.
		3.3 Value-added product is transported to holding bay and quantity of product is confirmed.
		3.4 Value-added product is clearly labelled according to regulatory and customer requirements.
		3.5 Value-added product is released for dispatch according to enterprise procedures.
		3.6 Work outcomes are reported to supervisor, feedback on performance is sought and any required improvements are noted for future action.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

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Required skills include:

communicating with work team and supervisor

demonstrating safe and environmentally responsible workplace practices

following material safety data sheets (MSDS)

identifying and handling raw materials, products, additives and contaminants

interpreting and applying instructions

measuring and calculating volumes and consumption requirements

reading and interpreting job sheets

recording and reporting equipment faults, workplace hazards and accidents

using emergency and personal protective equipment.

Required knowledge includes:

common product contaminants

enterprise product specifications and standards

environmental licence requirements, aspects and management measures associated with operation of machinery and equipment

hazards in handling materials and additives and appropriate risk control measures

identification of contaminants

legislation, regulations and codes of practice with regard to workplace OHS and use and control of hazardous substances

operating principles and methods for plant and machinery

procedures for cleaning, securing and storing machinery, equipment and materials

potential risks and hazards associated with operation of machinery and equipment

product types and characteristics

raw materials, compost and additives commonly used to manufacture value-added products

relevant Australian standards for products

relevant state and territory legislation, regulations and codes of practice with regard to licensing, roads and traffic requirements

value-added product types and characteristics.

Evidence Guide

Overview of assessment

It is preferred that this unit of competency be assessed in a commercial-scale composting facility.

The unit could be assessed on its own or in combination with other units of competency relevant to the job function such as after:

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RTC2210A **Maintain properties and structures**

RTC2701A **Follow OHS procedures**

RTC2702A **Observe environmental work practices**

RTC2706A **Apply chemicals under supervision**

RTE2507A **Recognise raw materials**, **production processes and products on a composting site**

RTE2608A **Set up**, **operate and maintain a water delivery system**

RTE2709A **Recognise and respond to fire emergencies on a composting site**.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The critical requirements for this unit of competency as a whole are listed below.

Assessment must confirm one's ability to:

interpret batch sheets and follow enterprise production procedures

recognise, quantify and handle products according to enterprise requirements and procedures

recognise value-added products and their characteristics

prepare batches of value-added product according to defined batch recipes and methods

conduct work in a safe and efficient manner

establish and maintain appropriate documentation accurately and promptly.

Context and specific resources for assessment

Assessment for this unit of competency is to be largely practical in nature and must be assessed in a commercial-scale composting facility or in a situation that reproduces and/or simulates operational conditions.

For valid assessment, one must have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge specified in this unit.

The candidate must also have access to the following resources:

a commercial-scale value-added compost-based product facility

a range of load-shifting machinery and measuring equipment

PPE

finished compost

additives

job sheets or work orders.

Guidance information for assessment

To ensure consistency in performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

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The skills and knowledge required to demonstrate competency must allow for application in a broad industry context, and should be transferable to a range of work environments, including the ability to deal with unplanned events. For example, this could include work within composting operations of varying scale; processing a range of different raw materials; producing a range of different composts and value-added products to meet the demands of different markets; located in an urban or rural context with varying environmental constraints; and using various equipment, practices, technologies and management systems.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Value-added products:	are defined as a basic compost output with the addition of certain materials to form a new product
	are produced using defined batch recipes to meet documented product specifications
	may include:
	composted and pasteurised mulches for various applications
	composted and pasteurised soil conditioners for various applications
	effluent, stormwater or emission treatment products
	general and special purpose landscaping soils
	soft fall or loose fill materials for playground surfacing or other applications
	mushroom substrate
	ornamental mulches
	products for agricultural disease suppression
	products for erosion control or site remediation
	sports turf substrates
	standard and specialised potting mixes
	other products for specialised applications

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Job sheet or work order may include:	batch number compost (batch) recipe job number product batch order and packaging requirements raw materials or product quantity and quality requirements raw materials preparation (pre-processing) requirements.
Measuring **equipment** used may include:	automatic volume measuring equipment containers for measuring volume scales or balances for measuring weight.
OHS hazards:	may include: dust ergonomic hazards associated with posture and vibration exposure to loud noise and fumes extreme weather conditions hazardous substances such as: fertiliser fuel oils machinery, including hydraulics mechanical malfunctions and exposed moving parts obstacles oil and grease spills pests solar radiation the presence of bystanders varying gradients, potholes, ditches and embankments may be addressed by systems and procedures for: appropriate use, maintenance and storage of

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	PPE
	hazard identification, assessment and reporting
	outdoor work, including protection from solar radiation
	pedestrian safety
	protection from hazardous noise, mechanical vibration and organic and other dusts
	protection of people in the workplace
	safe lifting, carrying and handling
	safe operation and maintenance of machinery and equipment, including hydraulics
	guarding of moving parts.
Environmental implications associated with operation of plant and machinery may include:	negative environmental impacts resulting from:
	aerosol particulates
	excessive noise and exhaust emissions
	incorrect use and disposal of hazardous substances such as:
	fuel
	fertiliser
	incorrect use and disposal of maintenance debris such as:
	oil containers
	chemical residues
	organic dusts
	impacts such as:
	dust problems from high speed and frequent traffic
	run-off flows of water and cleaning agents from servicing, maintenance and cleaning activities
	soil disturbance.
Compost and product additives may include:	finished compost of varying maturity and characteristics

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	product additives such as:
	biological inoculants
	bulking agents or other products that alter the visual, physical, chemical or biological characteristics of finished product
	colouring agents
	inorganic or organic fertiliser
	liming agents
	wetting agents
	raw materials (compostable organic materials).
PPE and clothing may include:	apparel such as:
	appropriate footwear
	gloves
	hard hats
	high visibility clothing
	overalls
	emergency equipment and procedures such as:
	emergency procedure guides
	eye wash kit
	fire extinguisher
	first aid kit
	MSDS
	eye and hearing protection
	face shields and masks
	respirators.
Preparation methods may include:	load-shifting
	measuring quantities
	mixing and blending materials
	particle size screening
	size reduction.
Safe and controlled operation of machinery and equipment may include:	appropriate selection and use of machinery and equipment

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effective communication between work team members

maintaining working loads within specifications

using operational techniques for specific weather conditions.

Unit Sector(s)

Not applicable.

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RTE3512A Prepare raw materials and compost the feedstocks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to prepare and mix raw materials comprising compostable organic materials into a suitable feedstock mixture for commercial-scale composting, and compost feedstock mixtures to manufacture compost products with suitable characteristics for intended use.

The unit involves the application of knowledge and skills to a range of processes and technologies.

Application of the Unit

Application of the unit

Composting is used here as a general expression for the processing of organic materials; with this unit being relevant for both aerobic composting and vermiculture technologies.

This unit of competency applies to an employee of an enterprise engaged in commercial-scale composting operations. Work is likely to be performed as a part of a team and under the supervision of a site manager or operations manager.

Where work requires the use of load-shifting or other equipment, appropriate training/certification must be provided according to state and territory safety and licensing requirements.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Not applicable.

Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **1 Organise for processing.**	1.1 **Job sheet** is reviewed to clearly identify all processing requirements.
	1.2 **Machinery**, equipment and materials appropriate to the job requirements are selected and checked for serviceability and safe operation.
	1.3 Potential **OHS hazards** are identified and assessed, and appropriate action is taken to minimise risk to self and others.
	1.4 Suitable personal protective equipment (**PPE**) is selected, fitted, used, maintained and stored according to work requirements, manufacturer specifications and **enterprise procedures**.
	1.5 Enterprise OHS guidelines are complied with.
2 **2 Prepare raw materials and compost the feedstock mixture.**	2.1 **Raw materials** and **additives** for processing are identified, collected and checked to ensure compliance with enterprise procedures, including assessment of physical **contamination** according to enterprise guidelines.
	2.2 **Composting technology and methods** to be used are confirmed as appropriate to raw material types and enterprise product requirements.
	2.3 Raw materials are variously **pre-processed** into suitable forms for composting according to enterprise product requirements.
	2.4 Pre-processed raw materials are mixed into suitable feedstock mixtures for composting according to

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		documented recipes or batches.
		2.5 Feedstock mixtures for composting are handled according to technology, appropriate method, and industry best practice and enterprise procedures.
		2.6 Batch numbers or codes are assigned and **batch documentation** is created to enable tracking of batch through compost production cycle.
3	**3 Monitor composting process.**	3.1 Composting batch is monitored by observation and use of **field testing equipment** to maintain effective composting process and efficient compost production schedule according to relevant Australian standards for the product.
		3.2 **Processing and operations records** are maintained for process control and to track batch through the compost production cycle.
		3.3 Faults or variations observed at any stage of process are reported to supervisor and **remedial action** is taken to maintain effective and consistent compost production.
4	**4 Conduct quality control inspection.**	4.1 Finished compost is inspected and assessed for compliance with enterprise product requirements and relevant Australian standards.
		4.2 Faults or variations observed are reported to supervisor.
		4.3 Non-compliant product is further processed with necessary adjustments made as directed to processing technique and compost batch management to achieve compliance with product quality requirements.
		4.4 Compliance of compost batch with product requirements is confirmed.
		4.5 Batch documentation is completed for compliant compost product.
		4.6 Sales and operational staff members are informed that product is suitable for sale and/or preparation of value-added products.
		4.7 Work outcomes are reported to supervisor, feedback on performance is sought and any

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		required improvements are noted for future action.
5	**5 Clean up area.**	5.1 **Loading-shifting machinery** and other processing equipment are cleared and cleaned as required to avoid contamination between batches.
		5.2 Raw materials and finished compost products are cleared away to designated areas, and processing site is cleaned to ensure safe and effective future operation according to enterprise procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills include:

establishing and maintaining accurately and promptly appropriate compost batch documentation

conducting basic field tests according to specified procedures

operating equipment safely and efficiently

identifying and handling raw materials and products

preparing batches for composting according to defined compost recipes

preparing raw materials in accordance with enterprise product requirements.

Required knowledge includes:

awareness of compost quality standards

basic principles of composting science as related to commercial compost production

characteristics of a range of raw materials

fundamental characteristics of compost quality

key process control stages critical to consistent compost production

overview of systems and technologies used in compost production, particularly as relevant to candidate's workplace

range and characteristics of categories of compost product.

Evidence Guide

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units of competency relevant to the job function such as after:

RTC2210A **Maintain properties and structures**

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RTC2701A **Follow OHS procedures**

RTC2702A **Observe environmental work practices**

RTE2507A **Recognise raw materials**, **production processes and products on a composting site**

RTE2608A **Set up**, **operate and maintain water delivery systems**

RTE2709A **Recognise and respond to fire emergencies on a composting site**.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The critical requirements for this unit of competency as a whole are listed below.

Assessment must confirm one's ability to:

prepare raw materials for composting according to enterprise product requirements

prepare batches for composting according to defined compost recipes

operate equipment in a safe and efficient manner

conduct all work in a safe and efficient manner

conduct basic field tests according to specified procedures

interpret basic field test results to confirm effective processing and define intervention required to rectify composting processes

establish and maintain appropriate compost batch documentation accurately and promptly.

Context and specific resources for assessment

Assessment for this unit of competency is to be largely practical in nature and must be assessed in a commercial-scale composting facility or in a situation that reproduces and/or simulates operational conditions.

For valid assessment, one must have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge specified in this unit.

The candidate must also have access to the following resources:

access to a commercial-scale composting facility

access to a range of load-shifting equipment and a qualified operator if required

PPE

raw materials for recognition and preparation

forms (batch recording forms)

water or irrigation system

copies of relevant product quality standards

compost recipe calculators and procedures

compost management procedures

batch documentation systems.

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Guidance information for assessment

To ensure consistency in performance, competency should preferably be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances and operational contexts, and where possible, over a number of assessment activities.

The skills and knowledge required to demonstrate competency must allow for application in a broad industry context, and should be transferable to a range of work environments. For example, this could include work within commercial-scale composting operations of varying scale; range of different raw materials; range of different composts and value-added products manufactured to meet the demands of different markets; located in an urban or rural context with varying environmental constraints; and using various equipment, practices, technologies and management systems.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Job sheet or work order may include:	batch number
	compost (batch) recipe
	job number
	product batch order and packaging requirements
	raw materials or product quantity and quality requirements
	raw materials preparation (pre-processing) requirements.
Machinery may include:	particle size screening machinery such as trommel screens, vibrating screens, power screens or screening plants
	size reduction machinery such as tub-grinder, hammer mill, shredder or rotary shear
	windrow turning machinery and other specialised machinery.
OHS hazards may include:	biological hazards associated with waste
	ergonomic hazards associated with manual handling

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	physical hazards such as: compressed air and water dust hammer mills and grinders hot or cold weather conditions noise shredders underfoot conditions vehicles and mobile machinery sharps or other physical contaminants in materials.
PPE may include:	dust masks earmuffs fire extinguishers gloves hard hats protective clothing reflector high visibility vests safety footwear safety glasses.
Enterprise procedures may include:	forms, work orders and job sheets hazard, incident and non-conformance reporting processes management system documents policies work practices, procedures and work instructions.
Raw materials or compostable organic materials may include:	animal mortalities biosolids such as sewage sludge crop residuals dairy waste fats and oils food organics such as:

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	food processing waste
	food waste
	kitchen waste
	forestry residuals
	manures
	organic sludges
	other organic waste or by-product of processing
	paper mill wastes
	paper-based materials
	sawdust and wood shavings
	sewage facility grit and screenings
	wood and timber (non-treated).
Additives may include:	biological inoculants that aid the processing of particular raw materials or manufacture of compost products with particular attributes
	ferrous sulphate or other chemical additives
	lime
	nutrients
	urea.
Contaminants may include:	biological contaminants such as pathogens
	chemical contaminants such as pesticides or heavy metals
	physical contaminants such as:
	glass
	metals
	plastics
	rubble, stone and soil
	sharps
	other non-biodegradable materials.
Composting and processing technologies and methods may include:	in-vessel, such as:
	aerated turned trough
	agitated bed
	rotating drum

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	turned windrow composting
	open, such as:
	aerated static pile
	static pile
	vermiculture.
Pre-processing of raw materials commonly involves:	immediate incorporation with absorbent raw materials
	materials size reduction
	moisture adjustment through such things as addition of water
	particle size screening
	physical contaminant removal.
Batch documentation may include:	manual or electronic recording systems that enable tracking of product such as:
	delivery of final product via the assignment of batch numbers
	individual batch preparation and formation
	production process.
Equipment used for **basic field tests** may include:	oxygen probe
	representative sampling protocol
	sample preparation: sieving, weighing and drying
	spade or fork
	test to assess moisture content
	temperature probe
	water electrical conductivity (EC) meter.
Processing and operational records may include:	manual and electronic tracking systems
	finished product manufacturing work order
	laboratory analysis results and reports
	non-conformance, incident or customer complaint form and records
	product dispatch work order
	raw material receival form and records
	windrow/batch construction and recipe work

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	order windrow/batch data form and records windrow/batch recipe and work order windrow/batch release tags windrow/batch tags.
Remedial action or adjustments to processing technique and compost batch management required may include:	action carried out to maintain effective and consistent compost production such as: adding water adjusting the air flow drying out turning action taken in response to problems identified by self or others, or at direction of manager.
Load-shifting machinery may include:	backhoe conveyor belts and associated equipment excavator front-end loader skid steer loader wheel loader.

Unit Sector(s)

Not applicable.

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RTE3323A Dispatch materials and composted product

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to organise and dispatch bagged and bulk compost products from the site. It involves receiving orders, recognising products and measuring quantities; driving and loading skills; recording information; and supervising site drivers and loader operators.

The unit involves the application of well-developed skills with some discretion and judgement and limited supervision. It requires taking responsibility for work output with checking related to overall progress, and taking some responsibility for the work output of others, for example in the role of supervisor or team leader.

Application of the Unit

Application of the unit

Composting is used here as a general expression for the processing of organic materials; with this unit being relevant for aerobic and anaerobic composting and vermiculture technologies.

This unit of competency applies to an employee of an enterprise engaged in commercial-scale composting operations. Work is likely to be performed as a part of a team, and may include team leader responsibilities. In smaller enterprises, the majority of tasks associated with dispatch and loading may be undertaken by the one person rather than by contract drivers.

Where work requires the use of load-shifting equipment, the appropriate training/certification must be provided according to state and territory safety and licensing requirements.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Not applicable.

Employability Skills Information

Employability Skills

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The required outcomes described in this unit of competency contain applicable facets of Employability Skills.

Prerequisite unit

The following unit is a prerequisite requirement for this unit:

TDTI297C **Apply customer service skills**.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **1 Organise for loading and dispatch of product**.	1.1 **Dispatch order** is obtained and reviewed for completeness.
	1.2 Product dispatch requirements are checked with product and transport availability.
	1.3 Request is made to designated personnel for specified quantity of specified product to be prepared and/or delivered to dispatch area.
	1.4 Product dispatch is scheduled and confirmed with contractor or driver to ensure maximisation of load.
	1.5 Contract or external drivers are advised of enterprise occupational health and safety (OHS) and site policies and procedures.
	1.6 Appropriate **machinery, equipment** and labour required for dispatch activity are identified and organised according to enterprise procedures.
	1.7 **Hazards** are identified and controlled according to job requirements and enterprise procedures.
	1.8 Emergency and personal protective equipment (**PPE**) is selected and fitted according to job

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		requirements, manufacturer specifications, OHS procedures and enterprise requirements.
2	**2 Coordinate loading of product.**	2.1 **Loading site** is organised to ensure safe and efficient loading of product.
		2.2 Product to be loaded and specific loading requirements are clearly communicated to drivers.
		2.3 Signalling and instructions are provided to drivers to ensure safe and efficient loading.
		2.4 Loading site is monitored to ensure compliance with loading instructions, containment of product within designated loading area, and availability of space for loading.
		2.5 Product is accurately measured and loaded into dispatch vehicle according to enterprise procedures.
		2.6 Product is recorded as loaded for dispatch according to enterprise requirements.
		2.7 Load is checked to ensure that it is adequately covered, contained and/or secured according to enterprise and regulatory requirements.
		2.8 Load is weighed to ensure dispatch order is met.
		2.9 Driver is provided with load documentation and delivery note according to enterprise requirements.
3	**3 Clean up loading area.**	3.1 Loader and vehicle hygiene are maintained between loads.
		3.2 Area and equipment are monitored for cleaning and clearing to ensure safe and effective operation according to enterprise requirements.
4	**4 Document product dispatch.**	4.1 **Dispatch information** is recorded accurately and promptly, and provided to sales office according to enterprise requirements.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

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Required skills include:

demonstrating safe and efficient work practices

measuring, including weights, volumes and bucket volumes

operating load-shifting equipment

organising a site

using a computer to obtain and record dispatch information

using PPE

using signalling and communication techniques and equipment.

Required knowledge includes:

bulk density and moisture effects on weight and volume

communication techniques and equipment

customer service

measurements, including weights, volumes and bucket volumes

OHS requirements

provisions of the Trade Practices Act in regard to weights and measurements of bulk product

relevant regulations governing site operation

types and performance characteristics of vehicles and loading equipment used in a composting enterprise.

Evidence Guide

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units of competency relevant to the job function such as after:

RTC2210A **Maintain properties and structures**

RTC2701A **Follow OHS procedures**

RTC2702A **Observe environmental work practices**

RTE2507A **Recognise raw materials**, **production processes and products on a composting site**

RTE2709A **Recognise and respond to fire emergencies on a composting site**.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The critical requirements for this unit of competency as a whole are listed below.

Assessment must confirm one's ability to:

organise a loading site

correctly interpret dispatch orders

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organise and coordinate loading

measure product quantity for dispatch

load correct product for dispatch

communicate instructions verbally and non-verbally (via signals)

select and use emergency and PPE equipment

identify hazards associated with loading

implement risk minimisation actions.

Context and specific resources for assessment

Assessment for this unit of competency is to be largely practical in nature and must be assessed in a commercial-scale composting facility or in a situation that reproduces and/or simulates operational conditions.

For valid assessment, one should have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge specified in this unit.

The candidate should also have access to the following resources:

products for loading

vehicles to be loaded

quantity measurement machinery or equipment such as weighbridge, front-end loader or loader with bucket scales

PPE

computer and merchandising software

forms used for product dispatch.

Guidance information for assessment

To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to demonstrate competency must allow for application in a broad industry context, and should be transferable to a range of work environments, including the ability to deal with unplanned events. For example, this could include work within composting operations of varying scale; processing a range of different raw materials; producing a range of different composts and value-added products to meet the demands of different markets; located in an urban or rural context with varying environmental constraints; and using various equipment, practices, technologies and management systems.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Product types may include:	composts mulches natural and blended soils for landscaping potting mixes soft fall or loose fill playground surfacing soil conditioners special purpose soils various recycled organic products for a range of specialised applications.
Information on product **dispatch order** may include:	customer invoice customer name and site contact details delivery details job number product type and specification quantity of product to be dispatched transport method transportation requirements.
Machinery and equipment used in product dispatch may include:	calculator communications equipment hoppers and conveyors load-shifting machinery recording equipment storage containers such as bins and skips weighbridge.
Potential **hazards** may include:	biological hazards dust electricity and overhead powerlines ergonomic hazards associated with posture and vibration

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	exposure to loud noise and fumes extreme weather conditions hazardous substances such as: fertiliser fuel oil machinery, including hydraulics mechanical malfunctions and exposed moving parts oil and grease spills presence of bystanders solar radiation.
PPE must include:	apparel such as: appropriate footwear gloves hard hats high visibility clothing overalls emergency equipment and procedures: emergency procedure guides eye wash kit fire extinguisher first aid kit material safety data sheets (MSDS) eye and hearing protection respirators or face masks.
Procedures for organising **loading site** may include:	arranging containment of products designating access routes for trucks and load-shifting machinery identifying and signposting parking and loading areas pedestrian lock out traffic flow and management.

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Dispatch information may include:

- amount or volume of product
- client name
- date dispatched
- details of transport
- job number
- product type.

Unit Sector(s)

Not applicable.

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HLTFA302A Provide first aid in remote situation

Modification History

Unit Descriptor

This unit of competency describes the skills and knowledge required to provide first aid to a casualty in a remote and/or isolated situation

Application of the Unit

This unit is appropriate for those undertaking first aid work in remote or isolated workplace situations

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare to respond to	1.1 **Prepare for isolated travel** or work, accounting

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	emergency in a remote situation	for expected contingencies
		1.2 Assess casualty's condition and determine appropriate response in order to minimise hazards and determine need for medical assistance
		1.3 Evaluate options for transporting casualty or waiting for medical assistance in relation to environmental issues, transport availability and casualty's condition
2	Provide first aid in a remote situation	2.1 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort
		2.2 Seek consent from casualty prior to applying first aid management
		2.3 Provide first aid response to address casualty's condition and in accordance with effective first aid principles
		2.4 Respond to the casualty in a culturally aware, sensitive and respectful manner
		2.5 Monitor casualty's condition and undertake ongoing first aid procedures as required
		2.6 Calmly provide information to reassure casualty during the wait for medical assistance, adopting a communication style to match the casualty's level of consciousness
		2.7 Provide shelter from elements in accordance with environmental conditions
		2.8 Document condition of casualty over time to assist in on-going management
3	Work in conjunction with medical and emergency services support	3.1 Establish communication links to medical services, using relevant communication equipment to ensure prompt control action is undertaken
		3.2 Request ambulance support or appropriate medical assistance according to relevant circumstances
		3.3 Administer medication under direct instruction from an **authorised health worker** as required
		3.4 Assist in the evacuation of the casualty by

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		following directions given by emergency services as required
4	Evaluate the incident	4.1 Evaluate management of the incident and where required develop an action plan in consultation with relevant parties
		4.2 Participate in debriefing/evaluation in order to improve future operations and address individual's needs
		4.3 Formulate and review contingency planning to identify and select improved or alternative management principles and procedures as required

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

Working knowledge of communication systems, equipment and methods as available in the remote situation

Understanding of OHS principles

Infection control principles and procedures, including use of standard precautions

Principles of identifying and preparing area for safe evacuation (including aero-medical evacuation)

Principles for evaluating management options relating to transporting casualty and/or waiting for assistance

Principles of preparing for providing first aid in an area remote from ready assistance, including identifying and preparing supplies to address contingencies specific to different types of situation

Awareness of stress management techniques and available support

Essential skills:

Ability to:

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Conduct an initial casualty assessment in a remote situation

Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or state/territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own level of skills and knowledge

Use available communication methods and equipment to access medical assistance

Evaluate available options for transporting or maintaining condition of casualty

Transport casualty safely using available methods

Use available resources effectively to manage pain

Administer medication under direct instruction from an authorised health worker and in accordance with State/Territory regulations, legislation and policies

Demonstrate:

safe manual handling

adequate infection control procedures, including standard precautions

identification and preparation of area for safe evacuation (including aero-medical evacuation)

Prepare a written incident report or provide information to enable preparation of an incident report

Improvise treatment and associated resources

Undertake contingency planning in relation to providing a first aid response in a remote situation

Interpret and use listed documents

Communicate effectively and assertively and show leadership in an incident

Accurately listen to, clarify and apply medical instructions

Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Make prompt and appropriate decisions relating to managing an incident in a remote situation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects of assessment:	Assessment must include demonstrated evidence of specified Essential Knowledge and Essential Skills identified in this competency unit Competence should be demonstrated working individually and, where appropriate, as part of a first aid team Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, Australian Resuscitation Council and industry guidelines Assessment should utilise aspects of actual or simulated remote situation relevant to work or community context
Method of assessment may include:	Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge Skills may be assessed through simulations, using anatomical models, manikins or in a high fidelity simulation centre
Access and equity considerations:	All workers in the health industry should be aware of access and equity issues in relation to their own area of work All workers should develop their ability to work in a culturally diverse environment In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on

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	health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contextualisation to address specific requirements may include:	Focus on first aid management of specific types of injury First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
Preparation for isolated/remote travel may include:	Selection of relevant communication equipment Accessing relevant first aid supplies and resources to cater for environmental conditions Considering access/egress opportunities Notifying relevant authorities of travel plans
In remote/isolated situations consideration to travel or wait would depend upon:	Severity of injury Time required for medical assistance to arrive Whether movement might hinder rescue Advice given by authorised health worker

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	Whether contact with medical and/or emergency services has been achieved
Documentation, **especially in remote/isolated situations may include recording**:	Time Location Description of injury First aid management Fluid/oral intake/output, including fluid loss via: blood vomit faeces urine Administration of medication including time, date, person administering, dose Vital signs
Authorised health worker may include:	Paramedic/ambulance officer General practitioner Nurse practitioner

Unit Sector(s)

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BSBWOR201A Manage personal stress in the workplace

Modification History

Release	Comments
Release 2	New release of this Qualification released with *version 6 of BSB07* Business *Services Training Package*. Outdated advice removed

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage personal stress in a customer contact environment.

Application of the Unit

This unit requires an awareness of sources of personal stress, the development of strategies to effectively manage stress, time management and recovery from stressful contacts or situations. This particularly applies in a contact centre environment due to the very measured, structured, high volume and potentially repetitive nature of the work but could apply in any work environment.

Competence in this unit requires resilience and self management of the stress that can be encountered in a customer contact environment.

This work is undertaken with some guidance and supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop personal awareness of stress	1.1. Recognise ***signs and sources of stress*** 1.2. Acknowledge stress and ***difficult situations*** 1.3. Analyse and understand potential areas of stress in the work environment
2. Develop stress management techniques	2.1. Develop an effective understanding of a range of ***stress management techniques*** 2.2. Use appropriate techniques effectively to manage stressful situations 2.3. Focus on areas of stress within personal control 2.4. Adopt strategies to effectively reduce, manage and deal with stress
3. Manage time	3.1. Develop and understand job role priorities 3.2. Develop techniques to support the achievement of ***key performance indicators*** (***KPIs***) and priorities 3.3. Use appropriate ***time management tools and techniques*** 3.4. Regularly evaluate tools and techniques 3.5. Promptly identify and inform relevant personnel of any variations and difficulties affecting work requirements, through regular reviews
4. Recover from a stressful contact	4.1. Review the contact or situation 4.2. Analyse the root cause/s of stressful contact or situation 4.3. Depersonalise the context of contact or situation

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ELEMENT	PERFORMANCE CRITERIA
	4.4. Discuss outcomes with appropriate staff members 4.5. Prepare for next contact or situation in a positive manner 4.6. Follow-up or take action where needed
5. Maintain personal stamina and resilience	5.1. Identify ***sources of fatigue*** in contact centre role 5.2. Adopt work routine and procedural strategies to minimise stress and fatigue 5.3. Monitor personal performance against performance requirements 5.4. Adapt ***stamina management strategies*** to maximise performance 5.5. Seek assistance from team members and management in managing stamina
6. Maintain work/life balance	6.1. Identify work/life priorities 6.2. Adopt strategies to support work/life priorities 6.3. Give high priority to health and wellbeing 6.4. Monitor work/life balance 6.5. Develop the ability to effectively leave work behind at the end of the day

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to understand the needs of internal and external customers
- communication skills to relate to people from diverse backgrounds and people with diverse abilities
- customer service skills to handle customer contacts confidently and effectively
- interpersonal skills to establish rapport and to build relationships with customers, team members and stakeholders
- literacy skills to communicate and articulate clearly and effectively
- negotiation skills to effectively deal with customers and work colleagues
- organisational skills to manage own tasks within timeframes
- problem-solving skills to solve problems creatively, independently and confidently
- self-confidence skills to confidently introduce own ideas and abilities
- self management skills to evaluate and monitor own performance and wellbeing
- teamwork skills to participate positively within the team and to be supported by the team.

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Required knowledge

- escalation pathways
- job role priorities and KPIs
- internal and external sources of assistance
- occupational health and safety guidelines and policies
- signs and sources of existing and potential stress or difficult situations
- stress management and reduction techniques
- time management tools and techniques
- workplace policies and procedures.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • understanding of signs and sources of stress • understanding of job role priorities and KPIs • knowledge of occupational health and safety guidelines and policies.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace information and data • access to KPI and performance management documentation • access to relevant legislation, standards and guidelines.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral and/or written questioning to assess knowledge of signs and sources of stress • direct observation of the candidate effectively managing time and work priorities • oral and/or written questioning to assess knowledge

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	of time management tools and techniques • oral and /or written questioning to assess knowledge of process to work through and recover from a stressful situation • oral and/or written questioning to assess knowledge of signs of work/life balance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Signs of stress may include:	• absence from work • conflict • fatigue • lack of self-esteem and confidence • poor work performance • sickness
Sources of stress may include:	• challenging KPIs and/or priorities • complex tasks • difficult customer contact • external factors • inadequate physical environment • interpersonal relationships
Difficult situations may include:	• changing regulations and legislation • customer abuse • customer complaint • high number of customer contacts • sensitive customer situations • unreliable technology
Stress management techniques may include:	• debriefing with peers and/or line manager • relaxation methods • specific training • stretching and exercises • taking breaks

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KPIs may include:	• call rates • compliance with schedules (adherence) • customer satisfaction results • performance measures • quality assurance ratings • sales targets • targets
Time management tools and techniques may include:	• diary and/or schedule • organising information • prioritisation of tasks • self-management of training requirements
Sources of fatigue may include:	• ergonomic factors • excessive overtime • external issues • overload of information • repetitive tasks and/or contacts • shift rostering and hours of work

Stamina management strategies may include:	• management of personal wellbeing, for example:
	  • breaks
	  • hydration
	  • life balance
	  • meals
	  • recognising fatigue
	• management of the environment, for example:
	  • ergonomics
	  • climate
	  • noise
	• management of work, for example:
	  • minimising re-working
	  • sequencing tasks

Unit Sector(s)

Industry Capability - Workplace Effectiveness

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BSBPRO301A Recommend products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to provide advice and information within an organisation about the development and distribution of its products and services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate knowledge of products and services to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain knowledge of products and services	1.1. Actively and regularly research knowledge and understanding of ***industry products and services*** using ***authoritative sources*** 1.2. Use available ***product and service documentation*** to identify and understand characteristics of products and services, and to make comparisons with other products and services 1.3. Accurately document and maintain ***information*** on products and services in a format consistent with ***organisational requirements*** 1.4. Apply acquired knowledge to improve quality within personal work areas
2. Recommend products and services	2.1. Ensure that recommendations on products and services are in line with organisational requirements 2.2. Provide recommendations that emphasise ***product and service issues*** relevant to client needs 2.3. Ensure that evidence in support of recommendations is verifiable and presented in a suitable format 2.4. Structure recommendations to identify clear benefits to clients and the organisation
3. Advise on promotional activities	3.1. Provide advice that is clear, is supported by verifiable evidence and is compatible with organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Ensure that promotional documentation and materials are appropriate to presentation of the organisation's products and services 3.3. Ensure that costs of promotional activities conform to budget resources 3.4. Estimate impact of ***promotional activities*** from ***verifiable customer feedback sources*** 3.5. Evaluate the benefits of promotional activities and incorporate in plans for future promotional activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread texts to ensure clarity of meaning, and accuracy of grammar and punctuation
- technology skills to select and use technology appropriate to a task
- communication skills to monitor and advise on customer service strategies
- problem-solving skills to deal with customer enquiries or complaints
- analytical skills to identify trends and positions of products and services.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisation's products and services
- organisational policies and procedures for customer service including handling customer complaints
- product and service standards and best practice models
- principles and techniques of public relations and product promotion
- mechanisms to obtain and analyse customer feedback.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assessing and reporting on customer satisfaction • identifying commercial characteristics of products and services • knowledge of product and service standards and best practice models. • preparing and structuring advice on products and services • researching market availability of products and services.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of promotional strategies • examples of documents relating to customer service standards and policies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of promotional activities plans • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of promotional strategies and sources of product

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EVIDENCE GUIDE	
	information • review of documentation outlining information on products and services • review of products and services recommendations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • sales and/or customer service units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Industry products and services may include:	• competitor products and services • complementary products and services • emerging products and services • historical products and services • organisation's products • specified range of products and services within an organisation's offerings
Authoritative sources may include:	• authorised suppliers • industry associations • industry conferences • recognised industry media sources
Product and service documentation may include:	• colleagues' knowledge • consumer reports • industry reports • marketing data • operational guidelines • sales figures
Information may include:	• competitive features of products or services • cost and production data

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RANGE STATEMENT	
	• distribution processes • innovations • problems with products or services • product trends • sales records (monthly forecasts, targets achieved) • sales trends
Organisational requirements may include:	• access and equity principles and practice • confidentiality and security requirements • defined resource parameters • ethical standards • filing and documentation storage processes • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services
Product and service issues may include:	• customer delivery • faults • market share data • organisational product knowledge • production down-time • sales figures
Promotional activities may include:	• advertisements • client functions • employee functions • media announcements • product launches • web pages
Verifiable customer feedback sources may include:	• audit documentation and reports • complaints • customer satisfaction questionnaires • lapsed clients • quality assurance data

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RANGE STATEMENT	
	• returned goods • service calls

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Product Skills and Advice

Co-requisite units

Co-requisite units		

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BSBFLM312C Contribute to team effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This specifies the outcomes required to by frontline managers to contribute to the effectiveness of the work team. It involves planning with the team to meet expected outcomes, developing team cohesion, participating in and facilitating the work team, and communicating with the management of the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have a key role in developing efficient and effective work teams within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team cohesion by providing leadership for the team and forming the bridge between the management of the organisation and the team members. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non routine activities that require some discretion and judgement.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Contribute to team outcomes	1.1. Consult team members to identify ***team purpose***, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** 1.2. Support team members to meet expected outcomes
2. Support team cohesion	2.1. Encourage team members to participate in the planning, decision making and operational aspects of the work team to their level of responsibility 2.2. Encourage team members to take responsibility for their own work and to assist each other in undertaking required roles and responsibilities 2.3. Provide ***feedback*** to team members to encourage, value and reward team members' efforts and contributions 2.4. Identify and address issues, concerns and problems identified by team members to ***relevant persons*** as

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ELEMENT	PERFORMANCE CRITERIA
	required
3. Participate in work team	3.1. Actively encourage and support team members to participate in team activities and communication processes and to take ***responsibility for their actions***
	3.2. Support the team to identify and resolve problems which impede its performance
	3.3. Utilise own contribution to work team to serve as a role model for others and enhance the organisation's image within the work team, the organisation and with clients/customers
4. Communicate with management	4.1. Maintain open ***communication*** with ***line manager*/*management*** at all times
	4.2. Communicate information from line manager/management to the team
	4.3. Communicate ***unresolved issues*** to line manager/management and follow-up to ensure action is taken in response to these matters

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication skills, including listening
- basic training skills, including mentoring and coaching
- planning and organising skills
- problem solving skills
- attributes:
  - empathic
  - communicative
  - self aware
  - supportive
  - trusting

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REQUIRED SKILLS AND KNOWLEDGE
• open • flexible • accommodating • initiating • loyal • fair • adaptable
Required knowledge

Required knowledge
• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
• organisational policies and procedures
• organisational goals, objectives and plans at both tactical and strategic levels
• organisational structure including organisational chart
• learning and development options available within and through organisation
• a general understanding of the principles and techniques of:
  • group dynamics and processes
  • motivation
  • planning
  • negotiation
• individual behaviour and difference

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrate leadership in contributing to team plans • lead and facilitate teamwork • actively communicate with management • manage communication within the team

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EVIDENCE GUIDE	
	• induct new team members • implement performance management system • handle problems
Context of and specific resources for assessment	Assessment must ensure: • that this unit can be assessed in the workplace or in a closely simulated work environment • access by the learner and trainer to appropriate documentation and resources normally used in the workplace • where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment • that examples of actions taken by candidate to contribute to team effectiveness are provided

Method of assessment	A range of assessment methods should be used to assess skills and knowledge. The following examples are appropriate for this unit:
	• Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
	• Records produced from working in a team, such as:
	  • reports
	  • minutes or records of meetings
	  • work journals or diaries
	  • learning and development plans developed with team members
	  • records of actions taken to address issues raised by team members

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Legislation, codes and national standards relevant to the workplace may include:	• award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
OHS considerations may include:	• provision of information about OHS legislative requirements, guidelines and the organisation's OHS policies, procedures and programs • training of all employees in health and safety procedures • participation in the regular update of OHS systems and procedures • changes to work practices, procedures and the working environment which impact on OHS
Team purpose, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** may include:	• goals for individuals and the work team • expected outcomes and outputs • individual and team performance plans and Key Performance Indicators (KPIs) • action plans, business plans and operational plans linked to strategic plans • OHS responsibilities
Feedback may refer to:	• communication of ideas and thoughts which focus on specific tasks, outcomes, decisions, issues or behaviours • formal/informal gatherings between team members where there is discussion on work-related matters
Relevant persons may include:	• frontline manager's direct superior or other management representatives • colleagues • designated personnel e.g. safety officer
Responsibility for their actions	• individuals and teams • individual and joint actions

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RANGE STATEMENT	
may involve:	
Communication may include:	• verbal, written or electronic communication • face-to-face • formal/informal interaction
Line manager*/*management may refer to:	• frontline manager's direct superior or other management representatives
Unresolved issues may include:	• issues, concerns and tensions • problems related to work roles and responsibilities • grievances and complaints • any matters affecting workplace relationships and team cohesion

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Frontline Management services

Co-requisite units

Co-requisite units		

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BSBFLM309C Support continuous improvement systems and processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit specifies the outcomes required to support the organisation's continuous improvement systems and processes. Particular emphasis is on actively encouraging the team to participate in the process, on monitoring and reporting on specified outcomes and on supporting opportunities for further improvements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit replaces BSBFLM309A Support continuous improvement systems and processes. Frontline managers have an active role in supporting continuous improvement processes in achieving the organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they have an important responsibility in influencing the ongoing development of the organisation. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non-routine activities that require some discretion and judgement. Consider co-assessment with BSBFLM305C Support operational plan, BSBFLM312C Contribute to team effectiveness, BSBCUS301A Deliver and monitor a service to customers, BSBCMN311B Maintain workplace safety, and BSBFLM311C Support a workplace learning

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	environment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Contribute to continuous improvement systems and processes	1.1. Actively encourage and support team members to participate are in decision making processes and to assume responsibility and exercise initiative 1.2. ***Communicate*** the organisation's ***continuous improvement processes*** to individuals and teams

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ELEMENT	PERFORMANCE CRITERIA
	1.3. Effectively utilise ***mentoring and coaching*** to ensure that individuals/teams are able to support the organisation's continuous improvement processes
2. Monitor and report on specified outcomes	2.1. Utilise the organisation's ***systems*** and ***technology*** to monitor team progress and to identify ways in which planning and operations could be improved 2.2. Apply continuous improvement techniques and processes to improve ***customer service***
3. Support opportunities for further improvement	3.1. Communicate ***agreed recommendations*** for improvements in achieving the business plan to team members 3.2. Document and use work performance to identify opportunities for further improvement 3.3. Maintain records, reports and recommendations for improvement within the organisation's systems and processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- research, analysis, interpretation and reporting skills
- monitoring and evaluation skills
- communication skills to:
  - gain the commitment of individuals and teams to continuous improvement
  - deal with people openly and fairly
  - use consultation skills effectively
- skills to consolidate opportunities for improvement
- coaching and mentoring skills to provide support to colleagues

Required knowledge

- legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal

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REQUIRED SKILLS AND KNOWLEDGE

opportunity, industrial relations and anti-discrimination
• principles and techniques of:
  • continuous improvement systems and processes
  • benchmarking
  • best practice
• benefits of continuous improvement
• quality approaches which the organisation may implement
• methods that can be used in continuous improvement
• barriers to continuous improvement
• recording, reporting and recommendation processes to facilitate continuous improvement applied within the organisation

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • examples of actions taken by the candidate to support continuous improvement including: • use of work performance to identify improvement • adjusted plans to reflect changes • effective communication to all stakeholders • use of technology to monitor operational progress • application of suitable recordkeeping processes.
Context of and specific resources for assessment	Assessment must ensure: • access by the learner and trainer to appropriate documentation and resources normally used in the workplace • that this unit is assessed in the workplace or in a closely simulated work environment.
Method of assessment	A range of assessment methods should be used to assess skills and knowledge. The following examples are appropriate for this unit:

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	• Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
	• Review of records supporting the organisation's continuous improvement systems and processes, such as:
	  • contributions to organisational policies and procedures
	  • contributions to procedures and policies for dealing with continuous improvement processes, and related codes of conduct
	  • actions taken to address information collection, retrieval and use in the workplace
	  • actions taken to address issues and problems within work team
	  • actions taken to address methods of reporting information
	  • learning and development plans for team members
	  • materials developed for coaching, mentoring and training
	  • induction programs developed and/or delivered
	  • actions taken to address internal and external information management issues
	  • reviews of people management
	  • advice and input into management decisions related to continuous improvement
	  • records of people management lessons learned.

Guidance information for assessment	This unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team, and as part of a holistic assessment activity.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Legislation, codes and national standards relevant to the workplace may include:	• award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice.
OHS considerations may include:	• provision of information about OHS legislative requirements and guidelines, and the organisation's OHS policies, procedures and programs • participation in the regular update of OHS systems and procedures • implementation of the continuous improvement processes of the OHS management system • changes to work practices, procedures and the working environment which impact on OHS • organisation's responsibilities to customers and suppliers.
Methods used to ***communicate*** with individuals and team may include:	• verbal, written or electronic communications • on-the-job mentoring and coaching.
Continuous improvement processes may include:	• policies and procedures which allow an organisation to systematically review and improve the quality of its products, services and procedures • cyclical audits and reviews of workplace, team and individual performance • seeking and considering feedback from a range of stakeholders • modifications and improvements to systems, processes, services and products • evaluations and monitoring of effectiveness.
Mentoring and coaching may refer to:	• teaching another member of the team, usually focusing on a specific work task or skill • providing feedback, support and

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RANGE STATEMENT	
	encouragement on a range of matters • providing assistance with problem solving.
Systems may include:	• organisation policies and procedures • web based communication devices • attendance at forums, meetings • newsletters and reports.
Technology may include:	• computerised systems and software such as databases, project management and word-processing • telecommunications devices • any other technology used to carry out work roles and responsibilities.
Customer service may be:	• internal or external, to existing or new clients • identifying needs and priorities in delivering a service to customers • understanding of different levels of customer satisfaction.
Agreed recommendations may be:	• identified improvements arising from the continuous improvement process • determined in accordance with organisational policies and procedures

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and leadership - Frontline Management

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBFIA304A Maintain a general ledger

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain a general ledger within an organisation including processing journal entries and preparing a trial balance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments with responsibility for simple accounting functions within an organisation. They may work as individuals providing administrative support within an enterprise, or may be other members of staff with delegated responsibilities relating to general ledger maintenance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Process journal entries	1.1. Prepare ***general journal entries*** from ***source journals*** in accordance with accounting requirements, organisational policy, procedures and accounting standards 1.2. Post journal entries into ***general ledger system*** in accordance with organisational policy, procedures and accounting standards 1.3. ***Reconcile accounts payable and accounts receivable*** subsidiary ledger systems with general ledger 1.4. Ensure processing maintains the accounting equation and is completed within designated time lines
2. Prepare a trial balance	2.1. ***Prepare trial balance*** of general ledger system in accordance with organisational requirements and accounting standards, and ensure it is checked for accuracy 2.2. Identify and rectify irregularities or refer them for resolution when trial balance does not balance, in accordance with organisational policy and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• literacy skills to read and understand financial procedures
• numeracy skills to:
  • use knowledge of mathematical concepts
  • interpret, compare and calculate with whole numbers and money
  • use decimal fractions and percentages
• problem-solving skills to use approximation to check for discrepancies and ensure calculations are correct.

Required knowledge

• key provisions of relevant legislation and regulations from all forms of government, standards and codes that may affect aspects of business operations such as:
  • Australian Taxation Office regulations
  • Goods and Services Tax (GST) regulations
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • finance legislation
  • privacy laws
  • occupational health and safety
• limit of scope of own responsibility
• organisational accounting systems and procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential:

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EVIDENCE GUIDE	
competency in this unit	• accurately entering data • applying understanding of general journal entries and knowledge of the relationship between journals and general ledger • implementation of double-entry principles • systematic tracing of errors.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources, such as: • calculator • computer equipment and relevant software • examples of source journals.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge ofaccounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other financial administration units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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RANGE STATEMENT	
regional contexts) may also be included.	
General journal entries may include:	• bad debts written off • correction of posting errors • interest expense • interest receivable • opening entries • purchase of a non-current asset on credit • sale of a non-current asset on credit • transfer of funds between bank accounts • withdrawal of stock and assets by owner
Source journals for general ledger may include:	• cash payments journal • cash receipts journal • general journal • purchases journal • purchases returns journal • sales journal • sales return journal
General ledger system may include:	• computerised • manual
Reconciling accounts payable and accounts receivable may include:	• checking accuracy of accounts payable balances with general ledger control account • checking accuracy of accounts receivable balances with general ledger control account
Preparing trial balance may include:	• checking total debits equal total credits • listing ledger account balances from general ledger • tracing of errors

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

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BSBFIA303A Process accounts payable and receivable

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain accounts payable and accounts receivable records, including processing payments to creditors and handling overdue accounts receivable. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments supporting the accounting functions and aspects of an enterprise. They may provide administrative support within an enterprise, or may be members of staff who have been delegated accounting responsibilities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain financial journal systems	1.1. Check ***source documents*** for accuracy and appropriate authorisation 1.2. Refer errors and discrepancies in source documents for resolution, in accordance with organisational policy and procedures 1.3. Enter ***transactions*** into cash and credit ***journal system*** in accordance with organisational policy and procedures, and ***relevant legislation and compliance requirements*** 1.4. Total credit journals in accordance with organisational policy and procedures
2. Prepare bank reconciliations	2.1. Check cash journals against bank statements to identify differences 2.2. Update cash journals with relevant data from bank statement/s 2.3. Identify ***discrepancies*** and refer to appropriate staff member, organisation or agency 2.4. Total cash journals in accordance with organisational policy and procedures 2.5. Prepare regular reconciliation reports within designated time lines

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ELEMENT	PERFORMANCE CRITERIA
3. Maintain accounts payable and accounts receivable systems	3.1. Enter transactions into individual ***accounts payable and accounts receivable***, in accordance with organisational policy and procedures, and accounting requirements 3.2. Prepare schedules of accounts payable and accounts receivable for reconciliation purposes, in accordance with organisational requirements 3.3. Reconcile schedules accounts payable and accounts receivable with ***journal data*** or general ledger, in accordance with organisational requirements
4. Process payments for accounts payable	4.1. Reconcile accounts payable statements with accounting records, in accordance with organisational policy and procedures 4.2. ***Check payment documentation*** for accuracy of information and discrepancies and rectify errors, in accordance with organisational requirements
5. Prepare statements for accounts receivable	5.1. Produce and check ***accounts receivable statements*** for accuracy of content in accordance with organisational policy and procedures 5.2. Rectify discrepancies and statements despatched within designated time lines
6. Follow up outstanding accounts	6.1. Maintain accounts receivable ledger system, in accordance with organisational requirements, to reflect current credit situation 6.2. Conduct aged analysis of accounts receivable to identify outstanding accounts and to determine collection procedures, in accordance with organisational requirements 6.3. Report or follow-up outstanding accounts in accordance with organisational policy and procedures 6.4. Monitor and review ***credit terms*** in accordance with credit policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills

• literacy skills to read and understand financial procedures
• numeracy skills to:
  • use knowledge of mathematical concepts
  • interpret, compare and calculate with whole numbers and money
  • use decimal fractions and percentages
• problem-solving skills to use approximation to check for discrepancies and ensure calculations are correct.

Required knowledge

• key provisions of relevant legislation and regulations from all forms of government, standards and codes that may affect aspects of business operations, such as:
  • Australian Taxation Office regulations
  • Goods and Services Tax (GST) regulations
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • finance legislation
  • privacy laws
  • occupational health and safety
• limit of scope of own responsibility
• organisational accounting systems and procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • maintaining journals and subsidiary ledger systems • accurately entering data into journal and subsidiary ledger system • reconciling subsidiary ledger system with journal or

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EVIDENCE GUIDE	
	general ledger data.

Context of and specific resources for assessment	Assessment must ensure:
	• access to an actual workplace or simulated environment
	• access to office equipment and resources, such as:
	  • calculator
	  • computer equipment and relevant software
	• access to examples of cash journals, credit journals, accounts payable and accounts receivable subsidiary legers
	• access to workplace reference materials such procedural manuals and company policy.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of accounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other financial administration units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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RANGE STATEMENT	
Source documents may include:	• adjustment notes issued • adjustment notes received • cheque butts • credit notes issued • credit notes received • invoices issued • invoices received • receipts • tax invoices issued • tax invoices received
Transactions may include:	• capital contributions in cash by owner • cash purchases • cash sales • commission • credit purchases • credit sales • day-to-day expenses • electronic funds transfer • interest charges and bank fees • interest revenue • payments received from debtors • payments to creditors • petty cash transactions • purchases paid by cheque • returns • withdrawal of cash by owner
Journal system may include:	• cash payments journal • cash receipts journal • purchases journal • purchases returns journal • sales journal • sales returns journal
Systems may include:	• computerised • manual

Relevant legislation and compliance requirements may include:	• consumer:
	  • codes of practice
	  • Australian Consumer Credit Code
	  • privacy laws
	  • secrecy laws

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RANGE STATEMENT	

	• competition:
	  • Australian Competition and Consumer Commission (ACCC), National Competition Policy
	• prudential:
	  • commonwealth Bills of Exchange Act 1909
	  • commonwealth Cheques and Payment Orders Act 1986
	  • commonwealth Financial Transaction Reports Act 1988
	  • commonwealth Land Tax Assessment Act 2002
	  • commercial tenancies laws
	  • corporate law
	  • Credit Reference Association of Australia (CRAA)
	  • Electronic Funds Transfer (EFT) Code of Conduct
	  • Financial Institutions (FI) Code
	  • payroll tax assessment laws and regulations
	  • prescribed payments laws and regulations
	  • stamp duties laws
	  • taxation assessment laws

Discrepancies may include:	• bank charges • direct deposits • direct payments • dishonoured cheques • interest
Accounts payable and accounts receivable systems may include:	• accounts payable schedule • accounts payable subsidiary ledger • accounts receivable schedule • accounts receivable subsidiary ledger
Journal data may include:	• accounts payable data from cash payments journal • accounts receivable data from cash receipts journal • purchases journal total • purchases returns journal total • sales journal total • sales returns journal total

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RANGE STATEMENT	
Checking payment documentation may include:	• attachment of supporting invoices, statements • calculation of discount • cheque data • remittance advice data
Accounts receivable statements may include:	• any payments received allocated on an invoice by invoice basis • computerised system • discount policy • final balance with overdue details if appropriate • information about any sales, sales returns, credit, forward orders and payments, which have occurred throughout the month • manual system • month to which statement is applicable • name and address of client or accounts receivable • name and address of supplier • opening balance if applicable
Credit terms may include:	• arrangements for settlement • cancellation of agreed credit arrangements • cash on delivery

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBFIA302A Process payroll

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to process payroll from provided data using manual and computerised payroll systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are responsible for payroll functions within an organisation. They may work as individuals providing administrative support within an enterprise, or may be other members of staff who have been delegated payroll responsibilities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Record payroll data	1.1. Check payroll data and clarify discrepancies with ***designated persons*** 1.2. Enter employee ***pay period details*** and any ***deductions and allowances*** in ***payroll system*** in accordance with ***source documents*** 1.3. Calculate payment due to individual employees to reflect standard pay and ***variations*** in accordance with employee source data
2. Prepare payroll	2.1. ***Prepare payroll*** within designated time lines in accordance with organisational policy and procedures 2.2. Reconcile total wages for pay period, check or correct irregularities or refer to designated persons for resolution 2.3. Make arrangements for payment in accordance with organisational and individual requirements 2.4. Obtain authorisation of payroll and individual pay advice in accordance with organisational requirements 2.5. Produce, check and store ***payroll records*** in accordance with organisational policy and security procedures 2.6. Follow security procedures for processing payroll and for maintaining payroll records

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ELEMENT	PERFORMANCE CRITERIA
3. Handle payroll enquiries	3.1. Respond to payroll ***enquiries*** in accordance with organisational and ***legislative requirements***
	3.2. Provide information in accordance with organisational and legislative requirements
	3.3. Ensure all enquiries outside area of responsibility and knowledge are referred to designated persons for resolution
	3.4. Complete additional information or follow-up action within designated time lines in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to:
  - read and understand organisation's financial policies and procedures, and any procedures based on legislative requirements
  - write cheque or salary authorisations
  - prepare pay advice slips
  - maintain records
- numeracy skills to perform calculations and to reconcile figures
- problem-solving skills to reconcile figures and to resolve employee enquiries within scope of own responsibility.

Required knowledge

- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - financial legislation
  - privacy laws
  - occupational health and safety

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REQUIRED SKILLS AND KNOWLEDGE
• organisational policy and procedures • types of payroll systems.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • performing payroll calculations • applying knowledge of organisational guidelines relating to security and confidentiality of information.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to computer equipment, relevant software and payroll data (samples or actual).
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • analysis of responses to case studies and scenarios • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other financial administration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Designated persons may include:	• immediate supervisor • those who have the authority to approve payroll decisions
Pay period details may include:	• bonus • casual wage • commission • contract • piecework • salary • wage
Deductions and allowances may include:	• car allowance • health insurance • income tax • meal allowance • superannuation contributions • travel allowance • union dues
Payroll system may include:	• manual • computerised
Source documents may include:	• employee earnings and payroll register • employee records or history • employee timesheets
Variations may include:	• holiday loading • long service leave • overtime • paid leave • rates of pay • sick leave • taxation • unpaid leave

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RANGE STATEMENT	
Preparing payroll may include:	• calculation of gross pay • cash analysis • electronic funds transfer • net pay • preparing cheques • preparing pay advice slips • taxation and other deductions
Payroll records may include:	• cash analysis sheets • electronic funds transfer • employee summary report • end of month reports • end of year reports • group certificates • pay advice slips • taxation reports
Enquiries may include:	• email • face-to-face • fax • telephone
Legislative requirements may include:	• Australian Tax Office regulations e.g. Australian Business Number, Employment Declaration Forms • confidentiality and security of records • Higher Education Contribution Scheme (HECS) • Higher Education Loan Programme (HELP) • Medicare levy • PAYE tax • payroll tax

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

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MTMPS205B Clean chillers

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to clean and sanitise chillers when empty of product.

Application of the Unit

Application of the unit	This unit is applicable to workers at abattoirs, boning rooms, smallgoods factories, game meat processing plants, food services, smallgoods establishments and wholesale operations.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	Nil	

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Clean chillers	1.1. Chillers are cleaned in accordance with cleaning program and ***workplace***, Occupational Health and Safety (***OH&S***) and ***regulatory requirements***. 1.2. OH&S risks and requirements are identified specifically for chillers. 1.3. Specific areas of contamination risk for the products are identified. 1.4. Chemicals are handled and stored according to workplace requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • implement cleaning regime for chillers in accordance with workplace, OH&S and regulatory requirements • apply relevant ***communication*** and mathematical skills • work effectively as an individual and as a team member • take action to improve work performance as a result of self-evaluation, feedback from others, or in response to changed work practices or technology

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
Knowledge of: • hygiene and sanitation monitoring programs for chillers • importance of avoiding condensation in chillers • chiller cleaning program • potential contamination risks for product in chillers and freezers • OH&S hazards of working in a cold environment

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects of competency over time. These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence. Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence. All assessment must be conducted against Australian meat industry standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competency must be demonstrated when the chillers and plant are operating during normal production.
Context of, and specific resources	Assessment must occur in a registered meat processing

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EVIDENCE GUIDE	
for assessment	plant or premises.
Method of assessment	Recommended methods of assessment include: • quiz of underpinning knowledge • workplace demonstration • workplace referee or third-party report of performance over time. Assessment practices should take into account any relevant language or cultural issues related to Aboriginality or Torres Strait Islander, gender, or language backgrounds other than English. Language and literacy demands of the assessment task should not be higher than those of the work role.
Guidance information for assessment	A current list of resources for this Unit of Competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Workplace requirements may include:	• enterprise-specific procedures • OH&S requirements • Quality Assurance (QA) requirements • Standard Operating Procedures (SOPs) • the ability to perform the task to production requirements • work instructions.
OH&S requirements may include:	• enterprise OH&S policies, procedures and programs • OH&S legal requirements

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RANGE STATEMENT	

	• Personal Protective Equipment (PPE) which may include:
	  • coats and aprons
	  • ear plugs or muffs
	  • eye and facial protection
	  • head-wear
	  • lifting assistance
	  • mesh aprons
	  • protective boot covers
	  • protective hand and arm covering
	  • protective head and hair covering
	  • uniforms
	  • waterproof clothing
	  • work, safety or waterproof footwear
	• requirements set out in standards and codes of practice.

Regulatory requirements may include:	• environmental protection standards, controls and protocols • Export Control Act • hygiene and sanitation requirements • relevant regulations and Australian Standards • requirements set out in AS 4696:2007 Australian Standard for Hygienic Production and Transportation of Meat and Meat Products for Human Consumption.
Communication skills may include:	• communicating and working with diverse individuals and groups • listening and understanding, speaking clearly and directly • reading and interpreting workplace documentation • sharing information • using mathematical skills in own work and in work area problem-solving.

Unit Sector(s)

Unit sector	

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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MTMPS201B Clean work area during operations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to perform ongoing cleaning and housekeeping tasks for a production area during working hours.

Application of the Unit

Application of the unit	This unit is applicable to workers in meat processing plants, smallgoods factories, knackeries, food service operations and wholesale operations.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	Nil	

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Remove waste from work areas	1.1. Waste is deposited into correct bins, hoppers and chutes in accordance with workplace requirements. 1.2. Correct shovels, brooms and bins are used when gathering waste material to avoid cross-contamination of product and work areas. 1.3. Work area is kept free from waste or trimmings to ensure a safe working environment for fellow workers. 1.4. Segregation of edible and inedible product is maintained at all times (where applicable). 1.5. Work is performed without contaminating edible product (where applicable). 1.6. Waste in bins and tubs is shifted in accordance with manual handling procedures.
2. Clean areas during production	2.1. ***Work areas*** are cleaned in accordance with workplace requirements including Quality Assurance (QA) and Occupational Health and Safety (***OH&S***) ***requirements***. 2.2. Work areas are cleaned while avoiding contamination of product. 2.3. Cleaning chemicals are used as directed and in accordance with standard workplace procedures (where part of an individual's ***duties***).
3. Wash and store cleaning ***equipment***, tubs and bins	3.1. Hoses are rolled and stored safely in accordance with workplace requirements. 3.2. Brooms, shovels and scrubbing brushes are cleaned and stored appropriately when not in use.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Chemicals, if used, are stored in accordance with ***workplace requirements*** in designated locations. 3.4. All bins, tubs etc are sanitised in accordance with workplace requirements (where applicable).

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- follow work instructions which may require the employee to:
  - ***communicate*** to supervisor any problems or difficulties
  - maintain cleanliness of work areas and surfaces to workplace requirements
  - sort and dispose of waste in accordance with workplace requirements
  - store equipment and chemicals (where applicable) safely
  - use cleaning materials and equipment in a safe and hygienic manner
  - use hoses in a manner that effectively cleans without contaminating surfaces, edible or inedible product
- apply relevant ***regulatory requirements***
- apply relevant communication skills
- work effectively as an individual and as a team member
- demonstrate a broad understanding of the inedible waste processing that occurs in the meat industry
- ***explain*** potential threat to the edible product of inadequate cleaning demonstrate the capacity to clean the work area safely during operations
- take action to improve own work performance as a result of self-evaluation, feedback from others, or in response to changed work practices or technology

Required knowledge

Knowledge of:

- OH&S requirements associated with the work e.g. using very hot water, using correct manual handling procedures, and maintaining a safe work environment for others
- potential threat to the edible product of inadequate cleaning
- correct usage of chemicals (as required)

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REQUIRED SKILLS AND KNOWLEDGE
• importance of dealing with or reporting problems associated with waste disposal eg blocked chutes or drains • relevant regulatory requirements • OH&S issues associated with cleaning during operations • impact of incorrect disposal of waste on the environment and on by-products processing • importance of following the documented cleaning procedure or schedule • importance of, and difference between, wet and dry cleaning procedures

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects of competency over time. These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence. Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence. All assessment must be conducted against Australian meat industry standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competency must be demonstrated under normal production conditions.
Context of, and specific resources	Assessment must occur in a registered meat processing

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EVIDENCE GUIDE	
for assessment	or food handling premises.
Method of assessment	Recommended methods of assessment include: • assignments • quiz of underpinning knowledge • simulation • workplace demonstration • workplace project • workplace referee or third-party report of performance over time. Assessment practices should take into account any relevant language or cultural issues related to Aboriginality or Torres Strait Islander, gender, or language backgrounds other than English. Language and literacy demands of the assessment task should not be higher than those of the work role.
Guidance information for assessment	A current list of resources for this Unit of Competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Work areas may include:	• amenities • boning room • by-products processing plant • meat retailing establishments • rendering plant • slaughter floor • smallgoods establishments

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RANGE STATEMENT	
	• stockyards • any other area in a meat establishment.

OH&S requirements may include:	• enterprise OH&S policies, procedures and programs
	• OH&S legal requirements
	• Personal Protective Equipment (PPE) which may include:
	  • coats and aprons
	  • ear plugs or muffs
	  • eye and facial protection
	  • head-wear
	  • lifting assistance
	  • mesh aprons
	  • protective boot covers
	  • protective hand and arm covering
	  • protective head and hair covering
	  • uniforms
	  • waterproof clothing
	  • work, safety or waterproof footwear
	• requirements set out in standards and codes of practice.

Equipment used may include:	• bins and tubs • brooms and shovels • brushes • cleaning cloths • hot and cold hoses.
Workplace requirements may include:	• enterprise-specific procedures • OH&S requirements • QA requirements • Standard Operating Procedures (SOPs) • the ability to perform the task to production requirements • work instructions as documented in a government--approved Approved Hazard Analysis Critical Control Point (HACCP) program.
Communication skills may include:	• apply numeracy skills to workplace requirements • communicating and working with diverse individuals and groups

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RANGE STATEMENT	
	• interpreting customer requirements • listening and understanding, speaking clearly and directly • reading and interpreting workplace-related documentation • sharing information.
Regulatory requirements may include:	• environmental protection standards, controls and protocols • Export Control Act • federal, state and territory regulations regarding meat processing • hygiene and sanitation requirements • relevant Australian Standards • relevant regulations • requirements set out in AS 4696:2007 Australian Standard for Hygienic Production and Transportation of Meat and Meat Products for Human Consumption.
Explanations may:	• be completed with the assistance of others • be directly related to own work and work area problem-solving • be in everyday workplace language and include mathematical language and commonly used technical terms • be presented in writing using standard formats or proformas, diagrams, symbols and charts • be presented orally • include information from several sources.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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MTMP2198B Clean after operations - slaughter floor

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to clean and sanitise a slaughter floor after operations. It deals with the skills and knowledge required to operate, strip down and clean all the mechanical aids on the slaughter floor (e.g. knocking or stunning equipment, hoists, rails, chutes, bins, viscera tables). It also includes the operation of high pressure cleaning equipment and the use of approved cleaning chemicals in the plant.

Application of the Unit

Application of the unit	This unit is applicable to workers in abattoirs, knackeries and game processing plants.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Clean slaughter floor	1.1. Slaughter floor is cleaned in accordance with cleaning schedule and work instructions. 1.2. Cleaning chemicals are used according to manufacturer's specifications and Occupational Health and Safety (***OH&S***) ***requirements***. 1.3. Post-cleaning monitoring is undertaken in accordance with ***workplace requirements***. 1.4. Slaughter floor cleaning is conducted to OH&S requirements. 1.5. Specific areas of contamination risk for product are identified and cleaned according to workplace requirements.
2. Clean , ***equipment and fittings***	2.1. Knocking or stunning area is cleaned and equipment isolated and/or immobilised. 2.2. Equipment is tagged out and immobilised during cleaning. 2.3. Machinery is isolated, stripped down, cleaned and sanitised according to work instructions. 2.4. Cleaned areas are checked according to workplace requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • identify significant areas of contamination on slaughter floor • clean slaughter floor effectively in accordance with cleaning program • clean slaughter floor equipment in accordance with work instructions and OH&S requirements • work effectively as an individual and as part of a team • apply relevant ***regulatory requirements*** • take action to improve own work performance as a result of self-evaluation, feedback from others, or in response to changed work practices or technology • use relevant ***communication skills***
Required knowledge
Knowledge of: • implications for production if slaughter floor fails to meet pre-operational check requirements • cleaning schedule for slaughter floor • hygiene and sanitation monitoring program for slaughter floor • relevant regulatory requirements • significant areas of contamination on slaughter floor • specific OH&S risks associated with cleaning machinery on slaughter floor

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects

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EVIDENCE GUIDE	
	of competency over time. These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence. Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence. All assessment must be conducted against Australian meat industry standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competency must be demonstrated throughout the process area and in cleaning all items of equipment.
Context of, and specific resources for assessment	Assessment must be conducted in an abattoir under normal working conditions.
Method of assessment	Recommended methods of assessment include: • quiz of underpinning knowledge • workplace demonstration of competency for the assessor • workplace referee or third party report of performance over time. Assessment practices should take into account any relevant language or cultural issues related to Aboriginality or Torres Strait Islander, gender, or language backgrounds other than English. Language and literacy demands of the assessment task should not be higher than those of the work role.
Guidance information for assessment	A current list of resources for this Unit of Competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

OH&S requirements may include:	• enterprise OH&S policies, procedures and programs
	• OH&S legal requirements
	• Personal Protective Equipment (PPE) which may include:
	  • coats and aprons
	  • ear plugs or muffs
	  • eye and facial protection
	  • head-wear
	  • lifting assistance
	  • mesh aprons
	  • protective boot covers
	  • protective hand and arm covering
	  • protective head and hair covering
	  • uniforms
	  • waterproof clothing
	  • work, safety or waterproof footwear
	• requirements set out in standards and codes of practice.

Workplace requirements may include:	• enterprise-specific requirements • OH&S requirements • Quality Assurance (QA) requirements • Standard Operating Procedures (SOPs) • the ability to perform the task to production requirements • work instructions.
Equipment and fittings may include:	• knocking boxes • stunners • hoists • rails • pneumatic cutters • restrainers

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RANGE STATEMENT	
	• rise and fall platforms • breaking saws • chutes and bins • viscera tables.
Regulatory requirements may include:	• environmental protection standards, controls and protocols • Export Control Act • hygiene and sanitation requirements • relevant regulations • regulations relating to the storage, use and disposal of chemicals • requirements set out in the AS 4696:2007 Australian Standard for Hygienic Production and Transportation of Meat and Meat Products for Human Consumption • state regulations regarding meat processing.
Communication skills may include:	• listening and understanding • reading and interpreting workplace-related documentation • sharing information • speaking clearly and directly • working with diverse individuals and groups.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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MTMP2197B Clean after operations - boning room

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to clean and sanitise a boning room. It deals with the skills and knowledge required to operate, strip down and clean all the mechanical aids in the boning room (e.g. packing machinery, conveyors, elevators, scales, recording and labelling machines). It also involves the operation of high pressure cleaning equipment and the use of approved cleaning chemicals in the plant.

Application of the Unit

Application of the unit	This unit is applicable to workers cleaning boning rooms after production has finished. The boning rooms may be attached to abattoirs or in smallgoods plants or part of food services, game processing or wholesaling operations.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Clean boning room	1.1. Boning room is cleaned in accordance with cleaning schedule and work instructions. 1.2. Cleaning procedures are undertaken to minimise condensation. 1.3. Cleaning chemicals are used in accordance with manufacturer's specifications and Occupational Health and Safety (***OH&S***) ***requirements***. 1.4. Major areas of contamination are identified. 1.5. Cleaning procedures meet pre-operational hygiene requirements. 1.6. Surfaces are left free of excess moisture.
2. Clean boning room machinery	2.1. ***Machinery*** is isolated in accordance with ***workplace requirements***. 2.2. Boning room packing machinery is cleaned in accordance with workplace requirements and manufacturer specifications. 2.3. ***Conveyers*** and elevators are isolated and cleaned. 2.4. Electronic scales, recording and labelling machines are cleaned in accordance with workplace requirements and manufacturer's specifications.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • clean boning room in accordance with workplace requirements • clean boning room machinery in accordance with workplace requirements • work effectively as an individual and as part of a team • observe OH&S requirements for cleaning the boning room • identify and apply relevant ***regulatory requirements*** • take action to improve own work performance as a result of self-evaluation, feedback from others, or in response to changed work practices or technology • use relevant ***communication skills*** • monitor program for boning room hygiene and sanitation including surface swabbing and pre-operational checks
Required knowledge
Knowledge of: • importance of drying, and of avoiding condensation in boning rooms • cleaning schedule for the boning room • major sources and locations of contamination in the boning room • specific cleaning programs and OH&S requirements for boning room machinery and conveyor systems

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects

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EVIDENCE GUIDE	
	of competency over time. These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence. Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence. All assessment must be conducted against Australian meat industry standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competency must be demonstrated during normal cleaning operations.
Context of and specific resources for assessment	Assessment must be conducted in a registered operating meat processing plant.
Method of assessment	Recommended methods of assessment include: • assignments • debriefs • quiz of underpinning knowledge • simulation • workplace demonstration • workplace project • workplace referee or third-party report of performance over time. Assessment practices should take into account any relevant language or cultural issues related to Aboriginality or Torres Strait Islander, gender, or language backgrounds other than English. Language and literacy demands of the assessment task should not be higher than those of the work role.
Guidance information for assessment	A current list of resources for this Unit of Competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

OH&S requirements may include:	• enterprise OH&S policies, procedures and programs
	• OH&S legal requirements
	• Personal Protective Equipment (PPE) which may include:
	  • coats and aprons
	  • ear plugs or muffs
	  • eye and facial protection
	  • head-wear
	  • lifting assistance
	  • mesh aprons
	  • protective boot covers
	  • protective hand and arm covering
	  • protective head and hair covering
	  • uniforms
	  • waterproof clothing
	  • work, safety or waterproof footwear
	• requirements set out in standards and codes of practice
	• tenderisers.

Types of ***machinery*** may include:	• mincers • sausage makers
Workplace requirements may include:	• enterprise-specific requirements • OH&S requirements • Quality Assurance (QA) requirements • Standard Operating Procedures (SOPs) • the ability to perform the task to production requirements • work instructions.
Conveyers include:	• roller and/or • conveyor systems.
Regulatory requirements may	• environmental protection standards, controls

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RANGE STATEMENT	
include:	and protocols • Export Control Act • hygiene and sanitation requirements • relevant regulations • requirements set out in AS 4696:2007 Australian Standard for Hygienic Production and Transportation of Meat and Meat Products for Human Consumption'.
Communication skills may include:	• listening and understanding • reading and interpreting workplace documentation • sharing information • speaking clearly and directly • working with diverse individuals and groups.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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MTMP2196B Overview cleaning program

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to gain an overview of cleaning programs that are carried out in the workplace. The cleaning programs detail the general cleaning of the workplace using detergents and sanitisers. This cleaning is usually performed after the product has been removed from the work area.

Application of the Unit

Application of the unit	This unit is applicable to cleaning in abattoirs, boning rooms, smallgoods and food services plants.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	Nil	

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Transfer waste materials	1.1. Different types of waste materials are identified. 1.2. ***Workplace requirements*** for transferring waste materials to designated storage area are explained.
2. Clean ***site***	2.1. Steps in a cleaning schedule are identified. 2.2. Workplace and ***regulatory requirements*** related to cleaning the workplace are identified and explained. 2.3. Health, hygiene and sanitation hazards are identified and reported according to workplace and Occupational Health and Safety (***OH&S***) ***requirements***. 2.4. Housekeeping tasks are identified according to workplace and OH&S requirements. 2.5. Appropriate ***cleaning equipment*** is identified. 2.6. Workplace and regulatory requirements related to post-cleaning monitoring are identified.
3. Use ***chemicals*** correctly	3.1. Chemicals used in the workplace are identified. 3.2. Material Safety Data Sheets (MSDS) for the chemicals and their contents are cited. 3.3. OH&S precautions for the use, handling and storage of chemicals are explained according to manufacturer's specifications and workplace requirements.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Chemicals are handled in accordance with OH&S requirements and manufacturer's instructions at all times. 3.5. Chemicals are stored according to OH&S, manufacturer's and workplace requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- identify and follow a cleaning schedule
- correctly use cleaning chemicals for the work site and conditions
- correctly transfer waste materials to workplace requirements
- work effectively as an individual and as part of a team
- take action to improve own work performance as a result of self-evaluation, feedback from others, or in response to changed work practices or technology
- use relevant ***communication skills***

Required knowledge

Knowledge of:

- steps in a cleaning program
- OH&S requirements for cleaning with chemicals
- common hazards and the importance of maintaining a sanitary work environment
- importance of correct waste disposal
- importance of cleaning the whole work area when product has been removed
- importance of following a cleaning schedule
- purpose and action of detergents and sanitisers
- workplace requirements relevant to cleaning
- equipment used to transfer waste
- factors inhibiting achieving adequate standards of cleanliness
- waste materials for transfer and explain waste transfer requirements and conditions
- housekeeping tasks to be completed according to workplace procedures

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects of competency over time. These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence. Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence. All assessment must be conducted against Australian meat industry standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competency must be demonstrated for specific plant cleaning programs.
Context of, and specific resources for assessment	Assessment must occur in the workplace for established cleaning programs.
Method of assessment	Recommended methods of assessment include: • quiz of underpinning knowledge • workplace demonstration • workplace referee or third-party report of performance over time. Assessment practices should take into account any relevant language or cultural issues related to Aboriginality Or Torres Strait Islander, gender, or language backgrounds other than English. Language and

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EVIDENCE GUIDE	
	literacy demands of the assessment task should not be higher than those of the work role.
Guidance information for assessment	A current list of resources for this Unit of Competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Workplace requirements may include:	• enterprise-specific requirements • OH&S requirements • Quality Assurance (QA) requirements • Standard Operating Procedures (SOPs) • the ability to perform the task to production requirements • work instructions.
Sites to be cleaned may include:	• ceilings • chutes • drains • equipment • floors • machinery • shields • trays • walls • work surfaces.
Regulatory requirements may include:	• Export Control Act • hygiene and sanitation requirements • relevant regulations • regulations relating to the use, storage and disposal of chemicals

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RANGE STATEMENT	
	• requirements set out in AS 4696:2007 Australian Standard for Hygienic Production and Transportation of Meat and Meat Products for Human Consumption • state regulations regarding meat processing.

OH&S requirements may include:	• enterprise OH&S policies, procedures and programs
	• OH&S legal requirements
	• Personal Protective Equipment (PPE) which may include:
	  • coats and aprons
	  • ear plugs or muffs
	  • eye and facial protection
	  • head-wear
	  • lifting assistance
	  • mesh aprons
	  • protective boot covers
	  • protective hand and arm covering
	  • protective head and hair covering
	  • uniforms
	  • waterproof clothing
	  • work, safety or waterproof footwear
	• requirements set out in standards and codes of practice.

Cleaning equipment may include:	• brooms • chemical foamers • hot or cold hoses and industrial hoses • industrial vacuum cleaners • scrub-down equipment.
Chemicals may include:	• cleaning fluids • detergents • fumigation compounds • sanitisers.
Communication skills may include:	• listening and understanding • reading and interpreting relevant workplace-related documentation • sharing information • speaking clearly and directly • working with diverse individuals and groups.

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Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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MTMP2192A Clean carcase hanging equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to clean hanging equipment such as rollers, gambrels, spreaders, shackles and hooks which are either iron or plastic.

Application of the Unit

Application of the unit	This unit is applicable to those workers cleaning equipment used for hanging carcases in abattoirs, boning rooms, food services operations, smallgoods plants, knackeries and meat processing plants.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	Nil	

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Clean ***carcase hanging equipment***	1.1. Hanging equipment is rotated through cleaning, rinsing and, where applicable, oiling tanks, in accordance with workplace requirements. 1.2. Cleaning chemicals are handled in accordance with manufacturer's specifications and Occupational Health and Safety (***OH&S***) ***requirements***. 1.3. Damaged spreaders etc are identified and dealt with in accordance with ***workplace requirements***. 1.4. Level and concentration of cleaning tank is monitored and adjusted to ensure complete sanitising of iron work. 1.5. OH&S risks are identified and OH&S procedures are followed. 1.6. OH&S requirements related to chemical and manual handling hazards are followed when loading and unloading tanks. 1.7. Hoists are used in accordance with manufacturer's specifications, workplace and OH&S requirements.
2. Maintain flow of equipment cleaning process	2.1. Hanging equipment is inspected for damage and when necessary, sent for repair or disposal. 2.2. Spreaders, gambles and any other hanging equipment are returned to the slaughter floor promptly. 2.3. Spreaders, gambles and any other hanging equipment are processed and handled to avoid damage.

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Work area is kept neat and clean with clear segregation of sanitised and non-sanitised iron work. 2.5. Difficulties encountered with maintaining the flow through the cleaning process are reported promptly to the supervisor.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • inspect hanging equipment thoroughly for damage • apply correct use of ***mechanical handling aids*** where appropriate • demonstrate the capacity to clean hanging equipment • adjust cleaning materials and process to suit the ***variety of materials*** to be cleaned • maintain a clean and neat work area • follow the cleaning procedure for iron work as described in work instructions • despatch hanging equipment promptly to slaughter floor • maintain the flow of hanging equipment through the cleaning process • report damage of hanging equipment requiring repair or disposal either orally or written according to work instructions • report any difficulties to supervisor • co-operate and communicate with team members to maintain flow through the cleaning process • apply relevant ***regulatory requirements*** • take action to improve own work performance as a result of self-evaluation, feedback from others, or in response to changed work practices or technology • use relevant ***communication skills*** • work in a safe manner with due regard to the cleaning chemicals used, manual handling dangers and any other OH&S requirements
Required knowledge
• ***cleaning*** and sanitising process for hanging equipment • function of hanging equipment in production • need for adequate sanitising of the hanging equipment

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REQUIRED SKILLS AND KNOWLEDGE
• need for ***oiling*** of the iron work (where applicable) • relevant regulatory requirements • OH&S requirements for cleaning hanging equipment • OH&S hazards and precautions of working in this area • consequences of not returning the hanging equipment promptly to the slaughter floor • repercussions of faulty or damaged hanging equipment returning to the slaughter floor

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects of competency over time. These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence. Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence. All assessment must be conducted against Australian meat industry standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competency must be demonstrated when meeting the normal demands of the processing area.
Context of, and specific resources	Assessment must be undertaken at an operating meat

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EVIDENCE GUIDE	
for assessment	processing plant.
Method of assessment	Recommended methods of assessment are: • quiz of underpinning knowledge • workplace demonstration of competency for the assessor • workplace referee or third party report of performance over time. Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender, or language backgrounds other than English. Language and literacy demands of the assessment task should not be higher than those of the work role.
Guidance information for assessment	A current list of resources for this Unit of Competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Carcase hanging equipment to be cleaned may include:	• chains • gambrels • hooks • rollers • spreaders.
Carcase hanging equipment may be conveyed to and from production areas by:	• forklift mesh or metal bins • mechanised chain • wheeled bins.

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RANGE STATEMENT	

OH&S requirements may include:	• enterprise OH&S policies, procedures and programs
	• OH&S legal requirements
	• Personal Protective Equipment (PPE) which may include:
	  • coat and apron
	  • ear plugs or muffs
	  • eye and facial protection
	  • head-wear
	  • lifting assistance
	  • mesh apron
	  • protective boot covers
	  • protective hand and arm covering
	  • protective head and hair covering
	  • specialised PPE for the handling of chemicals
	  • uniforms
	  • waterproof clothing
	  • work, safety or waterproof footwear
	• requirements for the handling of chemicals
	• requirements set out in standards, codes of practice etc.

Workplace requirements may include:	• documentation of chemical use • enterprise-specific requirements • OH&S requirements • Quality Assurance requirements • Standard Operating Procedures • the ability to perform the task to production requirements • work instructions.
Mechanical handling aids may include:	• electric hoist • forklift • manual block and chain.
The ***variety of materials*** to be cleaned may include steel, plastics, teflon etc.	
Regulatory requirements may include:	• environmental protection standards, controls and protocols • Export Control Act • hygiene and sanitation requirements • relevant regulations

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RANGE STATEMENT	
	• requirements for the handling and storage of chemicals • requirements set out in AS 4696:2007 Australian Standard for Hygienic Production and Transportation of Meat and Meat Products for Human Consumption • state regulations regarding meat processing.
Communication skills may include:	• listening and understanding • sharing information • speaking clearly and directly • working with diverse individuals and groups.
A variety of ***cleaning*** and ***oiling*** agents may be used.	

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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CPCPFS3021A Inspect and test fire pumpsets

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to complete weekly, monthly, and six-monthly inspection and testing procedures to verify that fire pumpsets function as intended. The unit covers working safely, conducting compliance tests, visually inspecting, and identifying non-compliance defects. It involves mandatory reporting requirements, as well as general isolations and resetting fire pumpsets.

The fire protection technician is not permitted to undertake any installation, replacement, maintenance and repair functions that are restricted to licensed trades or occupations (subject to relevant state or territory regulations).

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Application of the Unit

Application of the unit

This unit of competency supports fire protection technicians responsible for inspecting and testing fire pumpsets.

Individuals operate within the scope of their defined roles and responsibilities and perform the inspections and testing as part of their work duties to verify that equipment functions as intended, according to work procedures and relevant Australian standards.

The unit must be applied strictly according to relevant state or territory legislative and industry requirements.

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

CPCPCM2023A	Carry out OHS requirements
	OR BOTH:
CPPCMN2002A	Participate in workplace safety arrangements
	AND
CPPFES2006A	Prepare for installation and servicing operations

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1. Apply compliance requirements to service operations.	1.1. ***Legislative and industry requirements*** are interpreted, confirmed and applied to ***organisational requirements***. 1.2. Location and equipment are ***checked for compliance*** with legislative and industry requirements, and ***action*** is taken according to organisational requirements. 1.3. Preparations are made for functional inspection and testing according to organisational requirements.
2. Conduct inspections and record results.	2.1. Workplace procedures are followed and risk control measures are applied when inspecting fire ***pumpsets***. 2.2. Fire pumpset controls are identified and their function determined, with reference to manufacturer instructions in order to conduct inspections and tests according to legislative and industry requirements. 2.3. Plant and other ***system interfaces*** that must be isolated to allow the inspection activities are identified. 2.4. Visual inspections are conducted as described in legislative and industry requirements. 2.5. Fire pumpset inspection results are recorded against requirements according to legislative and industry requirements. 2.6. ***Sustainability principles and concepts*** are applied to work preparation and application.
3. Conduct tests and record results.	3.1. Methods for tests are implemented according to legislative and industry requirements. 3.2. Routine ***testing procedures*** are conducted according to the required ***frequency schedule*** to verify that the system functions as intended. 3.3. Test results are compared with legislative and industry requirements. 3.4. Results are documented according to legislative and industry requirements. 3.5. Report is completed and forwarded to relevant persons for action according to legislative and industry requirements. 3.6. System is reinstated according to organisational requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - read and comply with work instructions and specifications
  - read and record measurements
  - record and report information neatly and legibly
- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds
- customer service skills
- technical skills to:
  - operate valves, switches and levers to test system operation
  - use hand and power tools
  - work safely when performing work tasks, including workplace housekeeping procedures

Required knowledge

- application of fire pumpsets as defined in AS 2941 Fixed fire protection installations - Pumpset systems and AS 2118 Automatic fire sprinkler systems, and used in systems
- basic principles of hydraulics:
  - basic head or pressure calculation for height per metre
  - metric and imperial pressure scales
  - properties of water:
    - three states of matter
    - incompressible
- basic principles of operation and purpose of components:
  - accumulators
  - batteries
  - circulation and system pressure relief valves
  - compression ignition pumpset drivers
  - electrical pumpset drivers
  - engine starting and control or monitor batteries
  - header tanks

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REQUIRED SKILLS AND KNOWLEDGE

- impellers
- isolating valves associated with pumpsets
- jacking or jockey pumps
- multi-stage pumps
- pressure gauges
- pump controllers and ancillary equipment for control and indications
- pump drivers
- pump glands and seals
- pump performance curves
- pump starting devices
- pumpset couplings
- safety guards
- system pressure gauge schedules
- water supply tanks:
  - atmospheric
  - pressure
  - suction with priming tanks
- general operation of pumpsets:
  - cooling systems
  - design speed requirements
  - exhaust systems
  - fuel systems
  - full load operation
  - normal running operation
  - pre-start and post-start checks
  - pumpset controllers
  - starting and stopping methods
  - suction and discharge connections and pressure readings
- terminology used in relation to pumpsets

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE

Overview of assessment

This unit of competency could be assessed by observation of practical demonstration of inspecting and testing a range of types of fire pumpsets at customers' premises.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

In particular the person should demonstrate the ability to:

- apply sustainability principles and concepts when inspecting and testing fire pumpsets
- apply safety requirements throughout the work sequence, including electrical safety, personal protective clothing and equipment
- conduct inspection and testing for the scheduled weekly, monthly and six-monthly activities according to the relevant Australian standard and on the following pumpsets:
  - compression ignition pumpset used as a booster pumpset on a sprinkler/hydrant system fed from:
    - town mains supply
    - static water supply
  - dual drive electric and compression ignition pumpset
  - electrical pumpset used as a:
    - booster pumpset on a sprinkler/hydrant system fed from a town mains supply or a static water supply
    - jacking pump or hose reel pump.

Context of and specific resources for assessment

Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- adequate water supply and draining or recycling arrangements to operate pumpsets under full load
- operational pumpsets
- pictures and cut-away sections of pumpsets to show operation.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Property Services Training Package
- include direct observation of tasks in real or simulated

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EVIDENCE GUIDE

work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Guidance information for assessment

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

This unit could be assessed on its own or in combination with other units relevant to the job function, for example:

- CPCPFS3020A Conduct basic functional testing of water-based fire-suppression systems
- CPCPFS3022A Conduct annual functional testing of complex water-based fire-suppression systems
- CPCPFS3023A Conduct functional water flow testing.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative and industry requirements may include:

- dangerous goods regulations
- environmental regulations
- licensing arrangements
- OHS legislation, regulations and codes

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RANGE STATEMENT

- relevant commonwealth and state or territory building Acts, regulations and codes, such as Building Code of Australia (BCA)
- relevant Australian standards, such as:
  - AS 1851 Maintenance of fire protection systems and equipment
  - note: Australian standards are frequently revised and users must always check for currency and amendments
- other relevant legislation relating to fire protection equipment, including:
  - international shipping codes
  - marine codes for different Australian states
  - requirements of Australian petroleum industry.

Organisational requirements may be located in quality assurance and procedures manuals and may include:

- client-specific contractual requirements
- documentation and information systems and processes
- legal and organisational policies and guidelines, including personnel practices and guidelines outlining work roles, responsibilities and delegations
- legislation relevant to service operation
- use of electronic job scheduling and communication devices.

Checking for compliance may include:

- undertaking commissioning tests detailed in relevant Australian standards and manufacturers' documents to verify performance of an installed, repaired or altered piece of equipment or system
- applying inspections, tests and survey requirements to equipment and systems, according to relevant Australian standards, to determine that they are:
  - capable of operating as intended when originally installed
  - still suitable for the fire hazard or risk being protected, as no change in occupancy or use of the area protected has occurred since the equipment or system was installed or last modified
  - providing the coverage and protection needed to meet original design and performance requirements
- reviewing documentation to verify that installed systems comply with legislative and industry requirements, such as:
  - building's essential services or fire safety measures listing

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RANGE STATEMENT

- relevant commonwealth and state or territory building Acts, regulations and codes
- relevant Australian standards listed on essential service listing
- environmental regulations.

Action may include:

- advising client
- documenting non-compliance
- making equipment safe
- reporting, as required.

Pumpset types may include:

- those used in fire protection systems that comply with Australian standards, such as:
  - AS 1851 Maintenance of fire protection systems and equipment
  - AS 2118 Automatic fire sprinkler systems
  - AS 2419 Fire hydrant installations
  - AS 2941 Fixed fire protection installations - Pumpset systems
  - AS CA-1962 Automatic sprinkler installations
  - NFPA 20 Standard for the installation of stationary fire pumps for fire protection (US).

System interfaces may include:

- components, such as:
  - flow switches
  - pressure switches
  - tamper switches
  - valve positioning switches
- devices that operate signals between the pumpset and other services, such as:
  - building monitoring services
  - other life safety systems, such as:
    - warning systems
    - fire indicator panel (FIP)
  - security monitoring services.

Sustainability principles and concepts:

- cover the social, economic and environmental use of resources to meet current and future needs
- may include:
  - efficient use of material
  - efficient energy and water use
  - rain harvesting and disposal.

Testing procedures

- activities that comply with requirements of AS 1851

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RANGE STATEMENT

include:	Maintenance of fire protection systems and equipment to verify the following pump functions: • pump starts at correct pressure • pump supplies correct kPa at no flow condition requirements.
Frequency schedules include:	• schedules of work conducted at regular frequencies as defined in AS 1851 (general section) that relate to the work scope for weekly, monthly, and six-monthly inspection and testing schedules.

Unit Sector(s)

Unit sector Plumbing and services

Co-requisite units

Co-requisite units

Competency field

Competency field

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CPCPFS3020A Conduct basic functional testing of water-based fire-suppression systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to complete weekly, monthly, and six-monthly inspection and testing procedures to verify that water-based fire-suppression systems function as intended. The unit involves working safely, isolating plant and interfaces, conducting compliance tests, visually inspecting, identifying non-compliance defects, fulfilling mandatory reporting requirements, and resetting water-based fire-suppression systems.

The fire protection technician is not permitted to undertake any installation, replacement, maintenance and repair functions that are restricted to licensed trades or occupations (subject to relevant state or territory regulations).

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Application of the Unit

Application of the unit

This unit of competency supports fire protection technicians responsible for functional testing of water-based fire suppression systems.

It does not apply to load or flow testing of water-based fire-suppression systems or pressure reducing or limiting valves.

Individuals operate within the scope of their defined roles and responsibilities and perform the functional tests as part of their work duties and according to work procedures and relevant Australian standards, to verify that equipment functions as intended.

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The unit must be applied strictly according to relevant state or territory legislative and industry requirements.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

CPCPCM2023A	Carry out OHS requirements
	OR BOTH:
CPPCMN2002A	Participate in workplace safety arrangements
	AND
CPPFES2006A	Prepare for installation and servicing operations

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply compliance requirements to service operations.	1.1. ***Legislative and industry requirements*** are interpreted, confirmed and applied to ***organisational requirements***. 1.2. Preparations are made for the conduct of functional testing according to organisational requirements.
2. Conduct inspections and record results.	2.1. Workplace procedures are followed and risk control measures applied when inspecting ***water-based fire-suppression systems***. 2.2. ***Key control valves*** are identified and their functions determined with reference to manufacturer instructions to allow routine inspection activities according to legislative and industry requirements. 2.3. Plant and other ***system interfaces*** that must be isolated to allow the inspection activities are identified. 2.4. Visual inspections are conducted as described in legislative and industry requirements. 2.5. Inspection results are recorded according to legislative and industry requirements. 2.6. ***Sustainability principles and concepts*** are applied to work preparation and application.
3. Conduct testing and record results.	3.1. Test methods are implemented according to legislative and industry requirements. 3.2. Routine ***testing procedures*** are conducted according to the required ***frequency schedule*** to verify the system functions as intended. 3.3. Test results are compared with legislative and industry requirements. 3.4. Results are documented according to legislative and industry requirements. 3.5. Report is prepared and forwarded to relevant persons for action according to legislative and industry requirements. 3.6. System is reinstated according to organisational requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills
- language, literacy and numeracy skills to:
  - communicate with others clearly and concisely, verbally and in writing
  - record and report information neatly and legibly
  - read and apply work instructions and specifications
  - read and record measurements
- planning and organising skills to:
  - estimate time to complete activities
  - prioritise tasks
- interpersonal skills to relate to people from a range of social and cultural backgrounds
- technical skills to:
  - identify system components
  - operate valves, switches and levers to test system operation
  - work safely when applying workplace housekeeping procedures

Required knowledge

- basic principles of operation and purpose of components of water-based fire suppression systems:
  - accelerators and exhausters
  - alarm 'dry' (i.e. deluge) control valve assembly components
  - alarm 'wet' control valve assembly components
  - batteries
  - circulation and system pressure relief valves
  - isolation and control valves
  - pressure and flow switches
  - pressure gauges
  - pump controllers and ancillary equipment for control and indication
  - pumpsets
  - retard chambers
  - solenoid valves
  - sprinkler heads
  - system block plans
  - system pressure gauge schedules

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REQUIRED SKILLS AND KNOWLEDGE

- water motor alarm gong
- water supply tanks: atmospheric, pressure and suction with priming tanks

- general operation of water-based systems
- general operation of a gauge
- key features of legislation, regulations and codes applicable to inspecting and testing water-based fire-suppression systems
- metric and imperial pressure gauge readings
- systems and components:
  - air compressors fitted to systems
  - circulation and system pressure relief valves
  - controls on the pumpset controller panel:
    - fuel gauges
    - indicators
    - main isolating switch
  - flow switches and associated testing equipment
  - isolating valves associated with water-based fire-suppression system
  - main water supply underground key-operated valve location
  - pressure gauges
  - pumpsets associated with water-based fire-suppression system
  - pump starting switches
  - suction inlet strainers or screen on a static water supply for the water-based fire-suppression system
  - system block plan requirements for design details of systems installed since 1972
  - system main alarm bell and/or alarm strobe indicating building entry point for emergency personnel
  - system pressure gauge schedules, where required
  - system pressure maintenance or jacking pumps
  - water-based fire-suppression system control and alarm valves and ancillary equipment for control and alarm operation indication/interface
  - water supply tanks, water level indicators and automatic inflow valves
- terminology used in relation to water-based fire-suppression system
- water supply tanks:
  - atmospheric
  - pressure
  - suction with priming tanks
- water-based systems applications, as defined in AS 2118 Automatic fire sprinkler systems

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

This unit of competency could be assessed by observation of practical demonstration of basic functional testing of a range of water-based fire-suppression systems.

If all relevant aspects of evidence cannot be demonstrated in a work environment, the remainder should be assessed through realistic simulations, projects, or oral questioning on case study scenarios.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

In particular the person should demonstrate the ability to:

- apply sustainability principles and concepts when conducting basic functional testing of water-based fire-suppression systems
- apply safety requirements throughout the work sequence, including electrical safety, personal protective clothing and equipment
- complete tasks according to the relevant Australian standard
- conduct inspection and testing tasks specified in the weekly, monthly and six-monthly frequency schedule
- perform functional testing of the following water-based fire-suppression systems:
  - alternate wet or general systems with no pumpset system
  - alternate wet or general systems with pumpset system and tank
  - residential or domestic systems
  - combined sprinkler and hydrant systems
  - deluge systems
  - pre-action or recycle systems.

Context of and specific resources for

Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with

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EVIDENCE GUIDE

assessment

relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- adequate water supply and draining or recycling arrangements to operate water-based fire-suppression systems
- operational water-based fire-suppression systems
- pictures and cut-away sections of control assemblies and valves to show operation.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Property Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Guidance information for assessment

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

This unit could be assessed on its own or in combination with other units relevant to the job function, for example:

- CPCPFS3021A Inspect and test fire pumpsets
- CPCPFS3022A Conduct annual functional testing of complex water-based fire-suppression systems
- CPCPFS3023A Conduct functional water flow testing.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative and industry requirements may include:

- dangerous goods regulations
- licensing arrangements
- environmental regulations
- OHS legislation, regulations and codes
- relevant commonwealth and state or territory building Acts, regulations and codes, such as Building Code of Australia (BCA)
- relevant Australian standards, such as:
  - AS 1851 Maintenance of fire protection systems and equipment
  - note: Australian standards are frequently revised and users must always check for currency and amendments
- other relevant legislation relating to fire suppression equipment, including:
  - international shipping codes
  - marine codes for different Australian states
  - requirements of Australian petroleum industry.

Organisational requirements may be located in quality assurance and procedures manuals and may include:

- client-specific contractual requirements
- documentation and information systems and processes
- legal and organisational policies and guidelines, including personnel practices and guidelines outlining work roles, responsibilities and delegations
- legislation relevant to service operation
- use of electronic job scheduling and communication devices.

Water-based fire-suppression systems are defined in AS 2118 Automatic fire sprinkler systems, and include:

- alternate wet or dry systems
- combined sprinkler or hydrant systems
- deluge systems
- dry systems
- pre-action or recycle systems
- residential and domestic systems
- tail-end systems

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RANGE STATEMENT

	• wet and general systems.

Key control valves may include those:	• specified in AS 2118 Automatic fire sprinkler systems
	• installed in:
	  • associated control valve trim
	  • activation small bore pipework to the alarm and control valve assembly.

System interfaces may include:	• components, such as:
	  • flow switches
	  • pressure switches
	  • tamper switches
	  • valve positioning switches
	• devices that operate signals between the water-based fire-suppression system and other services, such as:
	  • building heating, ventilation and cooling (HVAC) services
	  • fire brigade monitoring providers
	  • other life safety systems, such as:
	  • warning systems
	  • fire indicator panel (FIP).

Sustainability principles and concepts:	• cover the social, economic and environmental use of resources to meet current and future needs
	• may include:
	  • efficient use of material
	  • efficient energy and water use
	  • rain harvesting and disposal.

Testing procedures may include:	• organisational procedures for conducting testing activities according to AS 1851 Maintenance of fire protection systems and equipment, including procedures for:
	  • checking desiccant condition (air dryer or crystals, water separator bowl) and cleaning or replacing as required
	  • checking oil level and visually assessing condition of oil on air compressor.

Frequency schedules may include:	• schedules of work conducted at regular frequencies as defined in AS 1851 (general section) that relate to the work scope for weekly, monthly, and six-monthly inspection and testing schedules.

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Unit Sector(s)

Unit sector Plumbing and services

Co-requisite units

Co-requisite units

Competency field

Competency field

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BSBWOR202A Organise and complete daily work activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise and complete work activities, and to obtain feedback on work performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals developing basic skills and knowledge for working in a broad range of settings.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise work schedule	1.1. Negotiate and agree upon work goals and plans with assistance from ***appropriate persons*** 1.2. Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans 1.3. Plan and prioritise workload within allocated timeframes
2. Complete work tasks	2.1. Complete tasks within designated time lines and in accordance with ***organisational requirements*** and instructions 2.2. Use effective questioning to seek assistance from ***colleagues*** when difficulties arise in achieving allocated tasks 2.3. Identify ***factors affecting work requirements*** and take appropriate action 2.4. Use ***business technology*** efficiently and effectively to complete work tasks 2.5. Communicate progress of task to supervisor or colleagues as required
3. Review work performance	3.1. Seek ***feedback*** on work performance from supervisors or colleagues 3.2. Monitor and adjust work according to ***feedback*** obtained through supervision and comparison with established team and organisational ***standards*** 3.3. Identify and plan ***opportunities for improvement*** in liaison with colleagues

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to use written and oral information about workplace requirements • organising skills to arrange work priorities and arrangements • problem-solving skills to solve routine problems • technology skills to select and use technology appropriate for a task.
Required knowledge

• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety (OHS)
• organisational policies, plans and procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • organising and completing own work activities • seeking and acting on feedback from clients, colleagues and supervisors • using available business technology appropriate to the task, under direct instruction
Context of and specific resources for	Assessment must ensure:

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EVIDENCE GUIDE	
assessment	• access to an actual workplace or simulated environment • access to office equipment and resources • examples of work plans, policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • review of documentation planning and prioritising workload • evaluation of time line required to complete tasks • review of documentation planning opportunities for improvement.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Appropriate persons may include:	• colleagues • other staff members • supervisors, mentors or trainers
Organisational requirements may include:	• access and equity principles and practice • anti-discrimination and related policy • business and performance plans • ethical standards

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RANGE STATEMENT	
	• goals, objectives, plans, systems and processes • legal and organisation policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards
Colleagues may include:	• coach/mentor • other members of the organisation • peers/work colleagues/team • supervisor or manager
Factors affecting work requirements may include:	• changes to procedures or new procedures • competing work demands • environmental factors such as time, weather • other work demands • resource issues • technology/equipment breakdowns
Business technology may include:	• computer applications • computers • electronic diaries • facsimile machines • photocopiers • printers • scanners
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Standards may include:	• Australian Standards • legal and organisation policies, guidelines and requirements • legislation • organisational policies and procedures • specified work standards • standards set by work group
Opportunities for improvement may include:	• coaching, mentoring and/or supervision • internal/external training provision • personal study

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RANGE STATEMENT	
	• recognition of current competence (RCC)/skills recognition/initial assessment • workplace skills assessment

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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TLILIC2015A Licence to drive medium rigid vehicle

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to obtain a licence to drive a medium rigid vehicle. It includes systematic and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle condition and performance and effective management of hazardous situations. Assessment of this unit will be undertaken within a licensing examination conducted by, or under the authority of, the relevant Heavy Vehicle Driver Licensing Authority.

Application of the Unit

Application of the Unit

Driving must be carried out in compliance with the licence requirements and regulations of the relevant state/territory roads and traffic authority pertaining to medium rigid vehicles.

Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a medium rigid vehicle across a variety of driving contexts.

Licensing/Legislative Requirements

The primary legislative requirements applicable to this unit of competency are State/Territory legislation in relation to road use and driver licensing.

This unit addresses the underlying knowledge and skills necessary for the granting of a Medium Rigid Driver Licence. Drivers may require additional training to drive particular vehicles of the class or in particular contexts.

Obtaining this competency is a necessary pre-requisite for obtaining a Medium Rigid Driver Licence. However, it is only one of several criteria for obtaining the licence. Prospective licence applicants should check with the State/Territory driver licensing

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authority for other criteria (for example: licence tenure and medical fitness) to confirm compliance with other eligibility requirements before undertaking training and/or assessment.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Drive the medium rigid vehicle	1.1 The medium rigid vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturers instructions 1.2 Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage 1.3 Braking system of medium rigid vehicle is managed and operated to ensure effective control of the vehicle under all conditions 1.4 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving 1.5 The medium rigid vehicle is driven in reverse, maintaining

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ELEMENT	PERFORMANCE CRITERIA
	visibility and achieving accurate positioning
	1.6 The medium rigid vehicle is parked, shut down and secured in accordance with traffic regulations, safe&secure.
	1.7 Load is safely and effectively restrained
	1.8 Where required, overwidth and overweight permit applications are undertaken in accordance with relevant regulatory requirements
	1.9 Appropriate procedures are followed in the event of a driving emergency
2 Monitor traffic and road conditions	2.1 An appropriate route of travel is observed taking into account prescribed routes.
	2.2 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and to ensure no injury to people or damage to property, equipment, loads and facilities
	2.3 Interaction with other road users is conducted courteously and in accordance with road rules to ensure safe and efficient traffic flow
3 Monitor and maintain vehicle performance	3.1 Vehicle performance is maintained through pre-operational inspections and checks of the vehicle
	3.2 Appropriate signage, lights and the like are checked for operational effectiveness and for conformity to prescribed traffic regulations
	3.3 Performance and efficiency of vehicle operation is monitored during use

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant road rules, regulations, permit and licence requirements of the relevant state/territory road traffic authority
- Relevant OH&S and environmental procedures and regulations
- Medium rigid vehicle controls, instruments and indicators and their use
- Medium rigid vehicle handling procedures
- Procedures to be followed in the event of a driving emergency
- Engine power management and safe driving strategies

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REQUIRED KNOWLEDGE AND SKILLS

- Efficient driving techniques
- Driving hazards and related defensive driving techniques
- Pre-operational checks carried out on vehicle and related action
- Differences between transmission types
- Principles of operation of air brakes and procedures for their use
- Principles of stress management when driving a vehicle
- Map reading and navigation of the vehicle and related action (including prescribed routes)
- Factors which may cause traffic delays and diversions and related action that can be taken by a driver
- Causes and effects of fatigue on drivers
- Fatigue management strategies including on-road techniques

Required skills:

- Communicate effectively with others when driving a medium rigid vehicle
- Read and interpret instructions, procedures, information and signs relevant to the driving of a medium rigid vehicle
- Complete documentation related to the driving of a medium rigid vehicle
- Apply fatigue management knowledge and techniques
- Monitor performance of equipment
- Monitor and anticipate traffic hazards and take appropriate action
- Carry out pre-operational checks on a medium rigid vehicle

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation

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EVIDENCE GUIDE

	• other relevant aspects of the range statement • Assessment of competency for this unit must be subject to the successful completion of the Mandatory Assessment Instrument as approved by the Licensing Authority.

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations on road or in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including regulations, codes of practice and operation manuals
	• The mandatory assessment tool provided by the Licensing Authority must be used to conduct the final assessment.
	• The Licensing Authority may prescribe approved routes which must be used for the conduct of the final assessment.
	• Practical driving aspects must be assessed in a vehicle typical of the class as approved by the Licensing Authority. The use of simulators for driver testing is not permitted.

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations on road or in the workplace
	• The assessor must use the mandatory assessment tool provided by the Licensing Authority to conduct the assessment for this unit in accordance with Licensing Authority requirements

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- Practical driving aspects must be assessed in a vehicle typical of the class as approved by the Licensing Authority. The use of simulators for driver testing is not permitted.

EXCEPTION

Where the candidate is already the holder of a valid Australian driver licence of the Medium Rigid class, the Licensing Authority has already deemed the candidate to be competent against this standard for the purposes of issuing a driver licence. In this case the requirement to conduct the assessment using the Mandatory Assessment Instrument provided by the Licensing Authority is waived and the assessor may use any suitable process and materials for conducting the assessment.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Type of vehicle includes:	• all medium rigid vehicles, for example any 2-axle rigid vehicle, including truck and bus greater than 8 tonnes GVM
Driving may be carried out in typical road transport situations, including:	• operations conducted at day or night • typical weather conditions • on the open road • on a private road • while at a depot, base or warehouse • while at a client's workplace or work site
Driving must be carried out in typical road transport situations, including:	• negotiating hills • negotiating a range of more complex traffic infrastructure (for example; roundabouts, traffic lights, stalemate intersections, level crossings of railways)
Vehicle handling procedures may include:	• starting a vehicle • steering and manoeuvring a vehicle • accelerating and braking • positioning and stopping a vehicle • reversing a vehicle

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RANGE STATEMENT

	• operating vehicle controls, instruments and indicators • using air brakes • using defensive driving techniques • managing engine performance
Pre-operational checks may include:	• visual check of vehicle • checking and topping up of fluid levels • checks of tyre pressures • checks of operation of vehicle lights and indicators • checks of brakes
Driving hazards may include (examples only):	• wet and iced roads • oil on road • animals and objects on road • fire in vehicle • leaking fuel • faulty brakes • parked vehicles on the road • faulty steering mechanism on vehicle • pedestrians crossing the road • flooded sections of road • windy sections of road • foggy conditions
Factors that can cause traffic delays and diversions may include:	• traffic accidents • flooded sections of road • road damage • bridge/tunnel damage • road works • building construction • emergency situations such as bushfires, building fires, etc. • road closures for special events such as marches, parades, etc. • holiday traffic • road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.
Documentation/records may include:	• state/territory medium rigid vehicle driving licence requirements • vehicle log book or record book (where required)
Applicable procedures and codes may include:	• relevant state/territory roads and traffic authority driving regulations and licence requirements pertaining to medium rigid vehicles • relevant state/territory road rules

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RANGE STATEMENT

- relevant state/territory permit regulations and requirements
- relevant state/territory OH&S legislation
- relevant state/territory fatigue management regulations
- relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field LIC - Licensing Units

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TLILIC2014A Licence to drive light rigid vehicle

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to obtain a licence to drive a light rigid vehicle. It includes systematic and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle condition and performance and effective management of hazardous situations. Assessment of this unit will be undertaken within a licensing examination conducted by, or under the authority of, the relevant Heavy Vehicle Driver Licensing Authority.

Application of the Unit

Application of the Unit

Driving must be carried out in compliance with the licence requirements and regulations of the relevant state/territory roads and traffic authority pertaining to light rigid vehicles.

Driving is performed with limited or minimum supervision, and with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a light rigid vehicle across a variety of driving contexts.

Licensing/Legislative Requirements

The primary legislative requirements applicable to this unit of competency are State/Territory legislation in relation to road use and driver licensing.

This unit addresses the underlying knowledge and skills necessary for the granting of a Light Rigid Driver Licence. Drivers may require additional training to drive particular vehicles of the class or in particular contexts.

Obtaining this competency is a necessary requirement for obtaining a Light Rigid Driver Licence. However, it is only one of several criteria for obtaining the licence. Prospective licence applicants should check with the State/Territory driver licensing authority for

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other criteria (for example: licence tenure and medical fitness) to confirm compliance with other eligibility requirements before undertaking training and/or assessment

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Drive the light rigid vehicle	1.1 The light rigid vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturers instructions 1.2 Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage 1.3 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving 1.4 The light rigid vehicle is driven in reverse, maintaining visibility and achieving accurate positioning 1.5 The light rigid vehicle is parked, shut down and secured in accordance with traffic regulations, safe&secure.

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ELEMENT	PERFORMANCE CRITERIA
	1.6 Appropriate procedures are followed in the event of a driving emergency
2 Monitor traffic and road conditions	2.1 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities
	2.2 Interaction with other road users is conducted courteously and in accordance with road rules to ensure safe and efficient traffic flow
3 Monitor and maintain vehicle performance	3.1 Vehicle performance is maintained through pre-operational inspections and checks of the vehicle
	3.2 Appropriate signage, lights and the like are checked for operational effectiveness and for conformity to prescribed traffic regulations
	3.3 Performance and efficiency of vehicle operation is monitored during use

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant road rules, regulations, permit and licence requirements of the relevant state/territory road traffic authority
- Relevant OH&S and environmental procedures and regulations
- Light rigid vehicle controls, instruments and indicators and their use
- Light rigid vehicle handling procedures
- Driving hazards and related defensive driving techniques
- Procedures to be followed in the event of a driving emergency
- Engine power management and safe driving strategies
- Efficient driving techniques
- Pre-operational checks carried out on vehicle and related action
- Differences between transmission types
- Factors which may cause traffic delays and diversions and related action that can be taken by a driver
- Principles of stress management when driving a vehicle
- Causes and effects of fatigue on drivers

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REQUIRED KNOWLEDGE AND SKILLS

- Fatigue management strategies including on-road techniques

Required skills:

- Communicate effectively with others when driving a light rigid vehicle
- Read and interpret instructions, procedures, information and signs relevant to the driving of a light rigid vehicle
- Complete documentation related to the driving of a light rigid vehicle
- Apply precautions and required action to minimise, control or eliminate hazards that may exist when driving a light rigid vehicle
- Apply fatigue management knowledge and techniques
- Monitor and anticipate traffic hazards and take appropriate action
- Carry out pre-operational checks on the vehicle

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation
	  • other relevant aspects of the range statement
	• Assessment of competency for this unit must be subject to the successful completion of the Mandatory Assessment Instrument as approved by the Licensing Authority.

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts • Resources for assessment include: • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or

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EVIDENCE GUIDE

- access to an appropriate range of relevant operational situations on road or in the workplace
- In both real and simulated environments, access is required to:
  - relevant and appropriate materials and equipment, and
  - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- Practical driving aspects must be assessed in a vehicle typical of the class as approved by the Licensing Authority. The use of simulators for driver testing is not permitted.
- The mandatory assessment tool provided by the Licensing Authority must be used to conduct the final assessment.
- The Licensing Authority may prescribe approved routes which must be used for the conduct of the final assessment.

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
  - through activities in an appropriately simulated environment at the registered training organisation, and/or
  - in an appropriate range of situations on road or in the workplace
- Practical driving aspects must be assessed in a vehicle typical of the class as approved by the Licensing Authority. The use of simulators for driver testing is not permitted.
- The assessor must use the mandatory assessment tool provided by the Licensing Authority to conduct the assessment for this unit in accordance with Licensing Authority requirements

EXCEPTION

- Where the candidate is already the holder of a valid Australian driver licence of the Light Rigid class, the Licensing Authority has already deemed the candidate to be competent against this standard for the purposes of issuing a driver licence. In this case the requirement to

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EVIDENCE GUIDE

	conduct the assessment using the Mandatory Assessment Instrument provided by the Licensing Authority is waived and the assessor may use any suitable process and materials for conducting the assessment.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Type of vehicle includes:	• all light rigid vehicles including trucks and buses greater than 4.5 tonnes or seating more than 12 adults including the driver
Driving may be carried out in typical road transport situations, including:	• operations conducted at day or night • typical weather conditions • on the open road • on a private road • while at a depot, base or warehouse • while at a client's workplace or work site
Driving must be carried out in typical road transport situations, including:	• negotiating hills • negotiating a range of more complex traffic infrastructure (for example; roundabouts, traffic lights, stalemate intersections, level crossings of railways)
Vehicle handling procedures may include:	• starting a vehicle • steering and manoeuvring a vehicle • accelerating and braking • positioning and stopping a vehicle • reversing a vehicle • operating vehicle controls, instruments and indicators • using defensive driving techniques • managing engine performance
Pre-operational checks may include:	• visual check of vehicle • checking and topping up of fluid levels • checks of tyre pressures • checks of operation of vehicle lights and indicators • checks of brakes
Driving hazards may include	• wet and iced roads

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RANGE STATEMENT

(examples only):	• oil on road • animals and objects on road • fire in vehicle • leaking fuel • faulty brakes • parked vehicles on the road • faulty steering mechanism on vehicle • pedestrians crossing the road • flooded sections of road • windy sections of road • foggy conditions
Factors that can cause traffic delays and diversions may include (examples only):	• traffic accidents • flooded sections of road • road damage • bridge/tunnel damage • road works • building construction • emergency situations such as bushfires, building fires, etc. • road closures for special events such as marches, parades, etc. • holiday traffic • road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.
Documentation/records may include:	• state/territory light rigid vehicle driving licence requirements • vehicle log book or record book (where required)
Applicable procedures and codes may include:	• relevant state/territory roads and traffic authority driving regulations and licence requirements pertaining to light rigid vehicles • relevant state/territory road rules • relevant state/territory permit regulations and requirements • relevant state/territory OH&S legislation • relevant state/territory fatigue management regulations • relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

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Competency Field

Competency Field LIC - Licensing Units

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TLIF2010A Apply fatigue management strategies

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to apply fatigue management strategies, including identifying and acting upon signs of fatigue and implementing appropriate strategies to minimise fatigue during work activities, in accordance with legislative and regulatory requirements. Licensing or certification requirements are not applicable to this unit.

Application of the Unit

Application of the Unit

Persons achieving competence in this unit will need to fulfil the applicable federal and state/territory legislation and relevant regulations covering the management of fatigue in the workplace.

Work is performed under some supervision generally within a team environment. It involves the application of the relevant regulations, codes and guidelines of the federal government and state/territory authorities concerning fatigue management during work activities and in particular when operating equipment, trains, vehicles, load shifting equipment, marine vessels and aircraft.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify and act upon signs of fatigue	1.1 Potential causes of fatigue are identified and action is taken to minimise their effects in accordance with company procedures 1.2 Personal warning signs of fatigue are recognised and necessary steps are taken in accordance with workplace procedures to ensure that effective work capability and alertness are maintained
2 Implement strategies to minimise fatigue	2.1 Workplace procedures are assessed to minimise fatigue 2.2 Factors which increase the risk of fatigue-related accidents and safety incidents are understood and minimised 2.3 Strategies to manage fatigue are implemented in accordance with company policy 2.4 Lifestyle choices are made which promote the effective long-term management of fatigue 2.5 Effective practices in combating fatigue are adopted and applied 2.6 Personal fatigue management strategies are communicated to other relevant people 2.7 Appropriate counter measures are planned to combat fatigue

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

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REQUIRED KNOWLEDGE AND SKILLS

Required knowledge:

- Relevant codes, regulations, permit and licence requirements related to fatigue management
- Relevant OH&S regulations as they relate to fatigue
- Workplace policies and procedures related to fatigue management and the control of factors that can contribute to fatigue and fatigue-related accidents
- Sources of information on fatigue
- The risks and hazards created by fatigue in the workplace
- How fatigue affects workplace performance
- How fatigue contributes to workplace accidents
- Ways of recognising fatigue
- Strategies and ways of managing fatigue
- Causes and effects of fatigue on workers/drivers
- Factors which increase fatigue-related accidents
- Lifestyles which promote the effective long-term management of fatigue

Required skills:

- Communicate effectively with others when applying fatigue management strategies
- Read and interpret instructions, procedures, regulations and signs related to fatigue management and apply them to work activities
- Recognise symptoms of fatigue and take appropriate action in accordance with fatigue management regulations and workplace procedures
- Work collaboratively with others to manage and minimise the effects of fatigue during work activities
- Adjust lifestyle patterns to ensure effective fatigue management during work activities
- Modify activities and take appropriate initiatives to manage fatigue in the workplace depending on differing work contexts, risk situations and environments
- Apply precautions and required action to minimise and control the effects of fatigue when carrying out own work functions
- Adapt to changes in rosters and standard operating procedures as they may relate to fatigue management
- Participate in identifying and meeting own learning needs on matters related to fatigue management

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and other/or simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and/or equipment, and/or
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Workplace may include:	• any work environment requiring safety critical operational judgements to be made and in particular when operating equipment, vehicles, load shifting equipment, trains, marine vessels and aircraft at night
The need for fatigue management in a range of industry situations including:	• operations conducted at all times but particularly at night • typical weather conditions • while working and/or driving at a workplace, depot, base or warehouse • while working and/or driving at a client's workplace or worksite • driving a motor vehicle on the open road • driving a motor vehicle on a private road • driving a train, locomotive or motive power unit • operating a marine vessel in coastal or international waters • operating an aircraft • operating load shifting equipment • operating safety critical industrial plant and equipment
Work-related factors that may contribute to fatigue include:	• work demands such as: workload, work duration, shift pattern, time of day, frequency and duration of breaks and the type of work (such as working in isolation, repetitive tasks and boring, monotonous or under-challenging tasks) • organisational factors such as: work environment (including temperature, ventilation, continual rhythmic vibration from equipment), payment system, trip and work scheduling, and the predictability of work
Worker/operator-related factors that may contribute to fatigue include:	• lifestyle factors such as: sleep patterns, alcohol and drug use, quantity and timing of food and drink, and opportunities for relaxation with family and friends • working multiple jobs • personal or biological factors such as: state of mental and/or physical health, inadequate sleep, sleep disorders, emotional stress, family responsibilities, relationship difficulties, inadequate competence to complete work tasks, and circadian rhythms
Responsibilities of individual for fatigue risk management may include:	• following the organisation's fatigue management policy and procedures • using time away from work appropriately to rest and recover • checking and ensuring fitness for work • reporting symptoms of fatigue

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RANGE STATEMENT

	• taking action to minimise risk when symptoms of fatigue are recognised
Schedules may include:	• rosters • vehicle schedules • timetabling • workplans
Depending on the organisation, operating procedures may include:	• standard operating procedures • company procedures • enterprise procedures • organisational procedures • established procedures
Information and documents may include:	• federal and state/territory regulations and guidelines concerning fatigue management in various transport and workplace situations • workplace instructions and procedures on fatigue management • relevant OH&S regulations and procedures • work schedules and shift rosters • emergency procedures • log book or record book (where required) • records and reports of fatigue-related errors and safety incidents • relevant standards and certification requirements • quality assurance procedures
Applicable legislation, regulations and codes may include:	• relevant regulations and codes of the federal government and the state/territory regulatory authorities concerning fatigue management • relevant state/territory road rules • relevant rail industry safe working codes and regulations (where applicable) • relevant state/territory permit regulations and requirements • relevant state/territory OH&S legislation

Unit Sector(s)

Not Applicable

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Competency Field

Competency Field F - Safety Management

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TLIE2007A Use communication systems

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to use communication systems including identifying system features, operating a communication system effectively, using appropriate communication protocols when using a system, maintaining equipment, and completing documentation. Licensing, legislative, regulatory or certification requirements may be applicable to this unit.

Application of the Unit

Application of the Unit

Work is carried out in accordance with relevant regulations and workplace procedures.

Work is performed under some supervision, generally within a team environment. It involves the application of established communication principles and practice and the use of local technical and colloquial language and vocabulary in day-to-day communications.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify system features	1.1 System features and control functions are identified
	1.2 Where relevant, battery and signal levels are monitored
	1.3 Mobile equipment is set up to optimise communication
	1.4 Where relevant, channels are selected appropriate to the communication
2 Communicate using communications technology	2.1 System checks are carried out to confirm communication system is operational in accordance with manufacturers instructions and workplace procedures
	2.2 Communication system is operated safely in accordance with manufacturers instructions, workplace procedures and (any) regulatory requirements
	2.3 Telephone and radio security is maintained in accordance with workplace procedures
	2.4 Where relevant, channel selection is appropriate for the location and type of communication
	2.5 Messages are transmitted clearly and precisely with due observation of ethics and protocols required of users
	2.6 Where applicable, public address (PA) system is used to communicate with passengers and crew as per standard operating procedures
	2.7 Where applicable, incoming messages are received and answered promptly and courteously within operating procedures and (any) regulatory requirements
	2.8 Appropriate protocols and procedures are followed when using communications systems during emergencies
	2.9 Received messages are interpreted and recorded, where required, in accordance with workplace procedures
	2.10 Vocal communication is clear, unambiguous and uses appropriate procedures, language and codes

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ELEMENT	PERFORMANCE CRITERIA
3 Maintain communication equipment operational status	3.1 Equipment is checked and maintained in working order in accordance with workplace procedures 3.2 Minor faults in the communications systems are promptly identified, diagnosed, and repaired or reported in accordance with workplace procedures
4 Complete documentation	4.1 Appropriate records of communications are maintained in accordance with workplace procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant procedures and duty of care requirements
- Relevant OH&S responsibilities
- Protocols and procedures for communicating with others using relevant communication technology including the use of PA systems on passenger vehicles and trains
- Procedures and protocols for the use of communication systems during an emergency
- Features of various communications systems
- Basic communication techniques including barriers to effective communication and how to overcome them
- Basic principles of effective communication
- Techniques for communicating effectively with a multilingual person or persons with a limited ability to speak or understand English
- Pre-operational checks for communications systems and equipment
- Minor routine maintenance procedures for communications equipment
- Typical problems that may occur when using communications systems, and appropriate action and solutions

Required skills:

- Communicate effectively with others using available communications systems
- Read and interpret instructions and procedures relevant to the use of communications systems
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to work activities when using communications systems

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Required skills:

- Identify and use required communication technology
- Work collaboratively with others when using communications systems
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when using communications systems in accordance with workplace procedures
- Implement contingency plans for unanticipated situations that may arise when using communications systems
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the use of communications systems
- Plan own work including predicting consequences and identifying improvements
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in communication equipment in accordance with standard operating procedures
- Monitor performance of communication equipment, and take appropriate action if required

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
	  • applying the underpinning knowledge and skills
	  • demonstrating use of communication equipment
	  • demonstrating an understanding of communication security
	  • applying relevant legislation and workplace procedures

Context of and specific resources	• Performance is demonstrated consistently over a period

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EVIDENCE GUIDE

for assessment	of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• As a minimum, assessment of knowledge must be conducted through appropriate assessments using written/practical/oral assessments.
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Use of communication systems will include that required in routine operations and may occur by day or night and in a variety of work contexts, including:	• in confined spaces, exposed conditions and controlled or open environments • in a workplace, terminal, warehouse or depot • in a vehicle • on a vessel • on a train • on a worksite • at a client's workplace • ship-to-shore/vehicle-to-base communications
Communication systems may	• fixed phone systems • mobile phone, both on person or hands-free

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RANGE STATEMENT

include:	• radios including personal, hand-held or vehicle-mounted, CB, UHF, VHF, SSB, marine • PA systems on passenger vehicles, trains and aircraft • signed communication using established industry protocols, such as when hearing protection in use
Worksite communication may include:	• active listening • two-way conversation • questioning to obtain information and/or clarify information and understanding • routine oral reporting
Communications may involve:	• English-speaking persons • multilingual staff • persons with limited ability to communicate in English
Communication problems may include:	• misunderstanding • limited ability of others to communicate in English • noisy environments or communications channels • illegible writing or print • use of non-standard vocabulary • incorrect assumption that message has been received and/or correctly understood • not following correct communication protocols and procedures
Communication may be with:	• base personnel • other drivers and workplace personnel • passengers (where applicable) • managers • supervisors/team leaders • suppliers and clients • private and/or public sector security personnel • police and other emergency services personnel • security consultants • other professional or technical staff • local government authorities
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Information/documentation may include:	• workplace communication procedures, protocols, checklists and instructions including safety management systems/plans

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RANGE STATEMENT

	• manufacturers specifications for communications equipment • goods identification numbers and codes • manifests, bar codes, goods and container identification • communication records • supplier and/or client instructions • material safety data sheets • relevant codes of practice including the national standards for manual handling and the industry safety code • legislation, regulations and related documentation • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures • emergency procedures
Applicable regulations and legislation may include:	• relevant regulations, standards and codes of practice, including the national standards for manual handling and industry safety codes • dangerous goods and freight regulations and codes • relevant Australian and state/territory OH&S legislation • equal employment legislation and related policies • environmental protection regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field E - Communication and Calculation

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TLID2021A Use specialised bulk transfer equipment (dry)

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor This unit involves the skills and knowledge required to use specialised bulk transfer equipment for dry materials, including planning the work, transferring the material according to regulatory and operational requirements, monitoring and operating controls, and completing all operations, as required. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit Work must be carried out in compliance with the relevant state/territory regulations concerning the use of specialised equipment for the transfer of dry bulk product.

Work is performed under general supervision. It involves the application of basic principles, routine procedures and regulatory requirements to the use of specialised bulk transfer equipment to load and unload dry bulk products.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan work	1.1 Dangerous or hazardous (including regulated waste), or other materials requiring specialised handling are identified and relevant procedures are taken into account when planning the work
	1.2 Traffic flow and work area conditions are assessed and anticipated to ensure safe operation and no injury to people, or damage to equipment, loads, facilities or environment
	1.3 Characteristics of the load are taken into account when selecting method, equipment and, where applicable, appropriate attachments to transfer the load
	1.4 Any potential occurrences in the work area that may affect the safety and efficiency of operations are reported to the appropriate personnel
	1.5 Bulk transfer of dry materials is planned, taking into account the requirements of the load, transfer method, storage facility and transport mode, load weight and dimensions and the capacity of the equipment
	1.6 Required personal safety equipment, signage, barriers and special precautions are identified in the plan and utilised
	1.7 Procedures to deal with spills, leakages and ruptures are identified
	1.8 Customer requests for variation to agreed operations are actioned within scope of authority or referred to appropriate personnel
2 Transfer material	2.1 Equipment is prepared and any appropriate attachment fitted
	2.2 Equipment controls are checked for correct operational status before commencing transfer
	2.3 Adjustments are made to process to accommodate special requirements such as temperature control, combustion etc.
	2.4 Instruments and gauges are monitored during operations to

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ELEMENT	PERFORMANCE CRITERIA
	ensure that operation is consistent with workplace procedures, manufacturers specifications and enterprise schedule and safety requirements
	2.5 Speed of operation is managed for safety and efficiency of materials movement and equipment operations
	2.6 Any faults or damage to equipment are immediately reported to the appropriate personnel
3 Monitor and operate controls	3.1 Equipment controls are monitored and operated in accordance with manufacturers operating instructions
	3.2 Control systems are monitored to ensure that operation is consistent with workplace procedures, manufacturers specifications, workplace schedule, safety requirements and statutory regulations
	3.3 Materials are moved ensuring no injury to personnel or damage to equipment or goods
	3.4 Faults are identified and reported in accordance with enterprise guidelines
4 Complete operations	4.1 Equipment is shut down within manufacturers guidelines without injury to personnel or damage to equipment, loads or facilities in accordance with enterprise procedures]
	4.2 Clean up methods for transfer equipment are completed following workplace procedures
	4.3 Equipment is secured in accordance with securing procedures for the appropriate equipment
	4.4 Workplace documentation is completed and filed following workplace procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Australian Dangerous Goods Code and relevant state/territory mass and loading regulations as they apply to vehicles transporting dry bulk product
- OH&S procedures and guidelines concerning the use of specialised bulk transfer equipment
- Risks when transferring dry bulk product and related precautions to control the risk
- Workplace procedures and policies for the efficient use of specialised equipment to transfer

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REQUIRED KNOWLEDGE AND SKILLS

dry bulk loads

- Housekeeping standards procedures required in the workplace
- Methods of securing a vehicle following transfer of dry bulk product
- Relevant regulatory, permit and licence requirements including ADG Code

Required skills:

- Communicate effectively with others when using specialised equipment to transfer dry bulk product
- Read and interpret instructions, procedures, information and signs relevant to the transfer of dry bulk product using specialised equipment
- Identify goods coding, IMDG markings and, where applicable, emergency information panels
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the transfer of dry bulk product using specialised equipment
- Operate electronic communication equipment to required protocol
- Estimate the mass, volume and special requirements of dry bulk products
- Work collaboratively with others when using specialised equipment to transfer dry bulk product
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when using specialised equipment to transfer dry bulk product in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events when using specialised equipment to transfer dry bulk product
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the transfer of dry bulk product using specialised equipment
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to product or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Identify and correctly use equipment required to transfer dry bulk product
- Monitor performance of equipment
- Service equipment in terms of maintenance schedule and standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S

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Required skills:

standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
  - the underpinning knowledge and skills
  - relevant legislation and workplace procedures
  - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
  - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
  - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
  - relevant and appropriate materials and equipment, and
  - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
  - through activities in an appropriately simulated environment at the registered training organisation, and/or

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EVIDENCE GUIDE

- in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Operations may be conducted:	• in a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• restricted spaces • exposed conditions • controlled or open environments
Dry bulk product to be transferred may require:	• special precautions
Hazards in the work area may include exposure to:	• hazardous or dangerous materials • contamination of, or from, materials being handled • noise, light, energy sources • stationary and moving machinery, parts or components • service lines • spills, leakages, ruptures • dust/vapours
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • mask or respirator • high visibility clothing
Hazard management is:	• consistent with the principle of hierarchy of control with elimination, substitution, isolation and engineering control measures being selected before safe working practices and personal protective equipment
Exposure during work operations may be to:	• corrosive chemicals • solvents and adhesives • toxic, explosive and other harmful substances

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RANGE STATEMENT

	• movement of equipment, goods, vehicles
Regulatory controls and enterprise procedures may govern requirements for:	• transport • storage • volume • mass • required controls
Relevant transfer systems may include:	• ducted • conveyor • mobile plant • pipelines • elevators • augers
Requirements for work may include:	• site restrictions and procedures • use of safety and personal protective equipment • communications equipment • specialised lifting and/or handling equipment • incident breakdown procedures • additional gear and equipment • noise restrictions • hours of operation • authorities and permits
Consultative processes may involve:	• other employees and supervisors • suppliers, potential customers and existing clients • management and union representatives • industrial relations, OH&S specialists, and other maintenance, professional or technical staff
Communication in the work area may include:	• phone • electronic data interchange • fax • email • internet • radio • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures • site procedures
Information/documents may	• Safe Working Load (SWL) and Working Load Limit (WLL)

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RANGE STATEMENT

include:

- manifests, bar codes, goods and product identification
- manufacturers specifications for equipment/tools
- workplace procedures and policies for the transfer of dry bulk product
- supplier and/or client instructions
- material safety data sheets
- codes of practice including the National Standards for Manual Handling and the Industry Safety Code
- award, enterprise bargaining agreement, other industrial arrangements
- relevant standards and certification requirements
- quality assurance procedures
- emergency procedures

Applicable regulations and legislation may include:

- state/territory mass and loading regulations
- Australian regulations relevant to the transfer of dry bulk product
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
  - Australian and International Dangerous Goods Codes
  - Australian Marine Orders and the International Maritime Dangerous Goods Code
  - IATA Dangerous Goods by Air regulations
- relevant state/territory environmental protection legislation
- relevant state/territory OH&S legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

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TLID2004A Load and unload goods/cargo

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to load and unload goods and cargo, including loading and unloading goods, securing and protecting the load and completing all required documentation. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations/permit requirements including those of the relevant state/territory roads and traffic authority concerning the loading of goods/cargo.

Work is performed under some supervision generally within a team environment. It involves the application of the basic principles, routine procedures and regulatory/permit requirements to the loading and unloading of goods/cargo.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Load and unload goods/cargo	1.1 Load characteristics are identified and taken into account when determining appropriate loading and unloading procedures 1.2 Dangerous or hazardous goods are identified and handled in accordance with the Australian Dangerous Goods (ADG) Code and other relevant regulations/permit requirements 1.3 Load is packed/unpacked to make safe and effective use of available spaces 1.4 Goods/cargo are loaded in accordance with relevant mass and loading regulations and workplace procedures 1.5 Lifting aids and appliances are selected and used to aid loading procedures in compliance with workplace procedures and safety legislation 1.6 Unloading activities are conducted in a safe and efficient manner taking into account suitable locations, stowage, safe use of equipment and the balance of the remaining load 1.7 Goods requiring special handling and/or documentation are identified and appropriate procedures followed 1.8 Relocated material is restacked appropriate for the transport method, safe height, weight loading, size and crushability of the goods
2 Secure and protect load	2.1 The distribution of the load is checked to ensure that it is even, legal and within safe working capacity 2.2 Load is checked to ensure that dangerous goods and hazardous substances are appropriately segregated in accordance with the ADG Code 2.3 Load is secured using the correct load restraint and protection equipment for different loads, carrying and storage conditions 2.4 The load is protected in accordance with legal and workplace safety requirements

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ELEMENT	PERFORMANCE CRITERIA
3 Complete documentation	3.1 The load is inspected and checked for security to travel in accordance with relevant regulations/permit requirements and the ADG Code where applicable 3.2 All required documentation for the goods is completed in accordance with workplace requirements including the ADG Code where applicable

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant Australian standards and regulations including state/territory mass and loading regulations
- National Load Restraint Guide
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
- OH&S procedures and guidelines concerning the lifting and movement of loads
- Risks when loading and unloading goods/cargo and related precautions to control the risk
- Security awareness requirements when loading and unloading vehicles and in particular the recognition, isolation and reporting of suspicious cargo and goods
- Workplace procedures and policies for the loading and unloading of goods/cargo
- Housekeeping standards procedures required in the workplace
- Methods of securing a load
- Site layout and obstacles
- Problems that may arise when loading and unloading goods and cargo and actions that should be taken to prevent or solve them

Required skills:

- Communicate effectively with others when loading and unloading goods and cargo
- Read and interpret instructions, procedures, information, signs and labels relevant to the loading and unloading of goods and cargo
- Identify containers and goods coding, ADG and IMDG markings and, where applicable, emergency information panels and take appropriate action
- Interpret and follow operational instructions and prioritise work

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Required skills:

- Complete documentation related to the loading and unloading of goods and cargo
- Operate electronic communication equipment to required protocol
- Estimate the size, shape and special requirements of loads and take appropriate action
- Work collaboratively with others when loading and unloading goods and cargo
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when loading and unloading goods and cargo in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected situations that may occur when loading and unloading goods and cargo
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the loading and unloading of goods and cargo
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in cargo and equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources	• Performance is demonstrated consistently over a period

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EVIDENCE GUIDE

for assessment	of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Operations may be conducted:	• in a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• restricted spaces • exposed conditions • controlled or open environments

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RANGE STATEMENT

Goods/cargo to be loaded or unloaded may:	• require special precautions
Loads to be shifted may be:	• irregularly shaped • packaged or unpackaged • labelled or unlabelled • palleted or unpalleted
Hazards in the work area may include exposure to:	• chemicals • dangerous or hazardous substances • movements of equipment, goods and materials
Personnel in the work area may include:	• workplace personnel • site visitors • contractors • official representatives
Communication in the work area may include:	• phone • electronic data interchange • fax • email • internet • radio • oral, aural or signed communications
Loading operations may be carried out:	• manually • with the aid of lifting equipment and/or appliances
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Information/documents may include:	• goods identification numbers and codes, including ADG and IMDG markings and HAZCHEM signs • manifests, bar codes, goods and container identification • manufacturers specifications for equipment/tools • workplace procedures and policies for the loading and unloading of goods/cargo • ADG Code and associated regulations • supplier and/or client instructions

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RANGE STATEMENT

	• material safety data sheets • EPGs and Initial Response Guide (HB76:1998 or equivalent) • codes of practice including the National Standards for Manual Handling and the Industry Safety Code • award, enterprise bargaining agreement, other industrial arrangements • relevant Australian standards and certification requirements • quality assurance procedures • emergency procedures • Load Restraint Guide

Applicable regulations and legislation may include	• relevant Australian standards and regulations including state/territory mass and loading regulations
	• Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
	  • Australian and International Dangerous Goods Codes
	  • Australian Marine Orders and the International Maritime Dangerous Goods Code
	  • IATA Dangerous Goods by Air regulations
	  • Australian and International Explosives Codes
	• relevant state/territory environmental protection legislation
	• relevant state/territory OH&S legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

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TLID2003A Handle dangerous goods/hazardous substances

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to handle dangerous goods and hazardous substances, including identifying requirements for working with dangerous goods and/or hazardous substances; confirming site incident procedures; and selecting handling techniques. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

This unit covers anyone working in the transport, warehousing, distribution and storage industries who may handle dangerous goods and/or hazardous substances.

Work must be carried out in compliance with the relevant OH&S regulations concerning the safe handling of dangerous goods and hazardous substances.

Work is performed under general supervision. It involves the application of the codes of practice and established procedures for the safe handling of dangerous goods and hazardous substances.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify requirements for working with dangerous goods and/or hazardous substances	1.1 Dangerous goods and/or hazardous substances are identified from information including class labels, manifests and other documentation
	1.2 Storage requirements for hazardous substances and/or dangerous goods are identified and applied
	1.3 Legislative requirements for hazardous substances and/or dangerous goods are known and used to plan work activities
	1.4 Handling procedures for different classes and characteristics of goods are observed
	1.5 Confirmation is sought from relevant personnel where dangerous goods or hazardous materials do not appear to be appropriately marked
2 Confirm site incident procedures	2.1 Incident reporting processes are identified
	2.2 Emergency equipment is located and checked according to workplace procedures and statutory regulations
	2.3 Emergency procedures are identified and confirmed
3 Select handling techniques	3.1 Load handling and shifting procedures are selected in accordance with identified requirements for particular goods
	3.2 Handling equipment is checked for conformity with workplace requirements and manufacturers guidelines
	3.3 Where relevant, suitable signage is checked for compliance with workplace procedures

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Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- All relevant regulations and codes concerning the handling of dangerous goods and hazardous substances
- Application of relevant aspects of current Australian Dangerous Goods Code and relevant Australian Standards
- Permit and licence requirements
- Workplace procedures for handling and storing dangerous goods/hazardous substances
- Problems that may arise during the handling of dangerous goods and hazardous substances and actions that should be taken to prevent or solve them
- Risks when handling dangerous goods and hazardous substances and related precautions to control the risk
- Equipment applications, capacities, configurations, safety hazards and control mechanisms
- Housekeeping standards procedures required in the workplace

Required skills:

- Communicate effectively with others when handling dangerous goods and hazardous substances
- Read and interpret instructions, procedures, regulations, information and signs relevant to the handling of dangerous goods and hazardous substances
- Identify containers and goods coding, markings and, where applicable, emergency information panels for the mode of transport storage selected
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to work activities
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when handling dangerous goods and hazardous substances
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when handling dangerous goods and hazardous substances in accordance with regulatory requirements and workplace procedures
- Plan own work including predicting consequences and identifying improvements
- Implement contingency plans for unanticipated situations that may arise when handling dangerous goods and hazardous substances
- Recognise hazards and apply precautions and required action to minimise, control or eliminate

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Required skills:

hazards that may exist during the handling of dangerous goods and hazardous substances

- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of :
  - identifying dangerous goods/hazardous substances (from labels, IMDG markings, HAZCHEM signs and other relevant identification criteria)
  - identifying and selecting the safely requirements for handling dangerous goods/hazardous substances
  - maintaining workplace records and documentation
  - determining (any) required permits
  - identifying job and site hazards and planning work to minimise risks
  - selecting appropriate equipment and work systems including personal protection equipment
  - estimating weight and dimensions of load and any special requirements
  - identifying and assessing handling and storage precautions and requirements for dangerous goods/hazardous substances

Context of and specific resources

- Performance is demonstrated consistently over a period

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EVIDENCE GUIDE

for assessment	of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

The dangerous goods may be handled in a range of work environments by day or night and may be:	• for short-term storage • for long-term storage • in transit
Customers may be:	• internal or external
Workplace environment may include:	• movement of equipment • movement of goods • materials and vehicular traffic

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RANGE STATEMENT

Requirements for work may include:	• site restrictions and procedures • use of safety and personal protective equipment • communications equipment • specialised lifting and/or handling equipment • incident breakdown procedures • authorities and permits • hours of operations • noise restrictions • additional gear and equipment • segmentation procedures • emergency procedures, including response to spillage/leaks, evacuation and firefighting
Hazards may include:	• hazardous or dangerous materials • contamination of, or from, materials being handled • noise, light, energy sources • stationary and moving machinery, parts or components • service lines • spills, leakages, ruptures • fire or ignition • dust/vapours
Hazard management is:	• consistent with the principle of hierarchy of control with elimination, substitution, isolation and engineering control measures being selected before safe working practices and personal protective equipment
Consultative processes may involve:	• other employees and supervisors • suppliers, potential customers and existing clients • representatives of regulatory authorities with jurisdiction over OH&S, dangerous goods and hazardous substances • management and union representatives • industrial relations and OH&S specialists • other maintenance, professional or technical staff
Personnel in the work area may include:	• workplace personnel • site visitors • contractors • official representatives
Identification of goods may be from:	• material safety data sheets • packaging labels • manifests • stock lists • HAZCHEM interpretative advice

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RANGE STATEMENT

Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • mask and respirator • protective clothing • breathing apparatus
Information/documents may include:	• goods identification numbers and codes • manifests, stock lists, packaging labels, bar codes, stock lists • goods and container identification • workplace procedures and policies concerning the handling of dangerous goods and hazardous substances • supplier and/or client instructions • material safety data sheets (MSDS) • current Australian Dangerous Goods Code • HAZCHEM interpretative advice • relevant legislation, codes, regulations and related documentation concerning the handling of dangerous goods and hazardous substances • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures • emergency procedures pertaining to dangerous goods and hazardous substances

Applicable regulations and legislation may include:	• relevant Australian and state/territory regulations relating to the handling of dangerous goods and hazardous substances
	• current Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
	  • Australian and International Dangerous Goods Codes
	  • Australian Marine Orders and the International Maritime Dangerous Goods Code
	  • IATA Dangerous Goods by Air regulations
	  • Australian and International Explosives Codes
	• all relevant Australian Standards

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RANGE STATEMENT

- relevant state/territory OH&S legislation
- workplace relations regulations
- equal employment opportunity and affirmative action legislation
- equal opportunity legislation
- relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

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TLIC3003A Drive medium rigid vehicle

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to drive a medium rigid vehicle safely including systematic and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle condition and performance and effective management of hazardous situations. Assessment of this unit may be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory Road Traffic Authority. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Driving must be carried out in compliance with the licence requirements and regulations of the relevant state/territory roads and traffic authority pertaining to medium rigid vehicles.

Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a commercial medium rigid vehicle across a variety of driving contexts.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Drive the medium rigid vehicle	1.1 The medium rigid vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturers instructions
	1.2 Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage
	1.3 Engine operation is maintained within the manufacturer's specified torque range and temperature through effective transmission use
	1.4 Braking system of medium rigid vehicle is managed and operated to ensure effective control of the vehicle under all conditions
	1.5 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving
	1.6 The medium rigid vehicle is driven in reverse, maintaining visibility and achieving accurate positioning
	1.7 The medium rigid vehicle is parked, shut down and secured in accordance with manufacturers specifications, traffic regulations and workplace procedures
	1.8 Appropriate procedures are followed in the event of a driving emergency
2 Monitor traffic and road conditions	2.1 The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations
	2.2 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and to ensure no injury to people

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ELEMENT	PERFORMANCE CRITERIA
	or damage to property, equipment, loads and facilities
3 Monitor and maintain vehicle performance	3.1 Vehicle performance is maintained through pre-operational inspections and checks of the vehicle
	3.2 Performance and efficiency of vehicle operation is monitored during use
	3.3 Defective or irregular performance or malfunctions are reported to the appropriate authority
	3.4 Vehicle records are maintained/updated and information is processed in accordance with workplace procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant road rules, regulations, permit and licence requirements of the relevant state/territory road traffic authority
- Relevant OH&S and environmental procedures and regulations
- Medium rigid vehicle controls, instruments and indicators and their use
- Medium rigid vehicle handling procedures
- Procedures to be followed in the event of a driving emergency
- Engine power management and safe driving strategies
- Efficient driving techniques
- Workplace driving and operational instructions
- Driving hazards and related defensive driving techniques
- Pre-operational checks carried out on vehicle and related action
- Differences between transmission types
- Principles of operation of air brakes and procedures for their use
- Principles of stress management when driving a vehicle
- Map reading and road navigation techniques including the use of a GPS device where applicable
- Factors which may cause traffic delays and diversions and related action that can be taken by a driver
- Causes and effects of fatigue on drivers
- Factors which increase fatigue-related accidents

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REQUIRED KNOWLEDGE AND SKILLS

- Fatigue management strategies including on-road techniques
- Lifestyles which promote the effective long-term management of fatigue

Required skills:

- Communicate effectively with others when driving a medium rigid vehicle
- Read and interpret instructions, procedures, information and signs relevant to work activities
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to work activities
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when driving a medium rigid vehicle
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when driving a medium rigid vehicle in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events when driving a medium rigid vehicle
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor performance of equipment
- Monitor and anticipate traffic hazards and take appropriate action
- Carry out pre-operational checks on a medium rigid vehicle
- Check and replenish fluids and carry out lubrication processes in the course of work activities

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
  - the underpinning knowledge and skills
  - relevant legislation and workplace procedures
  - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
  - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
  - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
  - relevant and appropriate materials and equipment, and
  - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
  - through activities in an appropriately simulated environment at the registered training organisation, and/or
  - in an appropriate range of situations in the workplace

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Type of vehicle includes:	• all medium rigid vehicles, for example any 2-axle rigid vehicle, including truck and bus greater than 8 tonnes GVM
Driving may be carried out in typical road transport situations, including:	• operations conducted at day or night • typical weather conditions • on the open road • on a private road • while at a depot, base or warehouse • while at a client's workplace or work site
Vehicle handling procedures may include:	• starting a vehicle • steering and manoeuvring a vehicle • accelerating and braking • positioning and stopping a vehicle • reversing a vehicle • operating vehicle controls, instruments and indicators • using air brakes • using defensive driving techniques • managing engine performance
Pre-operational checks may include:	• visual check of vehicle • checking and topping up of fluid levels • checks of tyre pressures • checks of operation of vehicle lights and indicators • checks of brakes
Minor routine repairs may include:	• replacement of blown globes in vehicle lights • replacement of broken fan belt • replacement of blown fuse • replacement of door mirrors • repairs to rear tail-light lens • changing of tyres • repair of tyre punctures • replacement of broken coolant hose
Driving hazards may include (examples only):	• wet and iced roads • oil on road • animals and objects on road • fire in vehicle • leaking fuel

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RANGE STATEMENT

	• faulty brakes • parked vehicles on the road • faulty steering mechanism on vehicle • pedestrians crossing the road • flooded sections of road • windy sections of road • foggy conditions
Factors that can cause traffic delays and diversions may include:	• traffic accidents • flooded sections of road • road damage • bridge/tunnel damage • road works • building construction • emergency situations such as bushfires, building fires, etc. • road closures for special events such as marches, parades, etc. • holiday traffic • road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Documentation/records may include:	• state/territory medium rigid vehicle driving licence requirements • state/territory road rules • workplace driving instructions and procedures • vehicle manufacturers instructions, specifications and recommended driving procedures including preoperational checks of vehicle • emergency procedures • vehicle log book or record book (where required)
Applicable procedures and codes may include:	• relevant state/territory roads and traffic authority driving regulations and licence requirements pertaining to medium rigid vehicles • relevant state/territory road rules • relevant state/territory permit regulations and requirements • relevant state/territory OH&S legislation • relevant state/territory fatigue management regulations • relevant state/territory environmental protection legislation

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Unit Sector(s)

Not Applicable

Competency Field

Competency Field C - Vehicle Operation

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TLIC2002A Drive light rigid vehicle

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to drive a light rigid vehicle safely including systematic and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle condition, and performance and effective management of hazardous situations. Assessment of this unit may be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory Road Traffic Authority. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Driving must be carried out in compliance with the licence requirements and regulations of the relevant state/territory roads and traffic authority pertaining to light rigid vehicles.

Driving is performed with limited or minimum supervision, and with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a commercial light rigid vehicle across a variety of driving contexts.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Drive the light rigid vehicle	1.1 The light rigid vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturers instructions
	1.2 Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage
	1.3 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving
	1.4 The light rigid vehicle is driven in reverse, maintaining visibility and achieving accurate positioning
	1.5 The light rigid vehicle is parked, shut down and secured in accordance with manufacturers specifications, traffic regulations and workplace procedures
	1.6 Appropriate procedures are followed in the event of a driving emergency
2 Monitor traffic and road conditions	2.1 The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations
	2.2 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities
3 Monitor and maintain vehicle performance	3.1 Vehicle performance is maintained through pre-operational inspections and checks of the vehicle
	3.2 Performance and efficiency of vehicle operation is monitored during use
	3.3 Defective or irregular performance or malfunctions are reported to the appropriate authority

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ELEMENT	PERFORMANCE CRITERIA
	3.4 Vehicle records are maintained/updated and information is processed in accordance with workplace procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant road rules, regulations, permit and licence requirements of the relevant state/territory road traffic authority
- Relevant OH&S and environmental procedures and regulations
- Light rigid vehicle controls, instruments and indicators and their use
- Light rigid vehicle handling procedures
- Driving hazards and related defensive driving techniques
- Procedures to be followed in the event of a driving emergency
- Engine power management and safe driving strategies
- Efficient driving techniques
- Pre-operational checks carried out on vehicle and related action
- Differences between transmission types
- Map reading and road navigation techniques including the use of a GPS device where applicable
- Factors which may cause traffic delays and diversions and related action that can be taken by a driver
- Workplace driving and operational instructions
- Principles of stress management when driving a vehicle
- Causes and effects of fatigue on drivers
- Factors which increase fatigue-related accidents
- Fatigue management strategies including on-road techniques
- Lifestyles which promote the effective long-term management of fatigue

Required skills:

- Communicate effectively with others when driving a commercial light rigid vehicle
- Read and interpret instructions, procedures, information and signs relevant to the driving of a commercial light rigid vehicle

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Required skills:

- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the driving of a commercial light rigid vehicle
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when driving a commercial light rigid vehicle
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events when driving a commercial light rigid vehicle
- Apply precautions and required action to minimise, control or eliminate hazards that may exist when driving a commercial light rigid vehicle
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor and anticipate traffic hazards and take appropriate action
- Carry out pre-operational checkson the vehicle in the course of work activities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: • the underpinning knowledge and skills

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EVIDENCE GUIDE

	• relevant legislation and workplace procedures • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Type of vehicle includes:	• all light rigid vehicles including trucks and buses greater than 4.5 tonnes or seating more than 12 adults including the driver
Driving may be carried out in typical road transport situations, including:	• operations conducted at day or night • typical weather conditions • on the open road

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RANGE STATEMENT

	• on a private road • while at a depot, base or warehouse • while at a client's workplace or work site
Vehicle handling procedures may include:	• starting a vehicle • steering and manoeuvring a vehicle • accelerating and braking • positioning and stopping a vehicle • reversing a vehicle • operating vehicle controls, instruments and indicators • using defensive driving techniques • managing engine performance
Pre-operational checks may include:	• visual check of vehicle • checking and topping up of fluid levels • checks of tyre pressures • checks of operation of vehicle lights and indicators • checks of brakes
Minor routine repairs may include:	• replacement of blown globes in vehicle lights • replacement of broken fan belt • replacement of blown fuse • replacement of door mirrors • repairs to rear tail-light lens • changing of tyres • repair of tyre punctures • replacement of broken coolant hose
Driving hazards may include (examples only):	• wet and iced roads • oil on road • animals and objects on road • fire in vehicle • leaking fuel • faulty brakes • parked vehicles on the road • faulty steering mechanism on vehicle • pedestrians crossing the road • flooded sections of road • windy sections of road • foggy conditions
Factors that can cause traffic delays and diversions may include (examples only):	• traffic accidents • flooded sections of road • road damage • bridge/tunnel damage

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RANGE STATEMENT

	• road works • building construction • emergency situations such as bushfires, building fires, etc. • road closures for special events such as marches, parades, etc. • holiday traffic • road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Documentation/records may include:	• state/territory light rigid vehicle driving licence requirements • state/territory road rules • workplace driving instructions and procedures • vehicle manufacturers instructions, specifications and recommended driving procedures including preoperational checks of vehicle • emergency procedures • vehicle log book or record book (where required)
Applicable procedures and codes may include:	• relevant state/territory roads and traffic authority driving regulations and licence requirements pertaining to light rigid vehicles • relevant state/territory road rules • relevant state/territory permit regulations and requirements • relevant state/territory OH&S legislation • relevant state/territory fatigue management regulations • relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field C - Vehicle Operation

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TLIB2004A Carry out vehicle inspection

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to carry out an inspection of a commercial vehicle, including action to implement vehicle manufacturers specifications for routine checks, to clean the vehicle, and to ensure that all specified safety requirements are met and that the vehicle is operational to the requirements of both the workplace and the relevant state/territory roads and traffic authority. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the regulations of the relevant roads and traffic authority concerned with the inspection of commercial vehicles.

Work is performed with limited or minimum supervision, and with limited accountability and responsibility for self and others in achieving the prescribed outcomes. It involves the application of routine inspection principles and procedures to check the safety and operation of a commercial vehicle across a variety of operational contexts.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Check the vehicle	1.1 A visual check of the internal and external condition of the vehicle is carried out following workplace procedures
	1.2 Pre-operational inspections and checks of the vehicle's tyres, suspension, fluid levels and other critical features are carried out to ensure conformance with the requirements of the relevant roads and traffic authority
	1.3 Associated equipment is tested to ensure it functions correctly to manufacturers specifications
	1.4 Post start-up and shut-down checks are carried out after engine is started to identify possible engine or electrical problems
	1.5 Warning systems (instruments and gauges) are checked to ensure they are operational
	1.6 Where relevant, vehicle monitoring device is logged on/off in accordance with manufacturers instructions and workplace policy
2 Clean vehicle	2.1 Vehicle and associated equipment is cleaned in accordance with workplace procedures and legislation
3 Complete documentation	3.1 Basic faults are identified and/or diagnosed and appropriate action is taken to report or remedy them as required by workplace procedures and legislation
	3.2 Records of inspection are updated and recommended repairs are documented in accordance with workplace polices

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Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant duty of care requirements for the routine inspection of vehicles
- Relevant OH&S and pollution control procedures
- Procedures for the routine inspection of a commercial vehicle in accordance with workplace and manufacturers requirements and established safety rules and regulations, including pre-operational checking procedures, visual inspection procedures and warning systems checking procedures
- Problems that may occur during the routine inspection of a vehicle and appropriate actions and solutions
- Basic principles of operation of systems on commercial vehicles, including electrical systems, fuel systems, cooling systems, steering systems, exhaust systems, tyres, brakes
- Reporting and documentation requirements

Required skills:

- Communicate effectively with others during the routine inspection of a vehicle
- Read and interpret instructions, procedures, information and manuals relevant to the routine inspection of a vehicle
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the routine inspection of a vehicle
- Operate electronic communication equipment to required protocol
- Work collaboratively with others during the routine inspection of a vehicle
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that are identified during the routine inspection of a vehicle in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events that may occur during the routine inspection of a vehicle
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

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Required skills:

- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Use cleaning equipment
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation • As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests

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EVIDENCE GUIDE

- Practical assessment must occur:
  - through activities in an appropriately simulated environment at the registered training organisation, and/or
  - in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Maintenance may be carried out in typical road transport situations, including:	• operations conducted at day or night • typical weather conditions • in confined spaces, exposed conditions and controlled or open environment • while in the a depot, base or warehouse • while in the vehicle on the road • while at a client's workplace
Type of vehicle may include any commercial road transport vehicles including:	• light vehicles • heavy vehicles • combination vehicles
Inspection may include:	• visual checks of vehicle • routine checks of vehicle systems • checks in accordance with a detailed inspection schedule
Routine checks may include:	• water levels • oil levels • air pressure in tyres • brakes • lights • condition of tyres • battery • exhaust system • suspension
Environmental hazards may include:	• leaking oil and fuel • defective or inappropriately adjusted exhaust systems • inappropriate disposal of vehicle fluids in drains or sewerage systems

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RANGE STATEMENT

Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Information/records may include:	• workplace routine inspection procedures, checklists and instructions • relevant state/territory roads and traffic authority vehicle maintenance regulations • vehicle manufacturers instructions, specifications and recommended procedures • precautions and procedures to be adopted to protect the environment when inspecting, servicing and maintaining vehicles • OH&S procedures to be followed when inspecting vehicles
Applicable regulations and legislation may include:	• relevant state/territory roads and traffic authority vehicle maintenance regulations and requirements • relevant state/territory OH&S legislation • relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field B - Equipment Checking and Maintenance

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TLIB2003A Carry out vehicle servicing and maintenance

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to carry out basic servicing and maintenance of a commercial vehicle, including action to implement vehicle manufacturers specifications for routine checks and maintenance and to ensure that all specified safety requirements are met, and that the vehicle is operational to the requirements of both the workplace and the relevant state/territory roads and traffic authority. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the regulations of the relevant roads and traffic authority.

Work is performed with limited or minimum supervision, and with limited accountability and responsibility for self and others in achieving the prescribed outcomes. It involves the application of routine vehicle checking and maintenance principles and procedures to service and maintain a commercial vehicle across a variety of operational contexts.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Maintain and service the vehicle systems	1.1 Fluid levels are checked and adjusted following manufacturers specifications and workplace procedures
	1.2 Air levels are checked and adjusted following manufacturers specifications and workplace procedures
	1.3 Routine checks are made of vehicle systems and appropriate action is initiated for maintenance where required in accordance with workplace procedures
	1.4 Appropriate precautions and procedures are followed when servicing/maintaining a vehicle to ensure adequate protection of the environment
	1.5 OH&S procedures are followed when carrying out routine servicing and maintenance of a vehicle
2 Carry out minor repairs to a vehicle	2.1 Vehicle components are removed, repaired or replaced and refitted to the vehicle using the correct tools and following manufacturers instructions and workplace procedures
	2.2 Tyres on vehicle are repaired or replaced following workplace procedures and manufacturers instructions
	2.3 Worn brakes are identified and action taken in accordance with workplace procedures and manufacturers specifications
	2.4 The need for more complex maintenance procedures is identified and the problem correctly referred following workplace procedures
3 Diagnose minor vehicle faults and undertake repairs for the safe operation of a vehicle	3.1 Minor faults in the vehicle systems are identified, diagnosed and repaired following manufacturers specifications and workplace procedures
	3.2 Identified faults which create a safety hazard are reported and

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ELEMENT	PERFORMANCE CRITERIA
	appropriate action is taken to remove the vehicle from operation pending repair
4 Complete documentation	4.1 Records of routine servicing, maintenance and repairs are kept in accordance with workplace procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant 'duty of care' requirements for the routine servicing and maintenance of vehicles
- Relevant OH&S and pollution control procedures
- Procedures for the checking and routine service and maintenance of a commercial vehicle in accordance with workplace and the manufacturer's requirements and established safety rules and regulations
- Problems that may occur during the routine servicing and maintenance of a vehicle and appropriate action and solutions
- Recognition and diagnosis of faults and vehicle irregularities
- Basic principles of operation of systems on commercial vehicles, including: electrical systems, fuel systems, cooling systems, steering systems, exhaust systems, tyres and brakes
- Basic fault finding procedures required during routine servicing and maintenance of vehicles
- Procedures required to minimise waste during routine servicing and maintenance
- Housekeeping standards required for routine servicing and maintenance
- Procedures for the use and maintenance of the materials, tools and parts required for routine servicing and maintenance
- Reporting and documentation requirements

Required skills:

- Communicate effectively with others when carrying out vehicle servicing and maintenance
- Read and interpret instructions, procedures, information and signs relevant to vehicle servicing and maintenance
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to vehicle servicing and maintenance
- Operate electronic communication equipment to required protocol

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Required skills:

- Work collaboratively with others
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions identified when carrying out vehicle servicing and maintenance in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unplanned events
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during vehicle servicing and maintenance
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to vehicle or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor performance of equipment
- Service equipment in terms of maintenance schedule and standard operating procedures
- Check and replenish fluids and carry out lubrication processes in the course of vehicle servicing and maintenance

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

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EVIDENCE GUIDE

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Maintenance may be carried out in typical road transport situations, including:	• operations conducted at day or night • typical weather conditions • in tight or confined spaces, exposed conditions and controlled or open environments • while in a depot, base or warehouse • while in the vehicle on the road • while at a client's workplace
Type of vehicle may include any	• light vehicle

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RANGE STATEMENT

commercial road transport vehicle including:	• heavy vehicle • combination vehicle
Maintenance checks may include:	• routine inspections of vehicle systems • checks prior to operations • checks on completion of operations • checks on completion of maintenance activities
Minor routine repairs may include:	• replacement of blown globes in vehicle lights • replacement of broken fan belt • replacement of blown fuse • door mirrors • repairs to rear tail-light lens • changing of tyres • repair of tyre punctures • replacement of broken coolant hose
Minor routine servicing may include:	• topping-up of water levels • replacement of oils • replacement of air in tyres
Environmental hazards may include:	• leaking oil and fuel • defective or inappropriately adjusted exhaust systems • inappropriate disposal of vehicle fluids in drains or sewerage systems
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Information/records may include:	• workplace routine servicing and maintenance procedures, checklists and instructions • relevant state/territory roads and traffic authority vehicle maintenance regulations • maintenance checklists and records • vehicle manufacturers instructions, specifications and recommended procedures • precautions and procedures to be adopted to protect the environment when servicing and maintaining vehicles • OH&S procedures to be followed when servicing and maintaining vehicles
Applicable regulations and legislation may include:	• relevant state/territory roads and traffic authority vehicle maintenance regulations and requirements • relevant state/territory OH&S legislation • relevant state/territory environmental protection legislation

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Unit Sector(s)

Not Applicable

Competency Field

Competency Field B - Equipment Checking and Maintenance

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CPPCMN2003A Provide effective client service

Modification History

Revised unit

Unit updated and equivalent to PRMCMN202A Provide effective client service.

Unit Descriptor

This unit of competency specifies the outcomes required to provide effective client service. It covers establishing client relationships, identifying client needs, and meeting those needs via the delivery of services or by providing information and advice on products and services. The skills and knowledge required will apply to initial or repeat client encounters, either on company or client premises.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The unit may be expected to apply to a worker who has routine contact with internal or external clients and is providing routine, well-defined services and products to clients. It would usually be carried out under routine supervision, within company guidelines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Establish working relationship with client.	1.1	***Client*** is greeted courteously according to ***company requirements*** and ***workplace procedures***.
		1.2	Communication during ***client contacts*** is clear, accurate and courteous according to company requirements.
		1.3	Business relationship is developed by responding to clients in a manner that personalises service and respects cultural diversity.
2	Identify client needs.	2.1	***Client needs*** are identified according to workplace procedures and company requirements.
		2.2	Client requests are analysed and where necessary confirmed with client or others to identify exact requirements, according to company requirements.
		2.3	Personal limitations are identified while addressing client needs and assistance is sought from ***work group*** according to company requirements.
3	Deliver service to client.	3.1	Prompt client service is provided to meet identified needs according to company requirements.
		3.2	***Suggestions and complaints*** are treated positively and politely and used to improve personal and company practice according to company requirements.
		3.3	***Opportunities to enhance quality of products, services*** and client contacts are identified wherever possible.
4	Provide effective client service on client premises.	4.1	Workplace procedures are carried out in a timely and professional manner and according to company requirements.
		4.2	Alternative arrangements are negotiated with clients when ***commitments*** cannot be met, according to

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			workplace procedures and company requirements.
		4.3	Operations and services are provided to satisfy client delivery needs and company requirements.
5	Maintain personal presentation standards and present a professional image.	5.1	Company ***uniform*** is maintained to present an image consistent with company requirements.
		5.2	Specific presentation requirements are maintained according to company requirements.
		5.3	Visible work area is kept tidy and uncluttered according to company requirements.
6	Promote company's products and services to potential and existing client.	6.1	Products and services of benefit to client are explained clearly and accurately according to company requirements.
		6.2	Sales brochures and product ***information*** are provided to client according to company requirements.
		6.3	Confidentiality of ***product and service information*** is maintained according to company requirements.
7	Present positive company image using effective communication techniques.	7.1	Professional ethics are maintained to enhance client commitment and build return client base.
		7.2	Image and good standing are maintained by taking timely action with client according to company requirements.
		7.3	Effective service environment is created through effective ***communication techniques***.
		7.4	***Communication equipment*** is used effectively and efficiently according to company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- customer service skills to:
  - establish rapport with clients
  - gain client trust
  - interpret and meet client needs
  - listen actively
- interpersonal skills to:
  - negotiate variations in client needs
  - relate to people from diverse backgrounds
- language, literacy and numeracy skills for:
  - acquiring product knowledge
  - communicating clearly and concisely, verbally and in writing
  - providing accurate information on products and services, including pricing
  - questioning with open and closed questions
  - sourcing and using information
  - summarising
- planning and organising skills to manage time
- problem-solving skills to:
  - assess client needs
  - select options to meet client needs

Required knowledge

- client confidentiality provisions
- client groups, both internal and external
- communication equipment procedures, including reporting faults
- company standards and procedures, including:
  - client service standards
  - codes of conduct
  - complaints handling procedures
  - policies and procedures that apply to client services
- legislation, regulations, codes of practice and industry advisory standards that apply to providing client service
- range of options for company products and services
- relevance of client service, good communication and own role in delivering effective client service

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing the provision of a range of effective client services.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • clarify needs and expectations of clients or explore alternative ways to satisfy their needs and expectations • deliver services and responses to client requirements by applying company policy and procedures in a timely and effective manner • establish relationships with clients based on the provision of effective client service • explain features and benefits of products and services to clients • identify client needs through the use of interpersonal skills • maintain positive image of self, company and industry by complying with company policies • use effective communication techniques to establish rapport with clients.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • assessment documentation forms and record books • client service manuals and other relevant organisational documentation • products and information used when providing client service • suitable work area or a simulated workplace environment that allows for demonstration of identifying client needs and delivering effective client service.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application

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	• reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. This unit could be assessed on its own or in combination with other units relevant to the job function.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Client may be either internal or external and include:	• people with routine or special requests
	• people from diverse social and cultural backgrounds
	• regular and new clients, including:
	  • business enterprises
	  • government agencies
	  • members of the public
	  • suppliers and manufacturers
	• team members.

Company requirements may include:	• code of ethics
	• company image
	• legal and organisational policies and guidelines
	• legislative and regulatory requirements relevant to work or service function, including:
	  • anti-discrimination and equal employment opportunities
	  • codes of conduct
	  • consumer law
	  • environmental law

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	• harassment and other laws specific to local government • occupational health and safety (OHS) • privacy legislation • OHS policies, procedures and programs • personnel practices and guidelines outlining work roles, responsibilities and delegations • quality systems, standards and guidelines • staff appearance and presentation.
Workplace procedures may include:	• assignment instructions • instructions from colleagues, supervisor and manager • personal protective equipment (PPE) requirements • reporting and documentation requirements • specific client requirements.
Client contacts may include:	• answering telephones • face-to-face interactions • interactions with team members.
Client needs may relate to:	• accuracy of information • advice or general information • complaints and suggestions • purchase of products and services • specific requests.
Work groups may include:	• colleagues • line managers • supervisors.
Suggestions and complaints may include:	• administrative or financial errors • damaged goods • service or delivery errors.
Opportunities to enhance quality of products and services may include procedures for:	• allocating appointments • communicating with clients • delivering products and services • responding to complaints or suggestions.
Commitments may be:	• individually negotiated • negotiated by team approach.
Uniform may include:	• clothes with a company logo or overalls • uniform dependent on climate and seasonal changes.

Information may be:	• contained in:
	  • company databases
	  • manufacturer specifications and information
	• products or services available, including features and benefits
	• provided verbally

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	• provided in written material, such as product brochures.
Product and service information may include:	• features and benefits of products and services • range of products and services available • supplier information.

Communication techniques may include:	• active listening
	• clear and legible writing
	• giving clients full attention
	• maintaining eye contact in face-to-face interactions
	• non-verbal communication, such as:
	  • body language
	  • personal presentation in face-to-face interactions
	  • open and closed questions
	• verbal communication using:
	  • clear and concise speech
	  • appropriate language and tone of voice.

Communication equipment may include:	• email • facsimile • internet and intranet applications • paging equipment • photocopiers • telephones.

Unit Sector(s)

Common

Custom Content Section

Not applicable.

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CPPCMN2002A Participate in workplace safety arrangements

Modification History

Revised unit

Unit updated and equivalent to PRMCMN201A Participate in workplace safety arrangements.

Unit Descriptor

This unit of competency specifies the outcomes required to ensure own safety and that of others in the workplace. It also covers recognising hazards and following workplace emergency procedures.

The unit is based on Generic Competency A in the National Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards (NOHSC:7025 [1998] 2nd edition).

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision, within company guidelines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Follow workplace procedures for hazard identification and risk control.	1.1	***Hazards*** in work area are ***identified*** and reported to ***appropriate personnel*** according to ***workplace procedures*** and ***company requirements***.
		1.2	Workplace procedures and work instructions for controlling risks are followed according to company requirements.
2	Participate in arrangements for managing occupational health and safety (OHS).	2.1	OHS issues are raised with appropriate personnel according to relevant ***OHS legislation***, workplace procedures and company requirements.
		2.2	Opportunities to ***participate*** in OHS management in workplace are identified and used within scope of own role and responsibilities, according to workplace procedures and company requirements.
3	Follow emergency procedures in workplace.	3.1	***Emergency procedures*** are followed within scope of own role and responsibilities according to company requirements.
		3.2	Details of ***hazardous events*** are reported to appropriate personnel according to company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to relate to people from diverse backgrounds
- language and literacy skills to:
  - communicate clearly and concisely verbally and in writing
  - communicate OHS information to personnel
  - participate in OHS training
  - read and interpret directions and information, including:

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    - emergency responses
    - product instructions
    - safety signs
    - work instructions
  - report potential and existing risks or hazards
- skills to work safely when:
  - identifying hazards and controlling risks
  - using tools, equipment and products

Required knowledge

- common workplace hazards and risk control measures, including:
  - equipment and material use, storage, cleaning and disposal procedures
  - range and meaning of workplace safety signs and symbols
  - site safety plan
  - types and purpose of personal protective equipment (PPE)
  - ways to maintain OHS in emergency situations
- communication channels and procedures to report OHS concerns
- rights and responsibilities of parties in workplace under relevant OHS Acts, regulations and codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	This unit of competency could be assessed by observing the recognition of hazards in the workplace, ensuring own safety and that of others, and following emergency procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • follow emergency procedures in emergency situations (note that evidence in this area may be gathered through simulations) • identify hazards and risks in the workplace and report them to appropriate personnel • follow workplace procedures for controlling risks in the workplace.
Context of and specific	Assessment of essential underpinning knowledge may be conducted

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resources for assessment	in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • assessment documentation forms and record books • manuals and relevant documentation, including OHS policies and procedures • PPE commonly used to reduce workplace risk • relevant products, tools, specialist equipment and associated instructions • suitable work area, or simulated workplace environment, that allows for identification of hazards.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. This unit could be assessed on its own or in combination with other units relevant to the job function.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Hazards may include:	• blocked access to emergency entry and exit points • electrical and mechanical faults • unsafe manual handling methods • improper use of hazardous materials and chemicals.
Identifying **hazards** may include:	• checking equipment or work area before and during work • housekeeping • inspecting workplace equipment and work areas.

Appropriate personnel may include:	• health and safety representatives
	• managers
	• OHS personnel
	• other persons, including emergency service personnel authorised or nominated by organisation or industry to:
	  • approve specified work
	  • direct specified work and functions
	  • inspect specified work
	  • perform specified work and functions
	• supervisors and team leaders.

Workplace procedures may include specific OHS procedures and organisational policies or procedures relating to:	• assessment and control of risks
	• consultation and participation arrangements for employees
	• emergency response
	• OHS issue resolution
	• safe operating procedures or instructions that cover but are not limited to:
	  • awareness of electrical hazards
	  • awareness of environmental hazards
	  • confined space procedures
	  • provision of first aid
	  • safe use of tools and equipment
	  • working safely around electrical wiring, cables and overhead powerlines
	• specific hazards
	• reporting OHS issues
	• use of PPE
	• workplace safety inspections.

Company requirements may include:	• counselling and disciplinary processes • following procedures to dispose of, re-use or recycle resources • maintaining plant and equipment • purchasing supplies and equipment • work procedures and work instructions.
OHS legislation may	• general duty of care under OHS legislation and common law • provisions relating to OHS issue resolution

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include:	• provisions relating to roles and responsibilities of health and safety representatives and OHS committees • regulations and codes of practice, including regulations and codes of practice relating to hazards present in workplace or industry • state, territory and commonwealth OHS Acts.

Participating may include:	• formal and informal meetings of:
	  • OHS committees
	  • other committees, such as consultative, planning and purchasing
	• suggestions, requests, reports and concerns put forward by employees to management.

Emergency procedures may include:	• accident and incident reporting • chemical containment • evacuations • following instructions from authorised or appropriate personnel during hazardous events • provision of first aid.
Hazardous events may include:	• accidents, including motor vehicle accidents • acts of violence • bomb threats • chemical spills • fire and explosions • inhalation of dangerous substances • natural disasters.

Unit Sector(s)

Common

Custom Content Section

Not applicable.

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BSBWOR203A Work effectively with others

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work in a group environment promoting team commitment and cooperation, supporting team members and dealing effectively with issues, problems and conflict. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine tasks using a limited range of practical skills and fundamental knowledge of teamwork in a defined context under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop effective workplace relationships	1.1. Identify own ***responsibilities and duties*** in relation to ***workgroup members*** and undertake activities in a manner that promotes cooperation and good relationships 1.2. Take time and resource constraints into account in fulfilling work requirements of self and others 1.3. Encourage, acknowledge and act upon constructive ***feedback*** provided by others in the workgroup
2. Contribute to workgroup activities	2.1. Provide ***support to team members*** to ensure workgroup goals are met 2.2. Contribute constructively to workgroup goals and tasks according to organisational requirements 2.3. Share ***information*** relevant to work with workgroup to ensure designated goals are met 2.4. Identify and plan ***strategies***/***opportunities for improvement*** of workgroup in liaison with workgroup
3. Deal effectively with issues, problems and conflict	3.1. Respect differences in personal values and beliefs and their importance in the development of relationships 3.2. Identify any linguistic and cultural differences in communication styles and respond appropriately 3.3. Identify issues, problems and conflict encountered in

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ELEMENT	PERFORMANCE CRITERIA
	the workplace 3.4. Seek assistance from workgroup members when issues, problems and conflict arise and suggest possible ways of dealing with them as appropriate or refer them to the appropriate person

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read and understand the organisation's policies and work procedures, to write simple instructions for particular routine tasks and to interpret information gained from correspondence
- communication skills to request advice, to receive feedback and to work with a team
- technology skills to select and use technology appropriate to a task
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies, plans and procedures
- workgroup member responsibilities and duties, and relationship to individual responsibilities and duties.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • providing support to team members to ensure goals are met • seeking feedback from clients and/or colleagues and taking appropriate action • knowledge of appropriate conflict resolution techniques.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints or staff conflict.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of demonstrated techniques in resolving conflict • observation of presentations • review of documentation identifying and planning strategies/opportunities for workgroup improvement.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • interpersonal communication units • other industry capability units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Responsibilities and duties may include:	• Code of Conduct • job description and employment arrangements • organisation's policy relevant to work role • skills, training and competencies • supervision and accountability requirements including OHS • team structures
Workgroup members may include:	• coach/mentor • other members of the organisation • peers/work colleagues/team/enterprise • supervisor or manager
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Support to team members may include:	• explaining/clarifying • helping colleagues • problem-solving • providing encouragement • providing feedback to a team member • undertaking extra tasks if necessary
Information to be shared may include:	• acknowledging satisfactory performance • acknowledging unsatisfactory performance • assisting a colleague • clarifying the organisation's preferred task completion methods • encouraging colleagues • open communication channels • workplace hazards, risks and controls

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RANGE STATEMENT	
Strategies*/*opportunities for improvement may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • recognition of current competence (RCC)/skills recognition/initial assessment • work experience/exchange/opportunities • workplace skills assessment

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBITU203A Communicate electronically

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to send, receive and manage electronic mail (email), as well as to collaborate online using chat rooms, intranets and instant messaging. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who use business technology to perform a range of routine tasks to communicate with co workers, customers or others. The individual will use a limited range of practical skills and fundamental knowledge in a defined context under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement procedures to send and receive electronic mail	1.1. Log in to ***software*** for sending and receiving email in accordance with ***organisational requirements*** 1.2. ***Check outgoing email for accuracy*** and ensure any required ***attachments*** are prepared, in accordance with organisational and service provider requirements 1.3. Identify urgent, confidential, personal, ***suspicious or potentially dangerous email*** and take appropriate actions 1.4. ***Deal with returned email*** in accordance with organisational policies and procedures
2. Manage electronic mail	2.1. Set security levels and/or filters for incoming email in accordance with organisational requirements 2.2. Create and maintain individual mailboxes in accordance with organisational requirements 2.3. ***Store email*** and/or attachments in accordance with organisational requirements 2.4. Empty inboxes and archive or permanently delete in accordance with organisational requirements 2.5. Prepare and maintain electronic ***mailing lists*** in accordance with organisational requirements
3. Collaborate online	3.1. Identify software to be used in collaboration 3.2. Ensure ***online collaboration*** is undertaken in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisational policy, procedures and ***net etiquette*** (netiquette) 3.3. Respond to posts or communications in accordance with agreed parameters, organisational requirements and netiquette

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to request advice, to receive feedback and to work with a team • literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to draft simple correspondence • problem-solving skills to solve routine technology problems.
Required knowledge

• different methods of electronic communication
• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • sending and receiving email for a range of purposes • attaching and removing documents to email • using software applications to collaborate online • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to software applications likely to be used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of electronic communication methods and tools • review of attachments prepared for email • review of electronic mailing lists • evaluation of postings and responses to online discussions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other IT use units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Software may include:	• mobile or wireless software applications:
	  • personal digital assistants (PDA)
	  • mobile phones
	  • text messaging (SMS/TXT)
	  • multimedia messaging (MMS)
	  • internet relay chat (IRC)
	• personal computer-based software applications:
	  • email applications
	  • web-based email services
	  • chat applications
	  • internet discussion groups/boards/chat rooms
	  • intranet discussion groups/boards/chat rooms

Organisational requirements may include:	• carbon copies or blind carbon copies • concise, relevant subject line • electronic signature • form of address • formality/informality of language, tone and structure • including original message in the reply • length of emails (i.e. short and to the point) • net ethics • net etiquette(netiquette) • requesting read receipt • sender's name and address
Checking outgoing email for accuracy may include checking:	• clarity of intended meaning • completeness • content • grammar • punctuation • recipient's address • spelling • structure
Attachments may include:	• PDFs

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RANGE STATEMENT	
	• pictures • spreadsheets • word processed documents • any electronic file
Suspicious or potentially dangerous email may include:	• attachments • email where sender is unknown, and subject line is enticing and/or personal (e.g. urging the receiver to open immediately) • particular file extensions • spam (unsolicited commercial email or junk email) • unsolicited email containing viruses
Dealing with returned email may include:	• checking email address • checking size of attachment/s • re-sending • sending message by other means e.g. facsimile, post • telephoning addressee
Storing email may include:	• email application software • paper-based filing system • specialised recordkeeping, spreadsheet or database software
Mailing lists may include:	• database or spreadsheet records • electronic address books • word processing tables or data files
Online collaboration may include:	• chat rooms • email communications • instant messaging • intranet
Net etiquette may include:	• accepted (not mandated) rules for being a good net citizen (netizen) • adjust to the style and tone of discussion groups • be forgiving of other's mistakes • do not abuse your power • if you would not do it in real life do not do it in cyberspace • keep flames under control (flaming is making personal attacks on others) • look good online (spelling, grammar, and have

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RANGE STATEMENT	
	something worth saying) • protocols for discussion groups • remember you are dealing with real people not computers • respect copyright • respect other people's privacy • respect other's time and bandwidth • share expert knowledge

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU202A Create and use spreadsheets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to correctly create and use spreadsheets and charts through the use of spreadsheet software. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of creating spreadsheets in a defined context under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select and prepare resources	1.1. Adjust workspace, furniture and equipment to suit user ***ergonomic***, ***work organisation*** and occupational health and safety (OHS) ***requirements*** 1.2. Use energy and resource ***conservation techniques*** to minimise wastage in accordance with organisational and statutory requirements 1.3. Identify ***spreadsheet task requirements*** and clarify with relevant personnel as required
2. Create simple spreadsheets	2.1. Ensure ***data*** is entered, ***checked*** and amended in accordance with organisational and task requirements, to maintain consistency of design and layout 2.2. ***Format*** spreadsheet using ***software functions***, to adjust page and cell layout to meet information requirements, in accordance with organisational style and presentation requirements 2.3. Ensure ***formulae*** are used and tested to confirm output meets task requirements, in consultation with appropriate personnel as required 2.4. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production
3. Produce simple charts	3.1. Select ***chart type*** and design that enables valid representation of numerical data and meets

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ELEMENT	PERFORMANCE CRITERIA
	organisational and task requirements 3.2. Create chart using appropriate data range in the spreadsheet 3.3. Modify chart type and layout using formatting ***features***
4. Finalise spreadsheets	4.1. Ensure spreadsheet and any accompanying charts are previewed, adjusted and ***printed*** in accordance with organisational and task requirements 4.2. Ensure data input meets ***designated time lines*** and organisational requirements for speed and accuracy 4.3. Name and ***store*** spreadsheet in accordance with organisational requirements and exit the application without data loss/damage

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to clarify requirements of spreadsheet • editing and proofreading skills to check own work for accuracy • keyboarding skills to enter text and numerical data • literacy skills to read and understand organisation's procedures, and to use basic models to produce a range of spreadsheets • numeracy skills to create and use spreadsheet formulae.
Required knowledge
• formatting of workplace documents • organisational requirements for ergonomic standards, work periods and breaks, and conservation techniques • organisational guidelines on spreadsheet manipulation and processing • purpose and range of use of spreadsheet functions.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • designing a minimum of two spreadsheets • using cell-based formulae • creating charts using relevant data • knowledge of purpose and range of use of spreadsheet functions.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of spreadsheets and simple formulae.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of final spreadsheets • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of spreadsheet software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other IT use units.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation requirements may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Conservation techniques may include:	• double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Spreadsheet task requirements may include:	• data entry • output • presentation • storage
Data may include:	• numbers • text
Checking may include:	• accuracy of data • accuracy of formulae with calculator • ensuring instructions with regard to content and format have been followed • proofreading • spelling, electronically and manually
Formatting may include:	• alignment on page • efficiency of formulae • enhancements to format - borders, patterns and

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RANGE STATEMENT	
	colours • enhancements to text • headers/footers • use of absolute and relative cell addresses • use of cell addresses in formulae
Software functions may include:	• adding/deleting columns/rows • formatting cells • formatting text • headers/footers • sizing columns/rows
Formulae may include:	• absolute cell referencing and/or mixed references • average • division • maximum • minimum • multiplication • subtraction • sum • combinations of above
Chart types may include:	• area • bar • column • exploded pie • line • pie and 3-D pie • scatter/bubble • stacked/multiple bar • stacked, 3-D column
Features may include:	• axes • axis title • borders • chart title • colours • data labels • data tables • fills • gridlines • legend • lines

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RANGE STATEMENT	
	• patterns
Printing may include:	• fit on one page • fit specific number of pages • with formulae • with values
Designated time lines may include:	• organisational time line e.g. financial requirements • time line agreed with internal/external client • time line agreed with supervisor/person requiring spreadsheet
Storing data may include:	• authorised access • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of spreadsheets • security • storage in electronic folders/sub-folders • storage on CD-ROM, zip drives, USB memory

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU201A Produce simple word processed documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to correctly operate word processing applications in the production of workplace documents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of word processing and software in a defined context, under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to produce documents	1.1. Use safe work practices to ensure ***ergonomic***, ***work organisation***, energy and resource ***conservation requirements*** are addressed 1.2. Identify ***document*** purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.3. Identify ***organisational*** and task ***requirements*** for document layout and design
2. Produce documents	2.1. ***Format*** document using appropriate ***software functions*** to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements 2.2. Use system features to identify and manipulate ***screen display options and controls*** 2.3. Use manuals, user documentation and online help to overcome problems with document presentation and production
3. Finalise documents	3.1. Ensure final document is previewed, ***checked***, adjusted and ***printed*** in accordance with organisational and task requirements 3.2. Ensure document is prepared within ***designated time lines*** and organisational requirements 3.3. ***Name and store document*** in accordance with organisational requirements and exit application

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ELEMENT	PERFORMANCE CRITERIA
	without information loss/damage

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to clarify document requirements • editing and proofreading skills to check own work for accuracy • keyboarding skills to enter text and numerical data • literacy skills to read and understand organisation's procedures, and to use basic models to produce a range of correspondence • problem-solving skills to solve routine problems.
Required knowledge
• formatting styles and their effect on formatting, readability and appearance of documents • purpose, use and function of word processing software • organisational requirements for ergonomics, work periods and breaks, and conservation techniques • organisational style guide.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of simple word processing functions, standard document layout and design principles • production of a minimum of three simple, word processed documents.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of word processed documents and style guides.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of formatted document • review of final document • demonstration of techniques • oral or written questioning to assess knowledge of word processing software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other IT use units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position

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RANGE STATEMENT	
	• lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation requirements may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Conservation requirements may include:	• disposing of non-confidential waste paper in recycling bins • double-sided paper use • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Documents may include:	• agendas • briefing papers • envelopes • faxes • labels • letters • mail merges • memos • minutes • short reports • simple one-page flyers • standard form letters
Organisational requirements may include:	• company colour scheme • company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles • observing copyright legislation • organisation name, time, date, document title, filename etc. in header/footer • templates
Formatting may include:	• alignment on page • columns • company logo/letterhead

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RANGE STATEMENT	
	• enhancements to format - borders, patterns and colours • enhancements to text - colour, size, orientation • headers/footers • margins • page orientation
Software functions may include:	• default settings • document protection • grammar check • headers/footers • indent • line spacing • page numbers • page set up • paragraph formatting • spell check • tabs • text formatting
Screen display options and controls may include:	• layout view • maximise/minimise • normal view • page view • print preview • ruler • toolbars • zoom percentage
Checking may include:	• accuracy of information • consistency of layout • ensuring instructions with regard to content and format have been followed • grammar • proofreading • spelling, electronically and manually
Printing may include:	• basic print settings • multiple copies • odd or even pages • print preview • printer setup • specified pages • whole document

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RANGE STATEMENT	
Designated time lines may include:	• organisational time line e.g. deadline requirements • time line agreed with internal/external client • time line agreed with supervisor/person requiring document/s
Naming and storing documents may include:	• appropriate file type • authorised access • file names according to organisational procedure e.g. numbers rather than names • file names which are easily identifiable in relation to the content • file/directory names which identify the operator, author, section, date etc. • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security • storage in folders/sub-folders • storage on hard/floppy disk drives, CD-ROM, tape back-up

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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Co-requisite units		

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BSBINN201A Contribute to workplace innovation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to make a pro active and positive contribution to workplace innovation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in any industry or community context, in both small and large organisations. They take a pro active approach to identifying, suggesting and developing ideas about better ways of doing things at a practical operational level in a specific area of activity. While the individual's overall work is undertaken with some supervision and guidance, the nature of this process requires the application of discretion, judgement and effective interpersonal skills. The unit assumes that there is wider organisational and management support for innovation and for individuals at all levels to contribute to the innovation process.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify opportunities to do things better	1.1. Be aware of ***own role*** in workplace innovation 1.2. Pro-actively identify ***opportunities for improvement*** in own area of work 1.3. Gather and review ***information which may be relevant to ideas*** and which might assist in gaining support for ideas
2. Discuss and develop ideas with others	2.1. Identify ***people who could provide input*** into ideas for improvements 2.2. Select the ***best way of approaching people*** to begin sharing ideas 2.3. Seek ***feedback*** on improvement of ideas, and discuss and develop ***options and possible variations*** 2.4. Review and select ideas for follow-up based on feedback and further review
3. Address the	3.1. Take action to implement ***routine changes*** in

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ELEMENT	PERFORMANCE CRITERIA
practicalities of change	consultation with others and within scope of own responsibility 3.2. Identify and articulate ***issues and practical processes*** for implementing proposed ideas 3.3. Present ideas and practical suggestions to the appropriate people about how improvements could be made

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to liaise with other team members, to discuss a range of ideas and to be open to different opinions
- comprehension skills to review and interpret information from a wide range of sources
- organisational skills to articulate practical processes and actions for change
- problem-solving skills to identify and anticipate problems at a practical operational level and to develop possible solutions.

Required knowledge

- role and impact of innovation in the workplace at a practical operational level and the 'bigger picture' for innovation in the relevant work or community context
- role of individuals in suggesting and making improvements and the importance of pro-active involvement
- positive impacts and the challenges of change and innovation
- types of changes that can occur as a result of effective individual participation
- typical reasons why suggested improvements or innovations may not be implemented, including operational and management constraints
- ways in which improvements and change can be suggested to maximise likelihood of support.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • generation of practical ideas in response to a specific workplace situation • effective and open interaction with others to discuss and develop ideas • knowledge and understanding of the role of individuals in contributing to workplace innovation.
Context of and specific resources for assessment	Assessment must ensure: • interaction with others to reflect the collaborative nature of the improvement/innovation process.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate participating in brainstorming, discussions and other collaborative activities to develop ideas • evaluation of candidate's ability to generate ideas to address a range of practical operational situations • evaluation of feedback from other people involved in the collaborative process about the candidate's communication approaches and abilities • oral or written questioning to assess knowledge of the role of innovation, the role of individuals in the innovation process and the types of techniques that can be used.
Guidance information for assessment	Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Own role may relate to:	• current organisational practice in relation to new ideas • knowledge of ways to suggest new ideas • scope of individual discretion and freedom in relation to new ideas • who needs to be involved in the process
Opportunities for improvement may relate to:	• changes in the physical work environment • different storage or maintenance procedures • different ways of communicating within the team • introduction of new technology • job role changes • new customer base • new work practices or services • staffing changes • work processes and procedures
Information which may be relevant to ideas may include:	• examples of similar approaches in other contexts or organisations • media articles about similar ideas • notes about how the idea could improve efficiency or service levels • pricing information
People who could provide input may include those who might:	• challenge and test the ideas • have supervisory or management responsibility • promote the ideas to others • provide technical knowledge • resource the ideas going forward • review any budgetary implications • work in the same area
Best way of approaching people may be influenced by:	• degree of formality required • location of people (e.g. may not be on-site) • need for any supporting documentation

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RANGE STATEMENT	
	• time pressures and priorities
Feedback could be gained in a range of ways and may include:	• asking questions • talking to colleagues or supervisors • using brainstorming techniques • using 'what if' scenarios
Options and possible variations development may occur by:	• considering resources needed • considering time required • taking on board ideas from other people • thinking through all aspects of the ideas • whole new concepts that come out of discussions
Routine changes may include:	• adjustments to work practices with minimal impact on others or within a small team • changes that do not require management approvals • changes that have the support of management and for which authority is given for immediate action to be taken
Issues and practical processes may relate to:	• any approvals required • cost of implementation • internal politics • need for a planned communication approach (internal or external) • personalities and philosophies of others in the workplace • relationship of the idea to organisation priorities

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Innovation

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Co-requisite units

Co-requisite units		

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BSBCMM201A Communicate in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to communicate in the workplace. It includes gathering, conveying and receiving information together with completing routine written correspondence. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine workplace communication tasks using a limited range of practical skills and fundamental knowledge of effective listening, questioning and non verbal communication in a defined context under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather, convey and receive information and ideas	1.1. Collect information to achieve work responsibilities from appropriate sources 1.2. Use method/s and/or ***equipment*** to communicate appropriate ideas and information to the audience 1.3. Use effective listening and speaking skills in ***verbal communication*** 1.4. Seek input from internal and external sources to develop and refine new ideas and approaches 1.5. Respond to instructions or enquiries promptly and in accordance with ***organisational requirements***
2. Complete workplace documentation and correspondence	2.1. Present ***written information*** and ideas in clear and concise language to ensure the intended meaning of ***correspondence*** is understood by recipient 2.2. Draft and present correspondence within designated time lines 2.3. Ensure presentation of written information meets organisational ***standards*** of style, format and accuracy 2.4. Complete workplace forms and documentation in a clear, concise and easy to read format
3. Communicate in a way that responds positively to	3.1. Value all individuals and treat them with respect, courtesy and sensitivity 3.2. Take into consideration cultural differences in all

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ELEMENT	PERFORMANCE CRITERIA
individual differences	verbal and non-verbal communication 3.3. Use communication to develop and maintain positive relationships, mutual trust and confidence 3.4. Make efforts to use basic strategies to overcome language barriers 3.5. Ensure that behaviour is consistent with legislative requirements, enterprise guidelines and/or social protocols

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to request advice, to receive feedback and to work with a team
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to identify work requirements, and to understand and process basic workplace documentation
- organisational skills to plan work priorities and arrangements
- technology skills to select and use technology appropriate to communication tasks.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies, plans and procedures, especially style guide
- spelling, grammar and punctuation.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • using communication methods appropriate to the audience • producing clear, concise and correct written communication • providing prompt responses to requests for information • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of workplace documents, including policies and procedures relating to communication.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of written information and ideas • demonstration of techniques • observation of presentations • review of correspondence and completed workplace forms and documentation • assessment of presentation of written information.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other generaladministration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Communication ***equipment*** may include:	• facsimile machines • information technology components including hardware, software and communication packages • keyboard equipment including mouse, touchpad, keyboard • network systems • pens, pencils • telephones
Verbal communication may include:	• answering enquiries from clients • answering telephone calls • informal discussions • requests from colleagues • use of voice mail
Organisational requirements may include:	• access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manual
Written information may include:	• briefing notes • electronic mail • facsimiles • general correspondence • handwritten and printed materials • internal memos • telephone messages

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RANGE STATEMENT	
Correspondence may include:	• emails • memorandums • messages • proformas • standard/form letters
Standards may include:	• Australian Standards • legislation • organisational policies and procedures • specified work standards • standards set by workgroup

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Interpersonal Communication

Co-requisite units

Co-requisite units		

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CPCCOHS1001A Work safely in the construction industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to undertake Occupational Health and Safety (OHS) induction training within the construction industry.

It requires the ability to demonstrate personal awareness of OHS legislative requirements, and the basic principles of risk management and prevention of injury and illness in the construction industry.

Licensing requirements will apply to this unit of competency depending on the regulatory requirements of each jurisdiction.

Application of the Unit

Application of the unit

This unit of competency supports the attainment of the basic OHS knowledge required prior to undertaking designated work tasks within any of the sectors within the construction industry. The unit relates directly to the general induction training program specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify OHS legislative requirements.	1.1. Applicable ***OHS legislative requirements*** relevant to own work, role and responsibilities are identified and explained. 1.2. Duty of care requirements are identified. 1.3. Own responsibilities to comply with ***safe work practices*** are identified and explained.
2. Identify construction hazards and control measures.	2.1. Basic principles of risk management are identified. 2.2. ***Common construction hazards*** are identified and discussed. 2.3. ***Measures for controlling*** hazards and risks are identified.
3. Identify OHS communication and reporting processes.	3.1. OHS communication processes, information and documentation are identified and discussed. 3.2. Role of ***designated OHS personnel*** is identified and explained.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. ***Safety signs and symbols*** are identified and explained. 3.4. Procedures and ***relevant authorities*** for reporting hazards, ***incidents*** and injuries are identified.
4. Identify OHS incident response procedures.	4.1. ***General procedures*** for responding to incidents and ***emergencies*** are identified and explained. 4.2. Procedures for accessing first aid are identified. 4.3. Requirements for the selection and use of relevant ***personal protective equipment*** are identified and demonstrated. 4.4. ***Fire safety equipment*** is identified and discussed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- communication skills to:
  - clarify OHS legislative requirements
  - verbally report construction hazards and risks
  - ask effective questions
  - relay information to others
  - discuss OHS issues and information
- comprehension skills to:
  - explain the basic OHS legislative requirements which will be applicable to own work
  - explain the meaning of safety signs and symbols
  - identify common construction hazards
  - discuss the basic principles of risk management.

Required knowledge

Required knowledge for this unit is:

- applicable Commonwealth, State or Territory OHS legislation, regulations, standards, codes of practice and industry standards/guidance notes relevant to own

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REQUIRED SKILLS AND KNOWLEDGE

work, role and responsibilities

- basic principles of risk management and assessment for construction work
- common construction hazards
- common construction safety signage and its meanings
- general construction emergency response and evacuation procedures
- general construction work activities that require licenses, tickets or certificates of competency
- general first aid response requirements
- general procedures for raising OHS issues
- general procedures for reporting OHS hazards, accidents, incidents, emergencies, injuries, near misses and dangerous occurrences
- general procedures for responding to hazards, incidents and injuries
- general workers' compensation and injury management requirements
- OHS hierarchy of controls
- OHS responsibilities and rights of duty holders, including:
  - persons in control of construction work/projects
  - employers and self-employed persons
  - supervisors
  - employees
  - designers
  - inspectors
  - manufacturers and suppliers
- own responsibilities to comply with safe work practices relating to:
  - housekeeping
  - identification of hazards
  - preventing bullying or harassment
  - smoking
  - use of amenities
  - use of drugs and alcohol
- role of OHS committees and representatives
- types of common personal protective equipment and fire safety equipment
- types of OHS information and documentation.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence must confirm personal awareness of the following: • applicable OHS legislative and safety requirements for construction work including duty of care • the range of common construction hazards and procedures for the assessment of risk and application of the hierarchy of control • OHS communication processes, information and documentation including the role of OHS committees and representatives, the meaning of common safety signs and symbols, and procedures for reporting hazards, incidents and injuries • general procedures for responding to incidents and emergencies including evacuation, first aid, fire safety equipment and PPE.
Context of and specific resources for assessment	• Resources must be available to support the program including participant materials and other information or equipment related to the skills and knowledge covered by the program. • It is recommended that the assessment tool designed specifically to support this unit of competency will provide consistency in assessment outcomes. • Where applicable, physical resources should include equipment modified for people with disabilities • Access must be provided to appropriate assessment support when required. • Assessment processes and techniques must be culturally appropriate, and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed • In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a

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EVIDENCE GUIDE

	manner as is appropriate to the oracy, language and literacy levels of the operator, any cultural issues that may affect responses to the questions, and reflecting the requirements of the competency and the work being performed.
Method of assessment	Assessment methods may include more than one of the following: • practical assessment • oral questioning • written test • work-based activities • simulated project based activity

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

OHS legislative requirements relate to:	• Australian standards • construction industry OHS standards and guidelines • duty of care • health and safety representatives, committees and supervisors • licences, tickets or certificates of competency • National Code of Practice for Induction Training for Construction Work • national safety standards • OHS and welfare Acts and regulations • safety codes of practice.
Duty of care requirements relate to:	• legal responsibility under duty of care to do everything reasonably practicable to protect others from harm

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RANGE STATEMENT

	• own responsibilities to comply with safe work practices, including activities that require licences, tickets or certificates of competency • relevant state OHS requirements, including employers and self-employed persons, persons in control of the work site, construction supervisors, designers, manufacturers and suppliers, construction workers, subcontractors and inspectors.
Safe work practices include:	• access to site amenities, such as drinking water and toilets • general requirements for safe use of plant and equipment • general requirements for use of personal protective equipment and clothing • housekeeping to ensure a clean, tidy and safer work area • no drugs and alcohol at work • preventing bullying and harassment • smoking in designated areas • storage and removal of debris.
Risk relates to:	• likelihood of a hazard causing injury or harm.
Principles of risk management include:	• assessing the risks involved • consulting and reporting ensuring the involvement of relevant workers • controlling the hazard • identifying hazards • reviewing to identify change or improvement.
Hazard relates to:	• any thing (including an intrinsic property of a thing) or situation with the potential to cause injury or harm.
Common construction hazards include:	• confined spaces • electrical safety • excavations, including trenches • falling objects • hazardous substances and dangerous goods • HIV and other infectious diseases • hot and cold working environments • manual handling • noise • plant and equipment

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RANGE STATEMENT

	• traffic and mobile plant • unplanned collapse • ultraviolet (UV) radiation • working at heights.
Measures for controlling risk to eliminate or minimise hazards in accordance with the hierarchy of control include:	• elimination • substitution • isolation • engineering control • administrative control • personal protective equipment.
OHS communication processes include:	• discussions with OHS representatives • OHS meetings • OHS notices, newsletters, bulletins and correspondence • OHS participative arrangements • processes for raising OHS issues • toolbox talks • workplace consultation relating to OHS issues and changes.
OHS information and documentation includes:	• accident and incident reports • Acts and regulations • Australian standards • codes of practice • construction documentation and plans • emergency information contact • evacuation plans • guidance notes • job safety analyses • labels • material safety data sheets (MSDS) • proformas for reporting hazards, incidents and injuries • reports of near misses and dangerous occurrences • risk assessments • safe work method statements • safety meeting minutes • site safety inspection reports.
Designated OHS personnel includes:	• first aid officers • OHS committee members

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RANGE STATEMENT

	• OHS representatives • supervisors.
Safety signs and symbols include:	• emergency information signs (e.g. exits, equipment and first aid) • fire signs (e.g. location of fire alarms and firefighting equipment) • hazard signs (e.g. danger and warning) • regulatory signs (e.g. prohibition, mandatory and limitation or restriction) • safety tags and lockout (e.g. danger tags, out of service tags).
Relevant authorities include:	• emergency services (e.g. police, ambulance, fire brigade and emergency rescue) • OHS regulatory authority • supervisor.
Incidents include:	• accidents resulting in personal injury or damage to property • near misses or dangerous occurrences which do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence, for example: • breathing apparatus malfunctioning to the extent that the user's health is in danger • collapse of the floor, wall or ceiling of a building being used as a workplace • collapse or failure of an excavation more than 1.5 metres deep (including any shoring) • collapse or partial collapse of a building or structure • collapse, overturning or failure of the load bearing of any scaffolding, lift, crane, hoist or mine-winding equipment • damage to or malfunction of any other major plant • electric shock. • electrical short circuit, malfunction or explosion • uncontrolled explosion, fire or escape of gas, hazardous substance or steam • any other unintended or uncontrolled incident or event arising from operations carried on at a

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RANGE STATEMENT

	workplace.
General procedures for responding to incidents and emergencies include:	• basic emergency response (keep calm, raise alarm, obtain help) • evacuation • notification of designated OHS personnel and authorities • notification of emergency services (e.g. when and how) • referring to site emergency plans and documentation.
Emergencies include:	• chemical spill • fire • injury to personnel • structural collapse • toxic and/or flammable vapours emission • vehicle/mobile plant accident.
Personal protective equipment includes:	• aprons • arm guards • eye protection • gloves • hard hat • hearing protection • high visibility retro reflective vests • protective, well fitting clothing • respiratory protection • safety footwear • UV protective clothing and sunscreen.
Fire safety equipment includes:	• breathing apparatus • fire blankets • firefighting equipment.

Unit Sector(s)

Unit sector Construction

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Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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